FACULTAD DE HUMANIDADES Y EDUCACIÓN

DEPARTAMENTO DE IDIOMAS

EXPLORING INTERCULTURALITY IN THE CHILEAN PRESCHOOL CURRICULUM: HOW TO MEANINGFULLY INTEGRATE CULTURE-ORIENTED EXPERIENCES IN EFL SETTINGS

Trabajo de titulación presentado en conformidad a los requisitos para obtener el grado de Licenciado(a) en Educación y Título de Profesor(a) de Inglés.

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Undergraduate thesis presented for the Bachelor of Arts in Education and Teacher of English as a Foreign Language

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Mauricio Jeraldo

Before I did not consider myself a strong person, but for some time now I have realized that I have been blessed with more gifts than others and have used them for good. My heaven-given power is to help those less fortunate.

I feel very lucky to have a mother who has always been by my side in all the moments in which I have faltered, since she has been by my side to keep me standing and fighting for what I believe is right, for what I always I will be grateful to have such a wonderful mother who has given me the power to create my own truth.

Also, I am grateful for the bonds that I have formed in my 27 years of life:

To Madison Santander, who, despite the short time we've known each other, has taught me to be myself and feel proud of who I am; to Gabriela Perez for her free spirit, which is a hug to my heart; to César Castillo, for his hugs and words that always make me feel that everything will be fine; to Daniel Martínez, because thanks to his friendship, affection and loyalty I am still standing today; to Paloma González, to whom I owe my whole life for being a great friend who has always been there for me; I thank life itself for having met her and forming such a magical and unique bond; to María Josefina, who for me is my soul mate, since there is no other person in the world besides my mother who makes me feel so safe, understood and loved; to Fernando Reyes for giving me such devoted and genuine love, which makes me feel like the luckiest person in the world, since I have been with him my life is much better; to Titania, for being my first dog friend, to whom I am very grateful for her eternal love and although she I cannot speak, I know that his love for me is eternal and that he will always be with me; finally, I am grateful to myself, for having had the decision to meet such wonderful people and such unique and valuable teachers as the beings I mentioned above.

I am so happy to be able to name them here, since these words are my legacy in the world and being able to mention them makes them a part of it and of my life; when I write them here I am giving them the greatest gift I can give them, to be eternal, since as long as this text exists, they will live forever.

Javiera Araya

First of all, thanks to my dad who is no longer with me and my family, but has always been on my mind and being my stone to accomplish everything that is difficult for me. My mom and grandmother, even if they did not understand what I was going through, they supported and loved me no matter what. And my dearest gratitude goes to my girlfriend, for giving me the strength and motivation that I was losing when I needed it the most; without her I could not accomplish this. Everything that I was capable of fulfilling during this time was thanks to these people, they have my whole heart.

ABSTRACT

The present mixed methods study, which involved the application of quantitative and qualitative techniques, sought to analyze the contents, elements and components associated with interculturality based on the national curriculum at a preschool level, in order to find and detect a fundamental approach to promote interculturality in English language classes (EFL) for very young learners. In order to carry out this research, the perceptions of educators working in preschool levels with respect to the aforementioned topic were collected; moreover, these intercultural components that belong to the national preschool curriculum, as well as the NT1- NT2 proposal (MINEDUC), were identified and categorized. The data needed were collected through a survey sent to preschool educators, and the required sample was of 13 participants. Likewise, the information provided by the survey and the data collected from the curricular analysis meant an important contribution for the creation of an initial didactic proposal, in order to involve intercultural elements based on the teaching of English for very young learners.

Keywords: culture, interculturality, preschool education, intercultural components, EFL

RESUMEN

El presente estudio, realizado con métodos mixtos, involucró la aplicación de técnicas cuantitativas y cualitativas a través de las cuales se buscó analizar los contenidos, elementos y componentes asociados a la interculturalidad en base al currículo nacional de Educación Parvularia, con la finalidad de encontrar y detectar un enfoque fundamental para promover la interculturalidad en las clases de inglés (EFL) para los niños y niñas en educación inicial. Para llevar a cabo esta investigación, se recogieron las percepciones de educadoras que trabajan en niveles de Educación Parvularia con respecto a la temática antes mencionada; por consiguiente, dichos componentes interculturales, pertenecientes a las Bases Curriculares de Educación Parvularia, así como también a la propuesta Inglés NT1/ NT2 (MINEDUC), fueron identificados y categorizados. Los datos requeridos fueron recopilados mediante una encuesta a 13 educadoras de párvulos. Así mismo, la información proporcionada por dicha encuesta y los datos recopilados por medio del análisis curricular significaron un aporte significativo para la creación de una propuesta didáctica inicial, para así involucrar elementos interculturales en la enseñanza del inglés a niños y niñas de temprana edad.

Palabras claves: cultura, interculturalidad, educación parvularia, componentes interculturales, EFL

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1. INTRODUCTORY FRAMEWORK

1.1. Introduction

It is well known that interculturality constitutes our society in a certain way and is part of our own culture; that is why it is extremely important that we, as teachers, facilitate the process of approaching interculturalism, and one way to do it is through the teaching of English as a Second Language. A foreign language offers children multiple opportunities to grow socially and culturally, since it allows them to get to know new experiences based on their peers or through learning.

"Interculturality is centered on communication issues and the implications of linguistics pluralisms and information ethics" (Leclercq, 2003).

In order to provide meaningful intercultural learning to the students, it is necessary to take into account the clash of cultures and how they interact in the social and academic environment of the students; that is why it is necessary to involve the students in the process of learning the language.

The role of the teacher in this area is of utmost importance, since teachers are the ones who must facilitate the acquisition of such knowledge through meaningful and didactic experiences so that they acquire knowledge effectively; the environment in which they teach and the children acquire this is also of utmost importance because without an environment conducive to learning, this could not be done correctly. Hence, the main purpose of this study is to identify and analyze the relevant information such as curriculum and educators' perspectives regarding the integration of interculturality in lessons with EFL settings. In other words, what components are related to interculturality and how teachers can use them, in order to suggest basic guidelines for a meaningful integration of this concept.

In order to conduct this investigation, a mixed methods approach was considered to collect and analyze quantitative as well as qualitative information provided by the participants (who are preschool educators) and the national preschool curriculum.

In an effort to organize the information presented in this study, chapter one presents the introductory framework, which emphasizes the problem that initiated this

investigation as well as its relevance and objectives. Chapter two defines the theoretical framework of this study, highlighting essential literature to understand its context. Chapter three details the methodology and procedure used to carry out this research, while chapter four reveals the outcomes and data analysis. Chapter five offers basic guidelines for the integration of interculturality in EFL contexts for preschool education. Finally, chapter six and seven inform about the conclusions and suggestions for further research regarding interculturality in preschool education.

1.2. The Research Problem

When it comes to the development of intercultural elements in the EFL context, it is crucial to consider that there are standards, provided by the Ministry of Education (MINEDUC), which indicate that teachers should give students the possibility to be part of a multicultural environment and promote the use of English as a platform for cultural exchanges and cultural representations so as to develop appreciation and respect for the students' own and other identities (Estándares de la Profesión Docente Carreras de Pedagogía en Inglés, 2021). Taking this context into account, some issues have been perceived in terms of how to approach intercultural aspects during English lessons as a complement to key vocabulary for very young learners, considering that there is a lack of specific guidelines, and that interculturality is a wide concept making it a challenge to select intercultural content for such young learners.

As is well known, interculturality is a concept that is talked about and seen in early childhood education; however, the problem itself, is that despite being oriented to the indigenous population, as well as approaching it in an intercultural way, there are difficulties in incorporating this concept of interculturality in the classroom. Although the curricular documents mention the importance of this concept, the information provided seems unclear and appears to lack specifications on how to apply it. The curricular documents mention indigenous cultures as a way to approach interculturality and do not address the cultures of other countries, and even though the curricular documents refer to indigenous cultures as interculturality, there is no guide to indigenous culture per se

neither how to correctly approach such information with kindergartens students or students in general.

Consequently, many doubts on how to approach intercultural aspects during English lessons for very young EFL learners emerge along with lack of specific guidelines. Interculturality is a wide concept; it is a challenge to select appropriate intercultural content for such young learners and decide what is best to teach at such a young age in order to make them appreciate and understand how different parts of the world function and how they can appreciate their own culture in the process.

1.2.1. Relevance of the Problem

The current research seeks to provide guidance for EFL teachers to incorporate essential intercultural aspects according to young learners' level and cognitive development while developing English lessons. It is meant to serve as a "foundation" that incorporates cultural contents and suggested activities for teachers to choose according to students' needs and context. In other words, it is meant to provide support so as to help teachers or student teachers to identify the intercultural components they need to incorporate in their lessons. In addition, it provides guidance to make sure that intercultural aspects are indeed approached or integrated during English lessons or learning experiences.

1.2.2. Delimitation of the Problem

It is important to highlight that this current study is exclusively focused on Preschool Education and the integration of interculturality in EFL lessons. Concepts or topics belonging to other levels are not considered. Furthermore, in order to search for intercultural elements within the curriculum, learning objectives, (OA), skills, and attitudes were mainly considered for analysis of the curriculum, instead of other sections or components belonging to official documents.

1.2.3. Research Questions

Taking into account the problem stated in the previous section, and as a way to lead this investigation, the following research questions emerged:

1. What does the Chilean preschool curriculum include about interculturality?
2. How can intercultural activities be integrated in EFL lessons for young learners?
3. What are preschool educators' perceptions about the integration of interculturality in preschool levels?
4. What intercultural activities are appropriate for very young learners in EFL contexts?

1.3. Objectives

Considering the previous inquiries, the main objective of this research seeks:

1.3.1. General Objective

- To suggest guidelines for the integration of cultural aspects in EFL preschool settings.

1.3.2. Specific Objectives

In order to reach the main aim of this study, the following specific objectives were contemplated:

- To identify preschool educators' perceptions regarding interculturality and strategies to promote intercultural elements in preschool levels.
- To analyze the Chilean preschool curriculum in terms of intercultural contents.
- To select appropriate intercultural activities that could be applied in EFL lessons for very young learners.

2. THEORETICAL FRAMEWORK

2.1. Culture vs. Interculturality

In order to have a great concept of what culture and interculturality stand for, it is essential to develop a study to discriminate each term and analyze the

aspects that are involved in each of them, which must be developed by the teacher, so the following definitions that address these concepts must be taken into account.

As Gimenez (2004) states, "culture is the social organization of meaning, internalized in a relatively stable form by subjects in the form of schemes or shared representations, and objectified in symbolic forms, all in historically specific and socially structured contexts" (p. 78). In the same regard, culture is typically transmitted in the language socialization that occurs through communication in a cultural setting. Importantly, this is an embodied practice that encompasses linguistic as well as whole behavioral routines adapted for the cultural niche. This process also intertwines language socialization with children's play (Aronsson, 2011; Samuelsson, 2020). In addition, Harris (2001), refers to culture as "the learned set of traditions and lifestyles, socially acquired, of the members of a society. Including their repetitive patterned ways of thinking, feeling and acting (i.e., their behavior)".

When it comes to culture, this concept has been defined in numerous ways. As such, Unesco (2006) suggests that culture refers to "the whole set of signs by which the members of a given society recognize one another, while distinguishing them from people not belonging to that society" (p.12). In addition, Unesco also views culture as a set of peculiar features according to spiritual, material, intellect and emotion for a society encompassing art and literature, and all that embrace a social group.

When it comes to culture, Unesco (2006) refers to this concept as:

> Culture is at the core of individual and social identity and is a
> major component in the reconciliation of group identities within a
> framework of social cohesion. In discussing culture, reference is
> made to all the factors that pattern an individual's ways of

thinking, believing, feeling and acting as a member of society. (p.12)

When it comes to interculturality, this concept is defined as "a situation, process or project that occurs in the space between two different forms of cultural production" (Novaro, 2006, p. 2). Therefore, Stefoni et al (2006) claim that "interculturality supposes, then, the possibility of an egalitarian encounter between diverse groups, through dialogue between different positions and knowledge, and the joint construction of priorities and strategies." (p. 5). In other words, interculturality involves recognizing diversity as a positive characteristic of society, and not as an issue or difficulty, because it grants the interpretation of several principles (Novaro, 2006).

Regarding the concept of interculturality, Unesco (2006) suggests the following definition:

"Interculturality is a dynamic concept and refers to evolving relations between cultural groups. It has been defined as "the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect." Interculturality presupposes multiculturalism and results from 'intercultural' exchange and dialogue on the local, regional, national or international level." (p.17)

Considering the definitions provided by the authors, the following keywords arise regarding culture and interculturality:

Table 1

Keywords that involve culture and interculturality

Culture involves	Interculturality involves
- Social organization of meanings - Schemes or shared representations - Symbolic forms (historical and social contexts) - Linguistic as well as whole behavioral routines	- Different forms of cultural production - Encounter between diverse groups - Interpretation of diverse codes or principles - Recognizing diversity as a positive characteristic of society

Figure 1 Adapted from Unesco (2006), Novaro (2006), Stefoni (2006), Harris (2001), Aronsson (2011), Samuelsson (2020) and Gimenez (2004) about culture and interculturality.

As illustrated above, these two concepts are distinguished in terms of socialization and definition, since culture itself speaks of a concept that is specific to and rooted in a social group, while interculturality is an encounter between diverse social or cultural groups where diversity is recognized as a positive point for the interpretation of the codes or principles of each culture.

2.2. National Guidelines for Intercultural Development in EFL Contexts (Intercultural Proficiency)

The standard of culture and intercultural competence is fundamental for a teacher's professional development, as indicated by the Chilean Ministry of Education. Thus, Mineduc (2021) states that:

> "the purpose of learning English as a foreign language in Chile is to foster the integration of students into a multicultural world, and promotes the use of language as a vehicle for cultural exchange and representation, in order

to develop appreciation and respect for their own and other people's identities" (p. 93)

Thus, the graduate English teacher must be able to analyze the linguistic and discursive characteristics of messages in English and evaluate the function of various contents in diverse sociocultural spheres. As well as in the didactic field, selecting material and designing activities that will expose students to different cultural manifestations. In this way, the teacher promotes interculturality in the student and develops appreciation for one's own culture and identity, as well as valuing other cultures.

This standard is clearly based on disciplinary knowledge and disciplinary didactics, which are necessary for the teacher's professional development. Thus, the teacher must know what to do, how to do it and how well he/she is doing it. According to disciplinary didactics, the focus is on class designs that integrate diverse cultural manifestations; the analysis of understanding between one's own culture and others, through the use of language; the creation of activities with linguistic, social and cultural relevance so that students express their identity through the target language. Integrating disciplinary knowledge, a teacher must take into account the analysis of cultural content and the different ways of communicating messages (from different sources of information).

2.3. Meaningful Learning for Young Children & Cognitive Development (in 3-6-year-old kids)

It is a fact that the comprehension and assimilation of cultural and intercultural elements sometimes is a challenge for adults, even more for very young learners. Thus, it is crucial to consider and perceive young kids' cognitive development in order to select appropriate teaching strategies and techniques for them to integrate those aspects with their own perception of the world.

Young learners often develop specific skills and abilities within some age ranges when they are growing up. According to Dianna Fryer (2017), this development is

categorized into five areas which are: cognitive, communication, physical, self-help or adaptive, and social or emotional.

Our principal focus is cognitive development in the ages of 3 to 6 years old. Cognitive theories focus on how our mental processes or cognitions change over time.

According to Piaget, children develop their cognitive skills by learning about causes and effects in everyday activities and the similarities and differences in things around them, a "constant process of going back and forth between the person and the environment" (Piaget, 1929). Thus, it is concluded that thinking skills, promoted by interactions and exploration of the environment, help to make all experiences more meaningful to children.

Similarly, Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he strongly believed that community plays a central role in the process of "making meaning."

McLeod (2007), further explains the aforementioned theory, stating that:

> Vygotsky's ideas and theories are often compared to Jean Piaget, especially his cognitive- developmental theory. They had a conflict explaining that development concepts should not be taught until children are in the appropriate developmental stage. Opposing Vygotsky's zone of proximal development, Piaget believed that the most important source of cognition is the children themselves.

Table 2

Comparison of young children's cognitive characteristics stated by the authors.

Lev Vygotsky	Jean Piaget
Varies across cultures	Universal across cultures
Social interactions from guided learning	Independent explorations
Emphasis on the role of the language	Lack of emphasis of the role of language
Thought and language are initially separate system	Language depends on thought for its development

Source: Adapted from Cognitive development according to Lev Vygotsky (1978) and Jean Piaget (1929).

As is stated in these theories, kids at this age are able to know the effects of their actions by interacting with the people around them. In that way, when it comes to teaching, by including cultural and intercultural elements, it is essential for teachers to promote social interaction.

2.4 National Curriculum for Preschool Education (Guidelines and NT1 & NT2 Proposal by MINEDUC)

In compliance with the standard and the professional development of teachers, there is another great aspect to focus on this investigation: the foundation of educational performance.

The ministry of Education, according to the faculties given by the General Law of Education, has elaborated a new version of the curricular guidelines of preschool education. This text is the support to define the contents kids need to learn the first months of education till they reach the primary level, in line with the formative which are necessary for the characteristics of early childhood in context with our present society.

Indeed, these requirements and conditions are socially and culturally defined, and give meaning to the educational endeavor in this stage.

In this new version of the curricular guidelines there is a conservation of definitions, curricular concepts and structural principles that oriented the first national curriculum for preschool education; moreover, it highlights elements that respond to new requirements and emphasizes to the formation of early childhood, equivalent to social inclusion, diversity, interculturality, gender approach, citizen training, sustainable development, among others. Through actions and commitments of the education of preschoolers, they support cultural attributes and value the learning experiences that children proposed.

According to the Ministry of Education of Chile (2019), the purpose and goal of this text is "to promote quality learning for girls and boys that is relevant and takes into account special educational needs, cultural, linguistic, gender, religious and social diversities, as well as other significant cultural aspects, their families and communities". In this sense, the following areas in the curriculum are essential to review in order to consider cultural and intercultural elements that could be reinforced in EFL contexts.

Taking the previous context into account, the national curriculum for preschool education (Bases Curriculares Educación Parvularia 2018) includes the following domains in which cultural aspects are clearly promoted:

● Personal and social development

This area promotes "Broadening interactions with diverse groups or courses within a framework of respect for customs, personal and cultural singularities, such as: celebrations, collective games, ceremonies or participation in artistic productions and intercultural encounters;it contribute to appreciating diversity in people, incorporating the principle of equality and non-discrimination."

- Understanding of sociocultural environment

This area emphasizes and refers to "the set of skills, attitudes and knowledge that children are expected to learn about the human groups that make up their social and cultural environment, their ways of life and organizations, as well as the creations, tangible and intangible works and relevant events of the communities".

The Ministry of Education of Chile has also proposed programs for the teaching of English as a foreign language (EFL), which teachers need to look into.

- **NT1 EFL Proposal**

The incorporation of English language as a foreign language in the curriculum has acquired a significant relevance over time according to diverse competences that might enhance and, at the same time, give access to communications areas. In the same line, learning a new language gives the opportunity to delve into new cultures and realities.
It is fundamental to preschool education to begin with the first notions of English language, since children have the major neuronal plasticity. Indeed this level is the most adequate for them to acquire knowledge. Furthermore, this stage converts to an opportunity for children to achieve, in a parallel way to their mother tongue, new words in their vocabulary, making the learning process more fluent and natural to the future.

It is important to highlight that some of the fundamentals of this program are the development of attitudes, and in this text it is established that children must "demonstrate curiosity, interest and respect for other realities and cultures, recognizing their contributions and valuing the diversity of ways of life. The objectives of the subject encourages students to know and value other cultures and realities, different from their own, and feel curiosity and interest in learning more about them".

- **NT2 EFL Proposal**

With a definition and purpose quite similar to the NT1 English program, this text shows us the relevance of acquiring English language to the curriculum. Thanks to this language, children can discover useful tools and various areas of information.

It is positive to conclude that learning this language allows students to promote their personal development and communicative skills, since it opens a possibility to know different cultural forms, traditions and ways of thinking.

According to María Jesús Honorato (2016) according to EFL states:

In foreign language contexts, the reason to start at an early age is mainly to extend the period of early age is mainly to extend the period of learning time when there is little exposure to the language; this way students have a better chance of achieving a higher level of linguistic proficiency in the language when they reach the language proficiency by the time they reach adulthood.

Indeed, according to the Ministry of Education of Chile (2019), "due to the characteristics of the environment, English is taught in our country as a foreign language (English as a Foreign Language, EFL), which means that most students do not have opportunities to speak or practice the language in our country, opportunities to speak or practice the language in daily life, outside the classroom. Consequently, starting to learn English at the transitional levels is a contribution to their education."

2.5. Intercultural Activities for Preschool Education: Types and Characteristics

Taking into account all the previously presented context and references elements, it is essential to collect reflections on the instances to carry out activities that promote the integration of cultural components. For this reason the following options are essential to consider:

- **Storytelling:** It is one of the oldest forms of human communication, and much has been said in the literature about its effectiveness as a pedagogical tool in the development of language skills in first (L1) language, and also in a foreign or

second language (L2), regardless of learners' age or background (Isbell et al., 2004; Cameron, 2001). Furthermore, storytelling is even claimed to be more effective in language teaching than traditional teaching materials, such as textbooks. Indeed, studies generally believe that effectiveness of storytelling relies on the fact that it is fun, engaging and highly memorable, raising learners' interest in listening to stories, as well as in speaking, writing and reading about them (Atta-Alla, 2011, Kim, 2010; Wajnryb, 2003).

- **Songs**: The didactic explorations of songs still present many methodological paths to be experimented. Their use in schools must go beyond mere illustration or the embellishment of conventional explanations: songs can become a first-rate didactic tool if we learn to exploit their capacity to elicit learning. (Saez, 2004)

- **Object-oriented**: Harman (2002) added to the human science dialogue as he outlined an object-oriented philosophy that explores the metaphysics of things, the embodied nature of material objects, and expression beyond physical properties and function. Sociologists, too, have written about human interaction within the context of material culture.

- To further elaborate on this, we are to acknowledge the importance of objects in the classroom as socializing agents. We need to go beyond the simple presence of these materials in an environment in which everything is designed to be educational, child-sized and safe, and thus representative of only one culture – the school culture. Each of us is a member of a particular cultural group. In that way, Holzman (2009) states that we need to consider how materials in the classroom are connected to each of our lives outside the classroom and what the cultural significance of these objects represents to the members of the classroom community.

- Vygotsky (1977) believed that, in pretend play, children recreate real-life events regardless of the fact that they take place in imaginary or hypothetical

situations. The imaginary situation allows children freedom from the constraints of the real world that surrounds them, and stimulates them to try on social roles and skills that they do not yet have a mastery of. He expresses:

> in play a child creates an imaginary situation ... Imagination is a new [newly formed] formation which is not present in the consciousness of the very young child ... and represents a specifically human form of conscious activity ... Action in the imaginative sphere, in an imaginary situation, the creation of voluntary [not imposed] intentions and the formation of real-life plans ... all appear in play and make it the highest level of preschool development (Vygotsky, 1977, p. 552).

- **Guided play:** It is well known that one of the most important strategies for preschool educators is guided play, as it plays a key role in the learning and development of young learners. As Weisberg and Zosh argue, guided play is defined as the "form of play in which children's activities are scaffolded by a knowledgeable adult, allowing children's actions to lead them to the learning goal" (2018, p. 2). In that way, it is more efficient for preschool educators to scaffold by shaping in an appropriate way the environment of the class. In the same line, Samuelsson (2020) states that guided play has the potential to enable cultural learning since preschool teachers can scaffold children in various ways in their already culturally-imbued play. In a research about interculturality in preschool education, the author Alexia Pappa (2021) claims that "Guided play is an ideal educational tool for preschool teachers to promote intercultural values, since it combines the joy of play with cultural learning"; as a result of her investigation is observed that guided play is used a lot in both direct and indirect ways to promote interculturality values by preschool teachers.

- **Open-ended play:** Sarah Wallace (2019) states that open-ended play gives children the freedom to make choices with no limitations or rules while they play.

In open-ended play, children can make their own decisions and there is no right or wrong way to do things. There are no specific outcomes and it is all about the process (as opposed to the end product). Open-ended play is about having fun and laying a healthy foundation to develop a love of learning.

With that in mind, it is important to point out to children how different people do things differently, but different is what keeps life interesting and teaches them in an interesting way. To maintain young learners wondering at the beauty of all the people and cultures in this world there should be a show when you see them in your community. When you hear other languages spoken or music being played, when you see cultural dress, dance, or celebrations, it should be talked about. What better way to do it than with open-ended activities, by ar, for example. As Elsje Denison (2018) states, "allowing children open ended art activities builds confidence and continues the development of their imagination and creativity" (UDA Creatives Arts Preschool). Adding the cultural element adds appreciation for other peoples and their expression. There will be no rules and strict norms to follow for those kinds of activities. because "art is defined as the conscious use of skill and creative imagination, and every culture through time has expressed itself through art" (Elsje Denison, 2018). Art is the perfect way to teach preschoolers culture and diversity. To promote open-ended play, Sarah Wallace (2019) refers to an educator can give children open-ended learning tools to play such as:

Table 3

Learning tools to implement OPEN-ENDED play

play dough	variety of dress -up clothes	blocks such as brain blox	markers, canyons, blank sheet of paper	peg dolls or loose parts
sticks/rocks	cardboard box	animal figures	magnet tiles	sand, mud or dirt

Source: Adapted from Sarah Wallace on "The Importance Of Open-Ended Play In Early Childhood" (2019).

3. METHODOLOGY OF THE STUDY

The components regarding the methodology of this study include participants (preschool educators) who belong to different institutional establishments of the city; the use of (two) data collection instruments, and a procedure that will be explained below. The previously mentioned elements were applied by means of a mixed methodology pattern so as to gather relevant qualitative and quantitative data regarding intercultural aspects in Preschool Education.

3.1. Participants

In order to conduct this study, 13 preschool educators from different establishments of the region were contacted to answer a survey via Google Form. These participants were chosen because they met the profile needed for this research as they teach young learners, where it is essential to have that perspective of what is really happening in those classrooms when it comes to integration of interculturality.

3.2. Data Collection Instruments

To collect crucial information for this study, a survey (Appendix 2) was conducted using the Google Form platform. This data collection instrument was validated by experts (Appendix 1) and consisted of seven questions, one of them open and six closed, with alternatives related to definition, activities, valorization and common perspectives regarding interculturality. The questions were asked in Spanish because the participants surveyed were kindergarten educators. The questions considered were the following:

1. ¿Cuál de las siguientes definiciones de "cultura" se adapta mejor a su percepción del concepto?
De ser necesario, puede añadir comentarios en la sección "Otro".

2. ¿Cuál de las siguientes definiciones de "interculturalidad" se adapta mejor a su percepción del concepto?
De ser necesario, puede añadir comentarios en la sección "Otro".

3. ¿En qué ámbito(s) de experiencias considera más factible integrar actividades interculturales?

4. ¿Qué estrategias ha implementado para promover aspectos interculturales en niveles medio y/o transición?

5. Considerando su respuesta a la pregunta anterior, valore la efectividad de dicha estrategia en relación al logro del Objetivo de Aprendizaje de la experiencia.

6. ¿Cuál de las siguientes opciones considera usted apropiada para promover aspectos interculturales durante una experiencia de aprendizaje de Inglés?

7. ¿Con qué frecuencia cree usted que se deben incorporar elementos interculturales en una experiencia de aprendizaje en inglés?

As a second data collection instrument, a corpus was considered. This corpus involved the use of a collection of three essential documents to analyze in search for intercultural elements (Categorical content analysis). These documents correspond to official curricular resources originating from the Ministry of Education, specifically "Bases Curriculares Educación Parvularia (2018)" and "Propuesta Inglés NT1/NT2".

3.3. Procedure

In order to conduct this study, the research team contemplated the following steps:

A survey was elaborated, validated and conducted to participants (educators) who agreed to be part of the study.

The selected corpus (collection of official curricular documents) was analyzed by categorizing intercultural contents found in the three official documents by MINEDUC: (1) Preschool National Curriculum; (2) NT1 EFL Proposal; (3) NT2 EFL Proposal.

The resultant quantitative and qualitative information, obtained from the data collection instruments, was contrasted in terms of intercultural topics, objectives, activities, etc. Simple guidelines were suggested in order to promote interculturality in EFL preschool contexts.

4. DATA ANALYSIS

4.1 Quantitative Data Analysis

Regarding the quantitative data for this study, relevant information was obtained from close ended questions of the conducted survey. The answers were organized into the following categories: "Participants' Identification"; "Perceptions Regarding Culture and Interculturality"; "EFL Teaching and Interculturality".

4.1.1 Participants

Table N°1: Participants

Participants	Municipal Establishments	Subsidized Establishments

13	12	1

Municipal Establishments 92.31% Subsidized Establishments 7.69%

13 participants
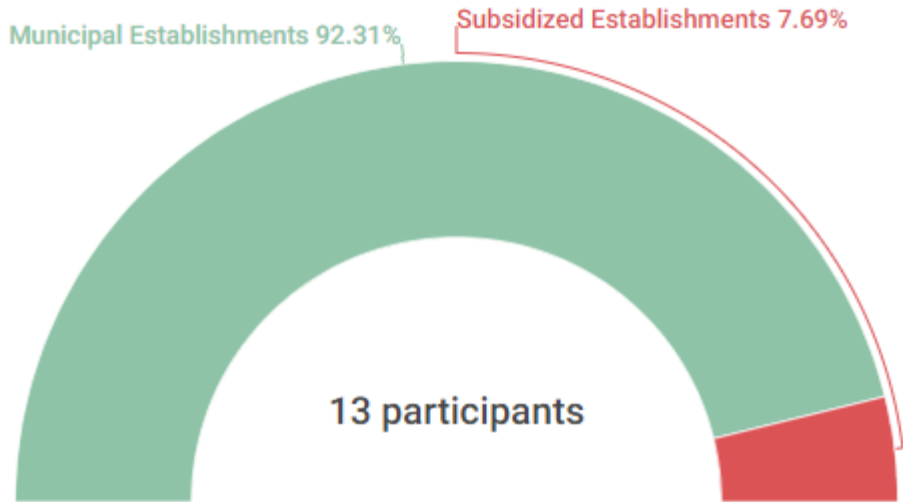
Chart 1: Years of Experience in Preschool Education

- De 1 a 5 años
- De 5 a 10 años
- Más de 10 años

76,9%

7,7%

15,4%
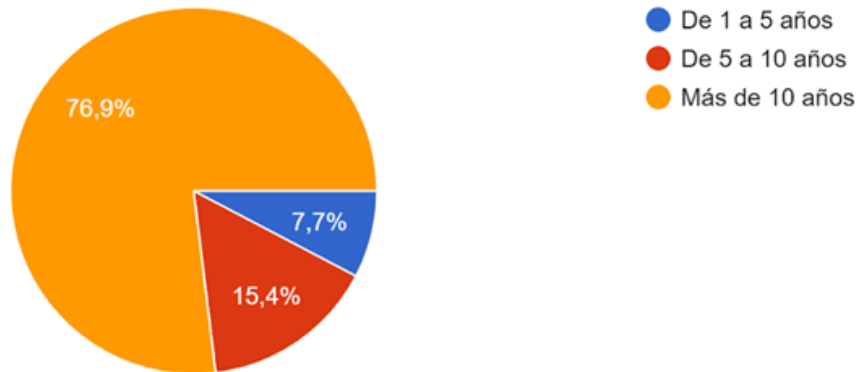
According to Chart 1, it is perceived that the majority of educators who participated in the study (76,9%) counts with over 10 years of experience in Preschool Education.

4.1.2 Perceptions Regarding Culture and Interculturality

Chart 2: Perceptions Regarding "Culture"

1. ¿Cuál de las siguientes definiciones de "cultura" se adapta mejor a su percepción del concepto? De ser necesario, puede añadir comentarios en la sección "Otro".

13 respuestas

- 🔵 "Organización social de significados interiorizados de modo relativamente estable por los sujetos en forma de esquemas o de representaciones com…
- 🔴 "El conjunto aprendido de tradiciones y estilos de vida, socialmente adquirido, de los miembros de una sociedad. Incluyendo sus modos pautados repet…
- 🟠 "El conjunto aprendido de tradiciones y estilos de vida, socialmente adquirido, de los miembros de una sociedad. Inc…

When participants were asked about their perception regarding "culture", 84,6% agreed that they view this concept as "The learned set of traditions and lifestyles, socially acquired, of the members of a society. Including their repetitive patterned ways of thinking, feeling and acting, for example their behavior"

Chart 3: Perceptions Regarding "Interculturality"

2. ¿Cuál de las siguientes definiciones de "interculturalidad" se adapta mejor a su percepción del concepto? De ser necesario, puede añadir comentarios en la sección "Otro".
13 respuestas

- La interculturalidad supone la posibilidad de un encuentro igualitario entre grupos diversos, a través del diálogo entre posiciones y conocimientos diferentes, y la construcción conjunta de los elemento…
- La interculturalidad alude a una situación, proceso o proyecto que se lleva a cabo en el espacio entre dos distintas formas de producción cultural (Novaro, 2006).
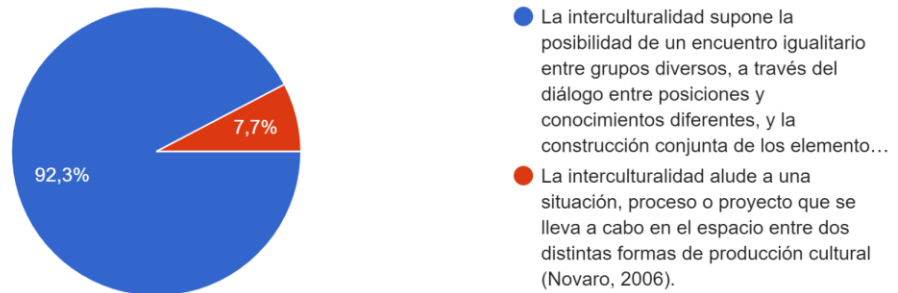
When participants were asked about their perception regarding "interculturality", 92,3% agreed that they view this concept as "interculturality supposes, then, the possibility of an egalitarian encounter between diverse groups, through dialogue between different positions and knowledge, and the joint construction of priorities and strategies".

Chart 4: National Curriculum and Interculturality

3. ¿En qué ámbito(s) de experiencias considera más factible integrar actividades interculturales?
13 respuestas
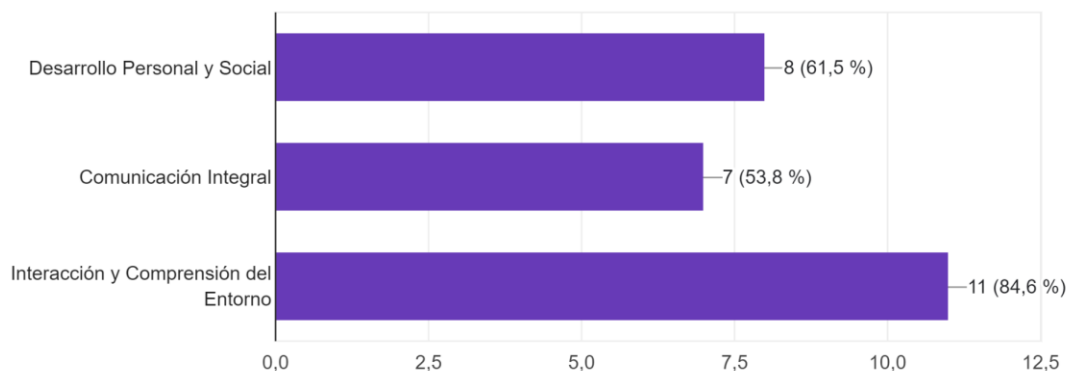
When participants were asked about the national curriculum components (ámbitos de experiencia) that were more compatible with the integration of intercultural activities, most educators (84,6%) agreed on "Interacción y Comprensión del Entorno" scope.

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4.1.3 EFL Teaching and Interculturality

Chart 5: Strategies to Integrate Intercultural Elements in EFL Contexts

6. ¿Cuál de las siguientes opciones considera usted apropiada para promover aspectos interculturales durante una experiencia de aprendizaje de Inglés?

13 respuestas
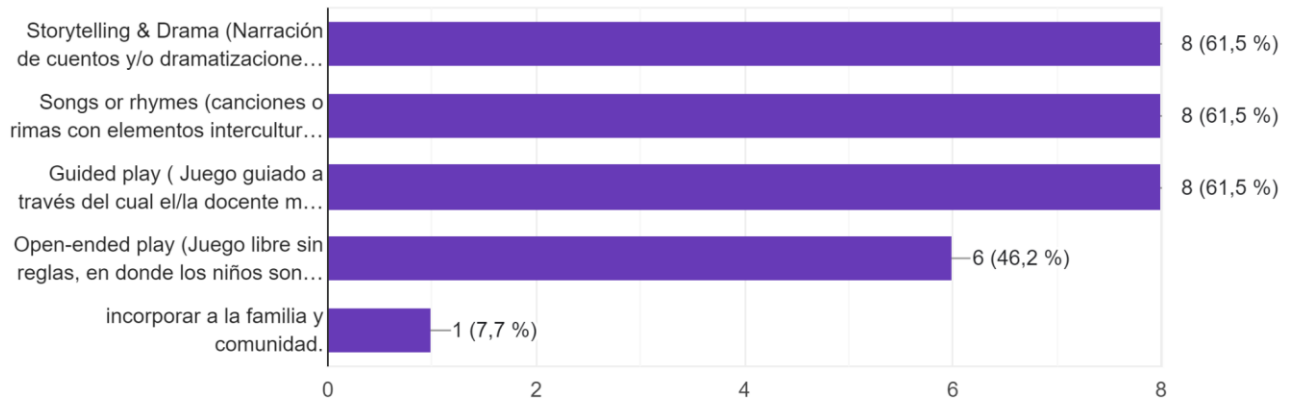
When participants were asked about the options they consider appropriate to promote intercultural elements in EFL contexts for preschool education, their preferences were divided among the use of "Storytelling & drama" (61,5%), "Songs or rhymes including intercultural elements (61,5%), and "Guided play" (61,5%). To a lesser extent (46,2%), "Open-ended play" was considered/selected.

Chart 6: Intercultural Components & Frequency of Use in EFL Contexts

7. ¿Con qué frecuencia cree usted que se deben incorporar elementos interculturales en una experiencia de aprendizaje en inglés?

13 respuestas
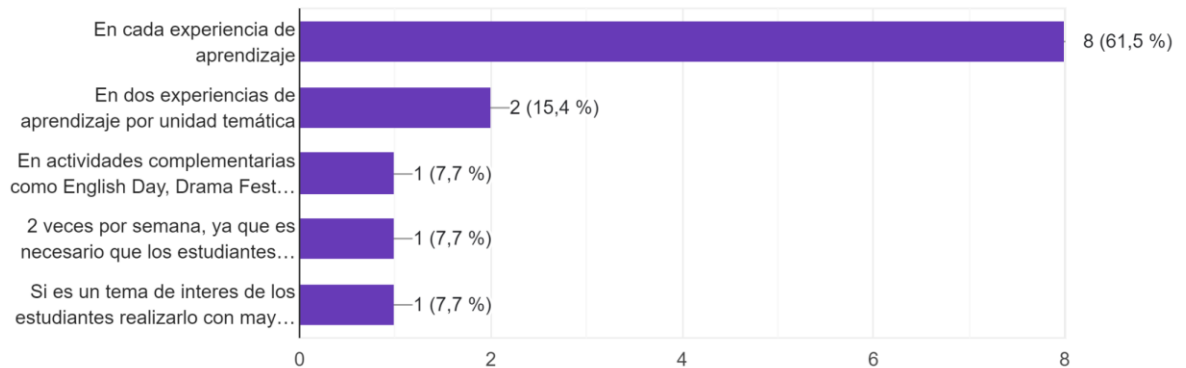
When participants were asked about how often they think intercultural elements should be included in EFL experiences for very young learners, most participants (61,5%) indicated that these elements should be integrated into every learning experience.

4.2 Qualitative Data Analysis

Concerning the qualitative data for this research, significant information was obtained from one open-ended question in the conducted survey: What strategies have you used in order to promote intercultural elements in preschool levels? In order to address these questions, the answers were classified according to recurring topics: "Family Participation" and "Suggested Activities".

Table N° 2 : Related answers and interpretation

Topic 1: "Family Participation"

Participants' Related Answers	Interpretation
P1: *"Realizar experiencias de aprendizajes pertinentes a las diversas culturas que existen dentro de nuestro establecimiento Educativo y hacer partícipe a las familias de estos encuentros culturales".*	**In these responses, educators express the involvement of the family due to the fact that students are not able to give or express their roots and/or beliefs in their entirety or in an intercultural manner, since at their young age they may not identify that each person is a different world and that is why the family's help is fundamental for the educator to create a meaningful experience around interculturality.**
P3: *"Se creaba un cuaderno de visita al hogar en donde era similar como un diario de vida en donde el mismo niño relataba sus expresiones por medio de palabras y/o dibujos, para luego compartirlo con el curso y así conocer la realidad de cada estudiante con la familia. Realizaba una feria intercultural en donde cada familia presentaba alimentos típicos, vestimentas y costumbres de cada país".*	**In order to deepen the above, the educators make mention of notebooks as a diary of the students' lives, so that the family and the student can work on it and then the children can tell each other through words or drawings about their daily life and their reality, They also express multicultural meetings where the gardens can get together and create a great intercultural fair where there are artistic exhibitions, cultural and musical expressions, plays and puppet shows, presentations of dances and typical costumes of each country, tastings of typical dishes and ceremonies of each culture.**
P4: *"Encuentros con educadores culturales, encuentro con familia, expresiones culturales, presentación de trajes típicos de diferentes culturas, degustaciones, expresiones musicales, obras de títere, ceremonias, entre otras".*	**Also to create instances of cultural nourishment where the students and their**
P7: *"Solicitar alimentación intercultural , Promover instancias de participación de las familias , para conocer costumbres y creencias".*	

P10: *"En el mismo curso, nos encontramos con varias familias inmigrantes de Bolivia, Perú, entre otros donde principalmente aprendemos de ellos palabras, bailes, alimentos, banderas donde se han realizado stand con apoyo de las familias y no tan solo en el nivel parvulario también a nivel de comunidad educativa…"*	**families can participate in the learning of the children in the establishment and thus promote the diversity of customs and beliefs.**

Table N°3: Related answers and interpretation

Topic 2: "Suggested Activities"

Participants' Related Answers	Interpretation
P2: *"Más que estrategias podría nombrar ciertas actividades dirigidas para lograr incluir la interculturalidad en el aula, canciones, cuentos, celebraciones de algunas festividades culturales de la zona con vestimenta y gastronomía, el diálogo que favorezca el intercambio de cultura entre ellos y ellas. Etc"* P3: *"Se creaba un cuaderno de visita al hogar en donde era similar como un diario*	**Emphasis is made on the presentations and verbal expositions of students from other cultures or countries to expose their worldview of their reality, since the students who are Chilean all live in the same culture and thanks to these exhibitions of students showing other realities the worldview of the students would be expanded significantly, since the students thus gradually get to know the world, its various cultures and create much larger views, which would result in**

de vida en donde el mismo niño relataba sus expresiones por medio de palabras y/o dibujos, para luego compartirlo con el curso y así conocer la realidad de cada estudiante con la familia. Realizaba una feria intercultural en donde cada familia presentaba alimentos típicos, vestimentas y costumbres de cada país." *P4: "Encuentros con educadores culturales, encuentro con familia, expresiones culturales, presentación de trajes típicos de diferentes culturas, degustaciones, expresiones musicales, obras de títere, ceremonias, entre otras."* *P6: "Exposiciones, disertaciones, representaciones"* *P8: "Experiencia educativa en aula, durante el proceso educativo"* *P9: "Realizar celebraciones de otras culturas, o que ellos participen de actividades para los niños como exposiciones, disertaciones, les han contado cuentos con palabras de origen de ellos, etc"* *P10: "...Relato de cuentos donde nos dan a conocer sus costumbres y tradiciones y luego las niñas y niños expresan el contenido explícito de lo tratado."*	**a significant learning for them.** **The teachers respond that interculturalism can be delivered in the form of cultural fairs where typical costumes, food and music of each culture are presented; the concept of culture and interculturality can also be delivered through songs, rhymes, puppet plays so that the students obtain the information of these key concepts in a much more didactic and palpable (meaningful) way for their integration of these concepts, where they themselves could rehearse a puppet play and be part of it, since in this way, apart from observing the play, they would study it, which would help the children to know more deeply the different realities existing in the planet.**

P11: "Respeto a la diversidad, presentaciones de distintas culturas." *P12: "Disertaciones, cuentos, ppts"* *P13: "Las estrategias implementadas son por medio de exposiciones verbales de los alumnos extranjeros ,comentando cómo fue su proceso de llegada a Chile y los motivos de su migración."*	

4.3 Categorical Content Analysis

The following analysis involves the identification and categorization of cultural and intercultural elements present in three official documents provided by MINEDUC: (1) Preschool National Curriculum; (2) NT1 EFL Proposal; (3) NT2 EFL Proposal. It is important to note that some curricular components are kept in Spanish *(niveles/ ámbitos/núcleos)* because it will be easier for the reader to identify them in their original source.

The LO with (*) were distinguished because the cultural and intercultural elements were explicit.

(1) Preschool National Curriculum

Nivel: Medio

Ámbito: Desarrollo Personal y Social

Núcleo: Identidad y Autonomía

Cultural/Intercultural Elements to search for: Culture/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA1	X		Shared representations
OA 2		**X**	
OA 3		**X**	
OA 4	**X**		Social organization

OA	Present	Not present	
OA 5		X	
OA6		X	
OA 7	X		Individual identity
OA 8	X		Individual identity
OA 9		X	
OA 10		X	
OA 11	X		traditions/lifestyles
OA 12		X	

Nivel: Transición

Ámbito: Desarrollo Personal y Social

Núcleo: Identidad y Autonomía

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		X	

OA 3		X	
OA 4	X		Social organization
OA 5	X		Individual identity
OA 6		X	
OA 7		X	
OA 8	X		
OA 9		X	
OA 10		X	
OA 11		X	
OA 12		X	
OA 13	X		Symbolic forms and codes; art and literature

Nivel: Medio

Ámbito: Desarrollo Personal y Social

Núcleo: Convivencia y ciudadanía

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2	X		Social identity
OA 3		X	
OA 4	X		Cultural identity
OA 5		X	
OA 6		X	
OA 7		X	
OA 8	X		Social organization
OA 9		X	
OA 10	X		*Lifestyles, cultural diversity and interaction*

Nivel: Transición

Ámbito: Desarrollo Personal y Social

Núcleo: Convivencia y ciudadanía

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		**X**	
OA 2		**X**	
OA 3		**X**	
OA 4	**X**		*Cultural diversity*
OA 5		**X**	
OA 6		**X**	
OA 7		**X**	
OA 8		**X**	
OA 9		**X**	
OA 10		**X**	
OA 11	**X**		*Diversity, lifestyles,linguistics and beliefs*

Nivel: Medio

Ámbito: Desarrollo Personal y Social

Núcleo: Corporalidad y Movimiento

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles

(value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		**X**	
OA 3		**X**	
OA 4		**X**	
OA 5		**X**	
OA 6		**X**	
OA 7		**X**	
OA 8		**X**	

Nivel: Transición

Ámbito: Desarrollo Personal y Social

Núcleo: Corporalidad y Movimiento

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		X	
OA 3		X	
OA 4		X	
OA 5		X	
OA 6		X	
OA 7		X	
OA 8		X	
OA 9		X	

Nivel: Medio

Ámbito: Comunicación Integral

Núcleo: Lenguaje Verbal

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		X	
OA 3		X	
OA 4	X		Linguistics
OA 5		X	
OA 6	X		Art and literature
OA 7		X	
OA 8		X	

Nivel: Transición

Ámbito: Comunicación Integral

Núcleo: Lenguaje Verbal

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		X	
OA 3		X	
OA 4		X	
OA 5		X	
OA 6		X	
OA 7		X	
OA 8		X	
OA 9	X		Individual Identity
OA 10	X		Linguistics

Nivel: Medio

Ámbito: Comunicación Integral

Núcleo: Lenguajes Artísticos

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved

OA			
OA 1	**X**		Art and literature
OA 2	**X**		Individual Identity
OA 3		**X**	
OA 4		**X**	
OA 5		**X**	
OA 6		**X**	
OA 7	**X**		Art and literature; individual identity

Nivel: Transición

Ámbito: Comunicación Integral

Núcleo: Lenguajes Artísticos

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1	**X**		Art and literature
OA 2	**X**		Cultural representations
OA 3		**X**	

OA			
OA 4	**X**		Art and literature
OA 5		**X**	
OA 6		**X**	
OA 7	**X**		Social organization and Individual identity

Nivel: Medio

Ámbito: Interacción y Comprensión del Entorno

Núcleo: Exploración del Entorno Natural

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		**X**	
OA 2		**X**	
OA 3		**X**	
OA 4		**X**	
OA 5		**X**	

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 6		X	
OA 7		X	
OA 8		X	
OA 9		X	

Nivel: Transición

Ámbito: Interacción y Comprensión del Entorno

Núcleo: Exploración del Entorno Natural

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		X	
OA 3		X	
OA 4		X	
OA 5		X	
OA 6		X	

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 7		X	
OA 8		X	
OA 9		X	
OA 10		X	
OA 11		X	
OA 12		X	

Nivel: Medio

Ámbito: Interacción y Comprensión del Entorno

Núcleo: Comprensión del Entorno Sociocultural

Cultural/Intercultural Elements to search for: Culture/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2	X		*Lifestyles, traditions*
OA 3		X	
OA 4	X		Individual identity

OA			
OA 5		X	
OA 6		X	
OA 7	X		*Cultural (elements)*

Nivel: Transición

Ámbito: Interacción y Comprensión del Entorno

Núcleo: Comprensión del Entorno Sociocultural

Cultural/Intercultural Elements to search for: Culture/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2	X		*Lifestyles, traditions*
OA 3		X	
OA 3		X	
OA 5	X		Social identity, shared representations
OA 6	X		*Culture, traditions, social identity*
OA 7		X	

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 8		X	
OA 9		X	
OA 10		X	
OA 11		X	

Nivel: Medio

Ámbito: Interacción y Comprensión del Entorno

Núcleo: Pensamiento Matemático

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		X	
OA 3		X	
OA 4		X	
OA 5		X	
OA 6		X	

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 7		X	
OA 8		X	
OA 9		X	
OA 10		X	

Nivel: Transición

Ámbito: Interacción y Comprensión del Entorno

Núcleo: Pensamiento Matemático

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

OA	Present	Not present	Cultural/Intercultural Element(s) Involved
OA 1		X	
OA 2		X	
OA 3		X	
OA 4		X	
OA 5		X	
OA 6		X	

OA 7		**X**	
OA 8		**X**	
OA 9		**X**	
OA 10		**X**	
OA 11		**X**	
OA 12		**X**	

Preschool National Curriculum (English NT1-NT2)

Cultural/Intercultural Elements to search for: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

(2) NT1 EFL Proposal

Objetivo de Aprendiza	Present	Not present	Cultural/Intercultural Elements Involved
ENPK OA 01		X	
ENPK OA 02		X	
ENPK OA 03		X	
ENPK OA 04		X	
ENPK OA 05		X	

	Present	Not present	Cultural/Intercultural Elements Involved
ENPK OA 06		X	
ENPK OA 07		X	
ENPK OA 08		X	
ENPK OA 09		X	
ENPK OA 10		X	
ENPK OA 11		X	
ENPK OA 12		X	
Habilidades	Present	Not present	Cultural/Intercultural Elements Involved
ENPK OAH a		X	
ENPK OAH b		X	

ENPK OAH c		X	
ENPK OAH d		X	
Actitudes	Present	Not present	Cultural/Intercultural Elements Involved
ENPK OAA A		X	
ENPK OAA B	X		* Culture, individual identity, cultural diversity*

(2) NT2 EFL Proposal

Objetivo de Aprendiza	Present	Not present	Cultural/Intercultural Elements Involved
ENKI OA 01		X	
ENKI OA 02		X	
ENKI OA 03		X	
ENKI OA 04		X	
ENKI OA 05		X	
ENKI OA 06		X	
ENKI OA 07		X	
ENKI OA 08		X	
ENKI OA 09		X	

ENKI OA 10		**X**	
ENKI OA 11		**X**	
ENKI OA 12		**X**	
ENKI OA 13			
ENKI 0A 14			
Habilidades	**Present**	**Not present**	**Cultural/Intercultural Elements Involved**
ENKI OAH a		**X**	
ENKI OAH b		**X**	
ENKI OAH c		**X**	
ENKI OAH d		**X**	
Actitudes	**Present**	**Not present**	**Cultural/Intercultural Elements Involved**

ENKI OAA A		**X**	
ENKI OAA B	**X**		**Culture, individual identity, cultural diversity**

5. Proposal for Developing Intercultural Elements in Preschool Education (EFL Contexts)

Considering the categorical content analysis as well as the participants' answers, the following suggestions arise in order to develop intercultural elements in EFL lessons for very young learners. The information is synthesized according to levels and the thematic units present in the NT1/NT2 EFL proposals (MINEDUC). Some concepts are kept in Spanish as that is how they will be found in their original source.

NT1 EFL Proposal

(Thematic) Unit 1	**Hello Miss, Hello Friend!**
Ámbito de experiencia	**Desarrollo Personal y Social**
Núcleo	**Convivencia y Ciudadanía**
OA (Bases curriculares)	**OA 11: Apreciar la diversidad de las personas y sus formas de vida, tales como: singularidades fisonómicas, lingüísticas, religiosas, de género, entre otras**
OAT (Propuesta)	**Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.**
Vocabulary	**Hello, good morning, goodbye, how are you? I'm fine; happy. What's your name? My name is…**

	• **People: Boy, Girl, Teacher, Child** • **Feelings: Happy, Sad, Angry** • **Places: School, Classroom** • **Answers: Yes, No**
Suggested Strategies	**Using flashcards/images from different movie/cartoon characters to introduce them to children.** **Drama: Puppet show involving puppets from different countries** **Characters to be presented throughout the unit should have characteristic/popular names from the country they represent.** **Presenting a kid's typical day (from another country) which contains key vocabulary.** **Every week, students take a puppet home (traveling puppet/foreign friend) which is then exchanged with another classmate. Kids should interact with the puppet to practice greeting expressions and introduce it to their family members. The puppet should have a certain label which incorporates his/her/its features so that parents can talk about them with their children.**
Cultural Elements Involved	**Lifestyles, cultural diversity and interaction**

(Thematic) Unit 2:	**My Body and I**
Ámbito de experiencia	**Desarrollo Personal y Social**
Núcleo	**Convivencia y Ciudadanía**
OA (Bases curriculares)	**OA 04: Apreciar el significado que tienen para las personas y las comunidades, diversas manifestaciones culturales que se desarrollan en su entorno.**
OAT (Propuesta)	**Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.**

Vocabulary	**My (hands, feet..)**
	   ● **Your (hands, feet..)**
	   ● **Body**
	
	Body parts: Hands, feet, legs, arms, head, eyes, nose, ears, mouth.
	   ● **Numbers: one, two, three**
	   ● **Adjectives: Big, Small, Tall**
	   ● **Colors: red, blue, green, yellow**

Suggested Strategies	**Guided play: Students play musical games (TPR), using songs from different countries (traditional dances), kids are asked to move along or follow steps, naming key vocabulary (body parts/clothing colors).**
Cultural Elements Involved	**Cultural identity**

(Thematic) Unit 3:	**My Family & My Pets**
Ámbito de experiencia	**Interacción y Comprensión del Entorno**
Núcleo	**Comprensión del Entorno Sociocultural**
OA (Bases curriculares)	**OA 2: Apreciar diversas formas de vida de comunidades, del país y del mundo, en el pasado y en el presente, tales como: viviendas, paisajes, alimentación, costumbres, identificando mediante diversas fuentes de documentación gráfica y audiovisual, sus características relevantes.**
OAT (Propuesta)	**Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.**

Vocabulary	**Contenidos** ● **Identificación: She is…, He is…** ● **Acciones: My dog eats… My mom plays** ● **Cantidades: One mom, two sisters** ● **Lugares: Mom in the house, cat in the garden** **Vocabulario** ● **Family: Mom, dad, sister, brother, baby** ● **Pets: Dog, Cat, Rabbit, Fish** ● **Places: House, garden** ● **Numbers: One, Two, Three**
Suggested Strategies	**Storytelling: The students listen to a story of 2 friends that live far away from each other, the two of them are from different cultures and that is represented in the kind of pets they have.** **Songs: Students watch musical videos of clothes from other countries.** **Costumes: Students pick a piece of paper with the name of one culture, and they have to cut images of clothes of that culture.** **Guided play: Students make an oral presentation of a culture, the script will be given.**
Cultural Elements Involved	**Cultural identity**

(Thematic) Unit 4:	**Ways to Have Fun**
Ámbito de experiencia	**Interacción y Comprensión del Entorno**
Núcleo	**Comprensión del Entorno Sociocultural**
OA (Bases curriculares)	**OA 6. Reconocer diversas acciones para el cuidado del patrimonio cultural material (construcciones, obras de carácter arqueológico, lugares) e inmaterial (tradiciones, celebraciones), de su comunidad local.**
OAT (Propuesta)	**Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.**
Vocabulary	**Contenidos** ● **Afirmaciones: I like to dance, I like to paint** ● **Preguntas: what is it?, what are these?** ● **Frases: My favorite toy is… My favorite activity is…** ● **Instrucciones simples: dance, listen, let's play** **Vocabulario** ● **Sports: Run, Dance, Football, Tennis** ● **Toys: Car, Doll, Ball, teddy bear** ● **Activities: Paint, Draw, Sing,**

	● **Feelings: Happy, Sad, Angry**
Suggested Strategies	**Storytelling: The students listen to a story about different students and what they do after class. Emphasizing the difference between their countries and their hobbies or favorite toy.** **Chant (with multicultural students): Students make a chant about the sport that is popular in their country, saying what it is and what it is used to play it.**
Cultural Elements Involved	**Culture, traditions, social identity**

NT2 EFL Proposal

(Thematic) Unit 1:	**I Go to School**
Ámbito de experiencia	**Interacción y Comprensión del Entorno**
Núcleo	**Comprensión del Entorno Sociocultural**

OA (Bases curriculares)	**OA 02. Describir características de las formas de vida de su comunidad (viviendas, paisajes, costumbres), a través de canciones, juegos, relatos y fotos familiares, entre otras.**
OAT (Propuesta)	**Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.**
Vocabulary	**Vocabulario** ● **El colegio y objetos de la sala: pencil, color pencil, crayons, markers, paper, scissors, glue, book, brush, door, window, wall, white board/black board, chair, table, desk, playground, classroom, floor, break, snack, shelves, lockers, school.** ● **Colores: white, red, green, purple, yellow, black, brown, blue, orange, pink.** ● **Tamaños: big/small** ● **Partes del cuerpo: head, hand, legs, tummy, shoulders, knees, toes, fingers, eyes, nose, mouth** ● **Cantidades: counting up to 5** ● **Ropa (uniforme): pants, shirt, skirt, blouse, shoes, socks, tie, belt, jacket.**
Suggested Strategies	**Role play: Students will interpret with good manners how people from other countries typically dress.**

	Storytelling of their experiences in school: Students will be asked to participate voluntarily in telling their experience as a new student in a different school. What they thought was different from them and how that made them feel.
Cultural Elements Involved	**Lifestyles, traditions**

(Thematic) Unit 2:	**My Home and Family!**
Ámbito de experiencia	**Desarrollo Personal y Social**
Núcleo	**Convivencia y Ciudadania**
OA (Bases curriculares)	**OA 10. Manifestar interés para interactuar con niños y niñas, reconociendo la diversidad de sus características y formas de vida (costumbres, fisonomía, lingüística, entre otras).**
OAT (Propuesta)	**Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.**
Vocabulary	**Contenidos** ● **Palabras de uso frecuente: my, he, she, it, is**

	● **What is this…?** ● **Who is he/she…?** ● **Commands: put on your… (clothes), open/close the…, in/out** ● **Adjectives: tall/short** **Vocabulario** ● **The House: House, door, window, roof, bedroom, bathroom, kitchen, living-room, bed, garden, shower** ● **Family: Mum (mother), dad (father), sister, brother, baby** ● **Clothes: socks, shoes, T-shirt, dress, shorts, pants.**
Suggested Strategies	**Students will present their family as a cartoon, the members and how they like to dress.** **Group activity: Students will form groups of 4 and will talk about their family, then will be asked by the teacher how their classmate's family is formed.**
Cultural Elements Involved	**Lifestyles, cultural diversity and interaction**

(Thematic) Unit 3:	Places Around Me
Ámbito de experiencia	Interacción y Comprensión del Entorno
Núcleo	Comprensión del Entorno Sociocultural
OA (Bases curriculares)	OA 06. Reconocer diversas acciones para el cuidado del patrimonio cultural material (construcciones, obras de carácter arqueológico, lugares) e inmaterial (tradiciones, celebraciones), de su comunidad local.
OAT (Propuesta)	Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.
Vocabulary	Vocabulario ● **Elementos del paisaje:** sky / land, hill, mountain, river, sun, grass, plants, animals, water, soil, sand, rocks. ● **Lugares de la ciudad o campo:** town / country, buildings, restaurant, fire station, hospital, park, beach, zoo, market/ supermarket, cinema /theater ● **Profesiones u oficios:** teacher, doctor, vet, dentist, gardener, waiter, policeman, firefighter, lifeguard, cashier, driver ● **Acciones:** play, work, sing, eat. ● **Ropa:** jacket, hat, dress, pants, apron.

Suggested Strategies	**Storytelling: Students listen to a story about a little boy living in another country and having to have an unknown celebration, his experience and how he felt.** **Students look at pictures of different cultural places around the world, they have to describe it and what is what they liked the most.** **Role play: Students interpret a scene with a principal character (police man, firefighter, life guard,etc) giving a speech of the importance of taking care of the cultural monuments of their city.**
Cultural Elements Involved	**Culture, traditions, social identity**

(Thematic) Unit 4:	**My Favorite Things**
Ámbito de experiencia	**Desarrollo Personal y Social**
Núcleo	**Convivencia y Ciudadania**

OA (Bases curriculares)	**OA 04. Apreciar el significado que tienen para las personas y las comunidades, diversas manifestaciones culturales que se desarrollan en su entorno.**
OAT (Propuesta)	**Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento del mundo.**
Vocabulary	**Contenidos** ● **Palabras de uso frecuente:** ● **Which is your favorite…?** ● **This is a…** ● **I like/don't like** ● **My favorite …. is ….** ● **Commands: jump, hop, run, walk to the…., jump, hop, run, walk … many times, stop, show me the…** ● **Adjectives: long/short, tall/short, big/small/little, colors, ugly/beautiful.** **Vocabulario** ● **Animals: snake, elephant, giraffe, crocodile, bird, dog, cat, mouse, pig, hen, butterfly, ladybird, fish, frog** ● **Toys: teddy bear, truck, car, dinosaur, doll, ball** ● **Food: spaghetti, vegetables (carrots, lettuce, spinach, tomato), fruits (banana, apple, strawberry, grapes, pear)** ● **Sports or activities: play, jump, climb, hop, run, walk, football, tennis, swimming, riding (bike), skating.**

Suggested Strategies	**Students choose a typical dish from another country and present how it is made.** **Students work in pairs and are asked to ask their classmates about their favorite outdoor activity to do.**
Cultural Elements Involved	**Cultural diversity**

6. CONCLUSIONS

Considering the results obtained from the quantitative and qualitative data analysis, the following conclusions can be drawn concerning the objectives of the current study:

When identifying preschool educators' perceptions regarding strategies to promote intercultural elements in preschool levels, it is crucial to highlight that most of the educators agree that interculturality involves traditions, lifestyles, and family participation as the major components for its definition. In the same line, educators think that intercultural elements should be incorporated in all learning experiences (EFL contexts) by means of interactions experiences, such as games, storytelling, expositions, drama, etc. Indeed, the ambit that educators choose as the most appropriate to include cultural and intercultural elements is "*interacción y comprensión del entorno*" whose definition and categories are related to the kinds of activities that are achievable to develop.

Incorporating intercultural elements in all learning experiences, as suggested by the educators, could be challenging; however, in complement with the strategies mentioned by the participants, these elements could be approached by means of elaborated, adapted, or authentic resources involving the cultural element(s) that need to be emphasized, such as puppets, objects representing the target culture, TV shows/songs extracts that highlight intercultural aspects and complement key concepts or vocabulary to develop.

When it comes to analyzing the Chilean preschool curriculum in terms of intercultural content, it is crucial to point out the value and usefulness of "bases curriculares" (Preschool national curriculum), which incorporate cultural elements through different scopes, in comparison with "NT1/NT2 Propuesta Inglés", in which cultural elements are mainly reflected in attitudes suggested in the program. Therefore, in order to address all elements when planning, it is always important to consider OAs present in both: the national curriculum as well as the NT1/NT2 EFL proposal so as to

make sure they are used as a complement. However, it was very noted that the concept of "Identity" is highlighted in both official documents.

It is also important to consider that coherence is perceived between the educators' perceptions and the curriculum analysis in terms of the intercultural content to promote. And although there are some curricular sections which might not evidence the presence of any intercultural components, almost all areas have at least one associated component that can be considered to contextualize the teaching process, even if it is difficult to try to apply these elements in an EFL learning context without affecting the main aim of the learning experience. The cultural components are: Cultural/cultural, individual identity, social identity, society & social organization, shared representations, symbolic forms & codes, linguistics, art & literature, behavioral routines (traditions/lifestyles), principles (value systems/beliefs), intercultural, multicultural, (cultural) diversity, interaction (of diverse cultures).

When it comes to selecting appropriate intercultural experiences or activities for very young EFL learners, it is essential to know and consider the cognitive development of the students at that age so as to choose meaningful alternatives to introduce intercultural components. It is also crucial that the authors that the research team studied state a great value in the **social interaction** of the young learners with their environment. In that way, the activities in which social interaction is highly promoted in terms of interculturality are storytelling, role-play, songs and chants, guided play, and open-ended play.

All things considered, **when suggesting guidelines to develop interculturality in preschool education in EFL contexts** by the researchers, it is crucial to point out the importance of each learning outcome that has cultural or intercultural elements in a very explicit way. In addition, the given suggestions are reasonably simple and should allow teachers and student teachers to apply the LO and the appropriate activities when they think it is convenient for the lesson (before, while and after). In this way, the teaching experience might turn out to incorporate as many cultural or intercultural elements as possible, depending on curricular needs, students' interests and development. It is also expected that once students feel familiar with the incorporation of these elements, they

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will be prepared for a reality in the world by knowing that we are surrounded by culture and interculturality.

7. SUGGESTIONS FOR FURTHER INVESTIGATIONS

So as to build up upon the findings of this research, it is suggested that further investigations might be focused on the following areas regarding interculturality:

- A contrastive analysis on the intercultural contents provided by different platforms or applications (Netflix, Amazon Prime Video, Disney +, HBO Max, etc.) available for kids.
- Identifying popular and useful stories for kids which promote intercultural elements.
- Identifying useful (and simple) songs and chants which promote interculturality.

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9. APPENDICES

9.1 Appendix 1 - Data Collection Instrument Validation Letters

RÚBRICA DE EVALUACIÓN DE ENCUESTA:

Nombre Evaluador(a): KATTERINE PAVEZ BRAVO
Universidad a la que pertenece: UNIVERSIDAD DE ATACAMA
Asignatura que imparte o especialidad afín a la evaluación de esta rúbrica: LÍNEA DE DIDÁCTICA Y TIC APLICADA

Estimado(a) evaluador:

La siguiente rúbrica tiene por propósito evaluar la encuesta del trabajo de grado denominado: EXPLORING INTERCULTURALITY IN THE CHILEAN PRESCHOOL CURRICULUM: HOW TO MEANINGFULLY INTEGRATE CULTURAL ORIENTED EXPERIENCES IN EFL SETTING.

Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y Profesor de Inglés de la Universidad de Atacama.
A continuación, se presenta la siguiente rúbrica para que pueda evaluar el instrumento. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación de los/las participantes, establecimiento donde trabaja, y experiencia en el área.			X
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			X
04	La encuesta incluye título, objetivos y numeración.			X
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

OBSERVACIONES
- Se sugiere no solicitar el nombre de los encuestados para poder obtener mejores resultados en la encuesta. En este caso este criterio no es útil para realizar alguna medición o para interpretar información.

......................KATTERINE PAVEZ BRAVO..........................
Firma digital evaluador externo

RÚBRICA DE EVALUACIÓN DE ENCUESTA:

Nombre Evaluador(a): ____Verónica Aliaga Prieto_____
Universidad a la que pertenece: _____Universidad de Atacama_____
Asignatura que imparte o especialidad afín a la evaluación de esta rúbrica: Orientación y convivencia escolar-Ambientes inclusivos en Educación Parvularia-Pedagogía y Diversidad

Estimado(a) evaluador:

La siguiente rúbrica tiene por propósito evaluar la encuesta del trabajo de grado denominado: EXPLORING INTERCULTURALITY IN THE CHILEAN PRESCHOOL CURRICULUM: HOW TO MEANINGFULLY INTEGRATE CULTURAL ORIENTED EXPERIENCES IN EFL SETTING. Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.
A continuación, se presenta la siguiente rúbrica para que pueda evaluar el instrumento. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación de los/las participantes, establecimiento donde trabaja, y experiencia en el área.			x
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			X
04	La encuesta incluye título, objetivos y numeración.			X
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

OBSERVACIONES
El instrumento me parece claro, sintético y creo que permite recabar información para el cumplimiento de los objetivos que la investigación se ha planteado.

RÚBRICA DE EVALUACIÓN DE ENCUESTA:

Nombre Evaluador(a): Susana Ralph Vásquez
Universidad a la que pertenece: Universidad de Atacama
Asignatura que imparte o especialidad afín a la evaluación de esta rúbrica:
Trabajo de campo +ABP I al V

Estimado(a) evaluador:

La siguiente rúbrica tiene por propósito evaluar la encuesta del trabajo de grado denominado:
EXPLORING INTERCULTURALITY IN THE CHILEAN PRESCHOOL CURRICULUM: HOW TO
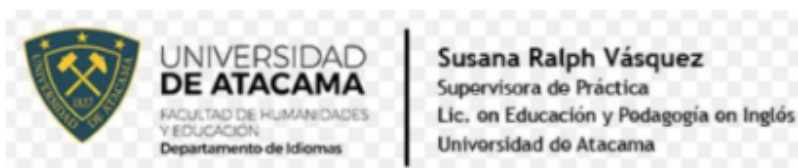MEANINGFULLY INTEGRATE CULTURAL ORIENTED EXPERIENCES IN EFL SETTING.
Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y
profesor de Inglés de la Universidad de Atacama.
A continuación, se presenta la siguiente rúbrica para que pueda evaluar el instrumento. Marque con una X
la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación de los/las participantes, establecimiento donde trabaja, y experiencia en el área.			X
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.		X	
04	La encuesta incluye título, objetivos y numeración.			
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

OBSERVACIONES
En las dos primeras preguntas sugiero escribir: ¿Cuál de las siguientes definiciones de "cultura" se adapta mejor a su percepción del concepto? Lo demás esta ok. Good work

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UNIVERSIDAD DE ATACAMA
FACULTAD DE HUMANIDADES Y EDUCACIÓN
Departamento de Idiomas

RÚBRICA DE EVALUACIÓN DE ENCUESTA:

Nombre Evaluador(a): Renee Schreiber
Universidad a la que pertenece: Universidad de Atacama
Asignatura que imparte o especialidad afín a la evaluación de esta rúbrica: Asignatura de Competencia Comunicativa VIII y Magíster en la enseñanza del idioma inglés de prekinder al cuarto medio

Estimado(a) evaluador:

La siguiente rúbrica tiene por propósito evaluar la encuesta del trabajo de grado denominado: EXPLORING INTERCULTURALITY IN THE CHILEAN PRESCHOOL CURRICULUM: HOW TO MEANINGFULLY INTEGRATE CULTURAL ORIENTED EXPERIENCES IN EFL SETTING. Este cuestionario es parte de una investigación para obtener el grado de licenciado en Educación y profesor de Inglés de la Universidad de Atacama.
A continuación, se presenta la siguiente rúbrica para que pueda evaluar el instrumento. Marque con una X la alternativa que considere adecuada para la evaluación.

	RÚBRICA EVALUACIÓN ENCUESTA	DEFICIENTE	SATISFACTORIO	MUY SATISFACTORIO
01	La encuesta entrega una introducción sobre la finalidad del estudio.			X
02	La encuesta tiene secciones para la identificación de los/las participantes, establecimiento donde trabaja, y experiencia en el área.			X
03	Las preguntas ofrecen claridad en sus enunciados y apoyan la entrega de una opción por parte del encuestado.			X
04	La encuesta incluye título, objetivos y numeración.			X
05	Todas las preguntas y respuestas están enunciadas de forma clara y concisa.			X
06	Los contenidos y secciones de la encuesta son adecuados para obtener resultados sobre la temática a investigar.			X

OBSERVACIONES
La encuesta nombra los estudiantes Mauricio y Javiera, sin embargo no donde están asociados (el correo lo implica, pero podría ser mejor mejor dejarlo claro). Sugiero agregar una oración más a la introducción para aclarar que es parte del trabajo de título de estudiantes de la carrera de Pedagogía en Inglés en la Universidad de Atacama o agregar sus carreras y nuestra universidad debajo de sus nombres.

Renee Schreiber
Firma digital evaluador externo

9.2 Appendix 2 - Data Collection Instrument – Survey

"Exploring Interculturality in the Chilean Preschool Curriculum: How to Meaningfully Integrate Culture Oriented Experiences in EFL Settings"

Estimado/a educador/a:

Agradecemos a usted contestar el presente instrumento, el cual permitirá recopilar información valiosa para el estudio denominado **"Exploring Interculturality in the Chilean Preschool Curriculum: How to Meaningfully Integrate Culture Oriented Experiences in EFL Settings"**. Las percepciones obtenidas a través de esta encuesta serán de gran relevancia para identificar diversas formas de abordar aspectos interculturales en experiencias de aprendizaje en inglés. Es importante destacar que esta encuesta es de carácter anónima.

Objetivo general:
Generar lineamientos para la incorporación de aspectos interculturales durante experiencias de aprendizaje en el idioma inglés para niños y niñas en niveles de Educación Parvularia.

Objetivos específicos:
- Analizar el marco curricular nacional de Educación Parvularia en términos de contenido intercultural.
- Identificar percepciones de educadores(as) respecto de estrategias para promover la interculturalidad en niveles Medio y Transición.
- Seleccionar actividades interculturales que puedan ser aplicables en contextos de experiencias de

La presente encuesta no tomará más de 10 minutos.

Muchas gracias por su colaboración.
Javiera Araya Lara (javiera.araya.16@alumnos.uda.cl)
Mauricio Jeraldo Vergara (mauricio.jeraldo.15@alumnos.uda.cl)

Carrera Licenciatura en Educación y Pedagogía en Inglés
Departamento de Idiomas
Universidad de Atacama

¿Está de acuerdo en participar de este estudio?

Varias opciones

○ De acuerdo   ✕   Ir a la sección 2 (Identificación)

○ En desacuerdo   ✕   Enviar formulario

○ Añadir opción o añadir respuesta "Otro"

Obligatorio

Sección 2 de 4

Identificación

Descripción (opcional)

Establecimiento Educacional *

Texto de respuesta corta

Años de experiencia en Educación Parvularia *

○ De 1 a 5 años

○ De 5 a 10 años

○ Más de 10 años

2. ¿Cuál de las siguientes definiciones de "interculturalidad" se adapta mejor a su percepción *
del concepto?
De ser necesario, puede añadir comentarios en la sección "Otro".

◯ La interculturalidad supone la posibilidad de un encuentro igualitario entre grupos diversos, a través del ...

◯ La interculturalidad alude a una situación, proceso o proyecto que se lleva a cabo en el espacio entre dos...

◯ Otra...

3. ¿En qué ámbito(s) de experiencias considera más factible integrar actividades *
interculturales?
Puede seleccionar más de una opción.

☐ Desarrollo Personal y Social

☐ Comunicación Integral

☐ Interacción y Comprensión del Entorno

Sección 3 de 4

Percepciones sobre Cultura e Interculturalidad

A continuación, seleccione la opción que le represente o conteste según corresponda:

1. ¿Cuál de las siguientes definiciones de "cultura" se adapta mejor a su percepción del *
concepto?
De ser necesario, puede añadir comentarios en la sección "Otro".

◯ "Organización social de significados interiorizados de modo relativamente estable por los sujetos en for...

◯ "El conjunto aprendido de tradiciones y estilos de vida, socialmente adquirido, de los miembros de una s...

◯ Otra...

7. ¿Con qué frecuencia cree usted que se deben incorporar elementos interculturales en una experiencia de aprendizaje en inglés? *

☐ En cada experiencia de aprendizaje

☐ En dos experiencias de aprendizaje por unidad temática

☐ En actividades complementarias como English Day, Drama Festival, Día de la cultura, etc. (1 vez al semes...

☐ Otra...

This thesis entitled:

Exploring Interculturality in the Chilean Preschool Curriculum: How to Meaningfully Integrate Culture-Oriented Experiences in EFL Settings

written by Javiera Araya Lara, and Mauricio Jeraldo Vergara

has been approved for the Department of Languages

Thesis Advisor: Rosana Seguel Cabezas

_____

Thesis Evaluator: Susana Ralph Vásquez

_____

Thesis Evaluator: Renee Schreiber

Date_____

The final copy of this thesis has been examined by the signatories, who ascertain that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.