Teenagers’ Thoughts about their Cultural Identity through English Writing

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Introduction

Teenagers’ Thoughts about their Cultural Identity through English Writing is a project to comprehend and use English (as a Foreign Language) as a means to communicate ideas and thoughts about students’ cultural identity. This paper reports on the results of this project that emerged from our interest to build students’ cultural identity and all that it implies, using writing and more specific Blogs, as a tool to interact and share these ideas. We carried out our pedagogical intervention as teaching practices required completing the course of study in EFL. During these teaching practices, we could observe the process of foreign language learning in our students. We also became aware of their learning difficulties when they began to write and more important, we realize a lack of cultural knowledge in ours students. The most common feature was their lack of motivation to begin to write since the fact students used to write about random topics that are not in the students’ context and interest

Moreover, Students did not want to write because of teachers and their methodologies, due to they are most of the time focused on grammar teaching. This focus on grammar teaching disregards important aspects of language learning, and this, students ‘possibilities of developing cultural competence in the L1 as well as L2 are not provided. For this reason, our purpose was to implement cultural practices and the used of Blogs as a technique in which learners could build their cultural knowledge through written texts and pictures between them.

The aim of this internship is to describe and analyze how teenagers construct daily life issues through writing skill and writing new technologies because they have more influence on their daily lives and learning process. In addition, we were interested in understanding the role of technology and how it may strength cultural identity by implementing writing strategies in the EFL class.
Our main purpose was to identify how teenagers built their own cultural identity and how it helped them to develop their personal constructs. As it was started the increase in education that people have a fundamental need to predict the events that they experience. In that way, students developing a system of personal constructs, which they use to interpret or construe new events about their daily life. Those constructs are derived from recurring elements in one's experience, but because they're developed separately by each person, each person's system of constructs is unique as they believed was correctly Kelly (2000)

In this way, the personal constructs are results of the understanding of their cultural identity. These constructs are part and evidence of the writing production. This related to their cultural identity which will be significant for their lives.

This project contributed to determine how cultural knowledge could be more effective in developing the writing skill in students. Also, this project added more strategies to the syllabus such the use of technological resources such as Blogs to motivate students and the creation of a virtual space that promotes and gives the opportunity to interact and dialogue through the writing skill. The internship is also intended to provide the reader with a theoretical foundation to incorporate cultural knowledge and blogs as a technique in their classes; taking into account the importance of long-term empowerment and influence of them. This project relies on a cultural and learning perspective to account for the way ICT and the cultural knowledge can impact within the EFL classroom. Finally, the readers will find accounts of how, in our experience, students improved their cultural knowledge in written texts when writing process took place as the result of our ICT resources and dynamic used.
This internship emerged for some issues and situations practitioners can face in the EFL classroom. One of the main issues that can be observed that in EFL classroom seems to be the lack of real content and context related to cultural identity. For that reason, students may not feel interested in the development of the EFL class. Therefore, it seems necessary to put into practice a cultural background, in order to immerse students in a language and its learning within social and cultural settings.

Globalization is another important aspect and its big influence in our society. School is one of the most vulnerable contexts because teenagers constantly receive a lot of information. Namely, they are invaded and malleable by the media. For this reason, we were working with two different foci: interculturality and acculturation and how they are spread in the EFL classroom. In this sense, this project contributed to didactic processes intended to achieve interculturality in the EFL classrooms dynamics, and consequently to prevent and avoid acculturation in a globalized society.

In addition, English language teachers appear to set meaningful content about culture aside. This is paradoxical since language is connected to culture, i.e. language is a social construction that teachers should consider in their teaching practice. Consequently, they need to involve and encourage naturally cultural purposes in a daily life communication mediated by the interaction and cooperation between teachers and students. That was an important dimension of the EFL classroom. In fact, teachers need to use EFL as a medium to pull in students’ beliefs. Through this internship, we supported and gave a possible example on how future teachers could bridge up the gap between language and cultural identity.
Finally, we noticed in our experience that nowadays the new technologies have a huge impact in the current society, teenagers want to check and send messages online all the time but it has not been successful in the educational field wherefore they did not formally understand the writing process. That is why the internship used blogs as a stimulus for making writing tasks more attractive for them to reflect on their cultural identity.

Objectives

General objective:
- To stimulate eight graders’ personal constructs on cultural identity taken from their small c experiences and practices through EFL blog writing.

Specific objectives:
- To analyze the development of eight graders’ personal constructs while teaching small c topics.
- To develop didactic alternatives to foster eight graders’ EFL writing skill.

Theoretical framework

For the internship, it was used some key concepts about the cultural identity and how it was developed through the writing skill. All of these concepts were appropriate in the project as a guide to carrying out the internship. Furthermore, they informed our interpretation of students’ small c experiences and practices to consider them in the EFL class. In addition, we recognized the different points of view about cultural identity in the EFL classroom along with the use of blogs in education.
**Culture in two cs**

Much has been said about identity, but what really is identity? According to Kramsch (2012) identity does not proceed the encounter with a foreign other, but rather they get constructed through the obligation to respond to that other, through dialogue. The Dialogue that is implicit in a situation or a context that is given by the environment. This dialogue is composed of utterances and responses, which will create finally as we call during this investigation “identity”. That will be transmitted from generation to generation that is the aim to keep and reproduce identity.

Some of the people recognize themselves with texts which are properly written in the foreign language they are learning. On the other hand, Bakhtin (1996) calls that ability of speakers to see themselves from the outside, he called that the “transgredience”. Through transgredience, language learners learn not only to use the language correctly and appropriately but to reflect on their experience. They reflect what they are inside and outside during the process and the acquisition the new language in a specific context, upon this Kramsch (2012) refers to small and big c experiences.

Culture is defined and understood by Kramsch (2012) from two different perspectives. The first one, the Big C, which culture is the product of different sources taken from literacy acquired in school, it means the general knowledge of literature and the arts. This Big C culture has been promoted by the state and its institutions as national patrimony. It refers to the visible part of the culture but it should be worked in a proper way, otherwise, it will stimulate cultural stereotypes.
On the other hand, it is established the little c or also called “small cultures”. It focuses on communication and interaction in the social context of everyday life. It includes all the different elements that are involved in the learners’ ways of behaving, eating, talking, their customs, their beliefs, values, etc. It is born upon an authentic cultural context, and it depends on how learners develop their speeches and culture. It is important to highlight that for the internship, it was developed the little c because it helped us to improve and understand the issues proposed based on the learners’ context.

**Identity as a hybrid concept**

According to Dervin & Risager (2015), identity refers to our sense of who we are as individuals and as members of social groups. Our identities are not simply our own creation: identities grow in response to both internal and external factors. To some extent, each of us chooses an identity but identities are also formed by environmental forces out of our control.

Self-identity refers to how we define ourselves. Self-identity forms the basis of our self-esteem. In adolescence, the way we see ourselves changes in response to peers, family, and school, among other social environments. Our self-identities shape our perceptions of belonging.

Social identity is constructed by others and may differ from self-identity. Typically, people categorize individuals according to broad, socially-defined labels, for example, if you have dark skin, you may be labeled "black" by others even though you may not have adopted that identity for yourself, Erikson (1968).

**Cultural identity.** It has been at the forefront of many educational discussions in classrooms and at academic conferences. With issues such as terrorism, politics and religious differences overwhelming the media these days, the need for cultural awareness has become
more important. With so many different identities to consider, the term "cultural identity" is used more frequently, so awareness of the definition will assist in understanding one's cultural identity.

According to Dervin & Risager (2015) cultural identity is the feeling of being included in a group or culture. Culture is defined by attitudes and beliefs and what a person from each culture believes is normal for that group. Cultural identity is not just defined by a group or culture with which a person identifies. Cultural identity also consists of racial, religious, class, gender, sexuality and familial identities. Additionally, national, social and personal identity also contributes to one's cultural identity, as these properties envelop the entire person, making her/him who she/he is.

By not accepting cultural identities, people create limited worldviews and perceptions of others. According to Tolliver and Tisdell (2001), cultural identity development can “help people withstand oppression and be motivated to support social transformation” (p.400). Worldwide diversity education is entering the classroom in order to teach tolerance and acceptance upon the cultural identity.

**Interculturality in global context**

It occurs in the space where people with distinct ways of interpreting the world reciprocally negotiate their otherness. It engages a wide spectrum of groups with discrete subcultures, identities, social positions, and rules of operation from associations and professions to corporations, tribes, ethnicities, and nations with varying levels of involvement and uneven degrees of internal coherence. Upon this, Hall (2006) stated “the very process of identification through which we project ourselves into our cultural identities, has become more opened-ended,
variable, and problematic. Within us, we have, contradictory identities pull in different directions, so that our identifications are continuously being shifted about”. (p. 251)

Interculturality may be said to take place when people come into contact with cultural otherness. At that point, they become aware that they have been taking for granted certain perceptions of reality shared by their own group, that is, that these perceptions are not universal but conventional, generated by their own environment, Sinicrope, Norris and Watanabe (2012). It occurs in the space between two or more distinct cultures that encounter each other, an area where meanings are translated and the difference is negotiated. And these processes will lead learners to achieve an intercultural competence within the EFL classroom.

**Acculturation**

It is understood as the dual process of cultural and psychological changes that take place as a result of contact between two or more cultural groups and their members. It involves changes in social structures and institutions and in specific cultural practices. Besides, it involves changes in a person’s behavioral patterns or habits. It involves several forms of mutual accommodation, leading to some longer-term psychological and sociocultural adaptations, Amado (2003).

While acculturation is a process that continues for as long as there are culturally different groups in contact, some longer-term adaptation to living in culture contact settings takes various forms usually resulting in some form of longer-term accommodation among the groups in contact, Berry (2005). This often entails, for example, learning each other’s languages, sharing each other’s food preferences, and adopting forms of dressing and social interactions that are characteristic of each group. Which, it is directly affecting the own culture itself.
Sometimes these mutual adaptations take place rather easily, but they can also create culture conflict and acculturative stress (cultural shock) during intercultural interactions. One key feature of all acculturation phenomena is the variability with which it takes place: there are groups and individual differences in the ways, which people seek to go about their acculturation and in the degree to which they achieve (or not) satisfactory adaptations. As Redfield, Linton, and Herskovits (1936) stated:

Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both group…under this definition, acculturation is to be distinguished from culture change, of which it is but one aspect, and assimilation, which is at times a phase of acculturation. (pp. 149–150).

Technology as a resource of EFL writing

Including technology into the language means reaching, inspiring, and motivating students to learn sound writing skills in the 21st century way. Also, learning about websites, online writing tools, and language tutorials to use in the class lesson offer students’ digital opportunities to relearn and review outside of class Williams and Jacobs (2004). These terms were important in our research because both are key elements that we assisted us in our objectives achievement. We possibly enriched our understanding of the phenomenon through this conceptual link theoretically speaking at this point.

Blogs. If a blog is used for teaching or learning environments, they are known as Edublogs. They can be approached from different points of view depending on the use of teachers or students. Regardless of who is using it, according to Williams and Jacobs (2004),
using blogs contributed the personal development of its members for the following reasons: Students created their own knowledge. Secondly, Education is not only focused on the acquisition of knowledge, but in the continuous personal development. Thirdly, communication has become a key aspect of the new teaching online. Finally, it turns to appraise writing as a means of communication and knowledge.

The big idea of implementing blogs in writing skill arose us for the huge impact that the new technologies have in our society and in our era, and besides because nowadays these blogs have been widely used in the education field successfully.

Research Design

This chapter presents the research paradigm and research design used within qualitative Research. It presents a description of the setting where the internship took place, besides it exposes the sample technique and participants. Finally, it presents the instruments and techniques to collect data that were used within a chronogram.

Research Paradigm

Qualitative research is considered as a method, which the main purpose is to describe a phenomenon taking into account the characteristics, behaviors, and perceptions of a small group of people. Also, it is designed to inductively built test concepts, hypotheses, and theories through observation, collecting and analyzing data to understand much better the phenomenon. It is important to support data with theoretical studies to strengthen the investigation.

According to Merriam (1998), the argument could be made, however, that most qualitative research inherently shapes or modifies existing theory in that data are analyzed and interpreted in light of the concepts of a particular theoretical orientation, and a
study’s findings are most always discussed in relation to existing knowledge (some of which is theory) with an eye to demonstrating how the present study has contributed to expanding the knowledge base.

Qualitative research helped us to understand and identify characteristics, beliefs, experiences, attitudes, behaviors, and interactions about what our students thought and did during the internship, it means, it allowed us to collect large amounts data which was an important part of the analysis of the study. We pretended to carry out it in a public school with children between 14 and 16 years old. It was developed during five months.

**Research design**

We selected case study as our research design since it gave us the opportunity to do a reflective analysis of our own teaching, get an understanding of classroom practice dynamics, as well as to start proposing a change in the writing practices so that it could encourage a successful learning process for students. The principle of the case study is presented by Yin (2008. Cited in Merriam, 2009), which defines it as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 18).

For the internship, we chose intrinsic and instrumental case study, Stake (2005, Cited in Merriam, 2009). The intrinsic case study is undertaken when the researcher is selected and developed in the particular case itself, it is intrinsically interesting. The purpose is to understand a particular study, create or build theory, on the other hand, we undertook an instrumental case study in order to made a mixed we examined some information that was useful for our understanding during the internship.
Case study research excels at bringing us to an understanding of a complex issue or object and it can extend experience or add strength to what is already known through previous research. Case studies emphasize on detailed contextual analysis of a limited number of events or conditions and their relationships in a specific case. Researchers have used the case study for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods, Yin (2008).

In order to carry out our whole study, we pretended to stimulate personal constructs about the small c through the development of writing skill in short texts in Blogs.

**Setting**

We applied our research at Institución Educativa Distrital located in Bogota, Colombia. It was a co educated and public school whose mission is:

La Institución Educativa fundamento en el modelo cognitivo-social, busca la promoción integral de sus estudiantes y el desarrollo social y cultural de su comunidad expresado en: formación de ciudadanos competentes en el saber, saber hacer, y saber ser que les permitan actuar con justicia, equidad e identidad planetaria; el fortalecimiento de la construcción del proyecto de vida de sus integrantes para que se asuman como sujetos auto-transformados y transformadores de su realidad resolviendo problemáticas de su contexto y la preparación de bachilleres con calidad académica iniciándolos profesionalmente en el campo de la educación y la pedagogía.

The classroom found at the school is big and the number of students is around 45; besides it just had the basic resources (markets and board). Unfortunately, it did not have a TV or any
visual/audio, so the teacher has to be very creative and recursive. However, the school has a computer classroom, which we developed the different activities in order to implement all the technological strategies and encourage the students’ cultural identity through an exercise of writing skill.

We pretended to contribute to the community in the development of tolerance citizens which they understood that the other people come from different cities for that reason it was important to stimulate experiences and practices in small activities. Therefore, the importance of this study is to make students aware of what their culture attributes them such as attitudes, values, belief, skills, among others, and how it defines them as cultural beings and it made the classroom turns into a multicultural environment. All of this lies in the way that students view themselves and how they view the others in a cultural environment.

**Sample technique and participants**

We needed a group of people that collaborate, participate, express and share their ideas, beliefs, attitudes, thoughts, traditions, customs, among others. For that reason, it was chosen the non-probability sampling Cohen, Manion and Morrison (2005), which elements will not have the equal opportunities of being included in a sample. In non-probability sampling, it was set the criteria for elements to be included in the sample. Within this sampling, Purposive sampling is used to obtain data from specific individuals. Such data may give you the internal and external validity of the project, but it may not be able to generalize it to other places and people.

Upon the sampling criteria, students were in the age ranged from 14 to 16 years old, with at least 45 students (both sexes). We worked with the complete forty students of eight graders but there were fifteen students purposely selected to sample the data collected Johnson and
Christensen (2014) during the internship. Those students needed certain characteristics to participate in the study, we considered aspects like:

* They came from other towns and cities.
* They were active participants in the classroom.
* They had salient writing skills.
* They had appropriate computer management and access to the internet.

**Data Collection Instruments and Techniques**

According to our project, this project used two sorts of qualitative data collection instruments. The first instrument was students’ artifacts. According to Hodder (2003) includes artifacts and written texts that have physically endured over time as “mute evidence” in the study of culture. “Such evidence, unlike the spoken word, endures physically and thus can be separated across space and time from its author, producer, or user” (p. 155). Students’ artifacts provided us invisible evidence about what were students’ perspectives and experiences stimulated during the internship and the part of the process in which students were.

The second instrument was the interview data, Elliot (1993) affirmed that the interview is a good way of finding out what the situations look like from others’ point of view. The type of interview chosen was the informal conversation interview data, Patton (1980, Cited in Cohen, 2005) the characteristics of this type of interview emerged from the immediate context and are asked in a natural way or course of things; there was no predetermination of question topics or wording which is an instrument that gave us enough information to prove the theatrical concepts with the experiences and the artifacts from our participants. We implemented interviews in order
to understand students’ perspectives about the development of small c experiences in the EFL classes.

Those interviews were done in May (2017), at the end of the implementation of the internship. We chose 4 students in order to know their opinion about the activities we developed during the internship. In order words, according to Patton (2002):

We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person’s perspective. (pp. 340 – 341).

It was important for us and so necessary at the moment of the internship when we cannot observe in our students their behaviors and feelings and how they interpreted the new perspectives about cultural identities in an EFL classroom. For this reason, these instruments and techniques helped us to collect data, more specific first and second order data, Freeman (1998) in relation to student’s thought, actions and learning during the internship. The first order data in terms of students’ artifacts and second order data in terms of conducting interviews.

After describing the research design as one of the basis of our study, the pedagogical intervention is presented, which describes the relationship between the pedagogical practices and the researchers’ actions.
Instructional design

During the process of our internship, we applied self-expression and blended learning theories in order to build knowledge in our target group. Also, it is presented the methodology chosen and related to it, the teachers, students and materials’ roles. Finally, it is described the type of syllabus for the internship. To give the reader more details, it exposes below the importance of these theories and their role in our pedagogical intervention.

Educational Perspective

According to the Delors commission which was the Eighth European commission in charge of Jacques Lucien Jean Delors. It is not enough to learn to know and learn to do, also to learn to be and learn to live in relation to others, in order to achieve self-realization as a person and prepare a participation and cooperate with others in a construction of a more human society. (Delors Commission, 1996). That’s why it was established the four pillars of education: learn to know, learn to do, learn to live and learn to be. And how it can be observed these pillars are still the framework of education in many countries.

One of the big problems of our current education is to separate students of all the phenomena society, every kind of knowledge learned at school needs to put into practice in the real-world, not just to expend hours and hours to talk about of grammar or concepts they will not use in their whole lives, but the problem was not so much to prepare the teenagers to live in a society but, rather, to give each one of reference permanent intellectuals that allow them to understand the world around them and behave as a responsible and fair element. More than ever, the essential function of education is to confer on all human beings the freedom to think, judge,
feel and imagine what they need to make their talents to reach fullness and remain as artisans, as far as possible, of their destiny.

**Learning Perspective**

The most suitable learning for the project is Self-expression learning. Self-expression is defined as expressing one’s thoughts and feelings, and these expressions can be accomplished through words, choices or actions. This theory of learning fits in the project because it allowed students to distinguish themselves from others, to reflect their own beliefs and needs, and validate their own self-concepts, Richards and Rodgers (1999). Psychology has aimed to better understand and enhance the knowledge of the self by studying its manifestations through actions. In addition, studies showed that people express their self-identities through their choices and preferences for objects and opinions. Individuals favor possessions, attitudes, and values that embodied personal-identity and seek to differ from others to assert and reflect their own uniqueness.

Breuer and Freud (1957) believed that only through vocal expression could one truly gain perspective into one’s own psyche. The specific nature of how people express themselves and how different forms of expression affect people seem to vary greatly depending on the assumptions about the self and its relationship in a given sociocultural context. In order to culturally contextualize the practices and effects of self-expression, it is important to recognize that the very notion of the self is defined differently across cultures. That’s why in the project, the students’ context and background were considered as fundamental aspects of the activities and topics inside the classroom.
Language Perspective

Different authors coincide in pointing out that language is not a mere medium between the subject and reality, nor a transparent vehicle or accessory element to reflect the representations of thought, but has an own entity that imposes its limits and determines, in a certain way, both thought and reality. The new theories hold that language is action because we not only speak of things but, in speaking, we alter the course of events. In addition to intervening in them, we established relationships, we defined the way we are seen by others. But our identity is also a linguistic phenomenon Barry (2002).

This perspective considers language not only as a system of linguistic forms but also a system of social and cultural values that influence the construction of the social subject itself. All this, in the context of a social discursive reality that turns the experience into knowledge. This makes it imperative to give an account of the mediating power of the word in the process of constructing meaning in the natural, social and cultural world.

Methodology

For the intervention, the more suitable methodology was blended learning. This learning mixes the face-to-face learning with the virtual or digital learning, it means teachers use both strategies and structures in order to optimize and generate an effective and meaningful learning. Blended learning was born as a redesign of instructional learning with the goal of increasing and even accelerating the learning process, Bartolome (2004).

Blended learning has been adapted in many educational environments due to the new technology and its influence in the current society. Nowadays, school starts to incorporate this kind of learning because of the advantages that it brings such as personalized learning, increasing
of students’ motivation, incorporation of ICT and gaining of resources and strategies in teaching and learning. Upon these advantages, we decided to apply blended learning. Through it, we could amplify the material and strategies used in class and more importantly, we could connect in a proper way technology as a mean to express reality and experiences by students.

**Teachers’ role**

Dörnyei & Murphey (2003) explained that the success of classroom learning depends on how students relate to each other, in the classroom environment, on how effectively students cooperate and communicate with one another, and which roles the teacher and learners play. As can be seen, the teacher’s role is fundamental in every classroom, and it should, therefore, be stressed at the individual and institutional level.

According to Harmer, J. (2007) the term “facilitator” is used by many authors to describe a particular kind of teacher, one who is democratic rather than autocratic and one who fosters learner through the use of tasks design specifically for them by acting as more of a resource than a transmitter of knowledge. We as facilitators gave the students some spaces to share with others and spaces in which students could experience their own context. Also, we showed that teachers do not strive to control of everything, but rather, that they should engage actively and become an active agent in the learning process.

**Students’ role**

Students' Roles have to do with teaching and learning styles, we chose Learner-centered teaching Harmer (2004) which student contributes to the overall design of the course content and learning procedure in order to contribute the design language learning activities which were developed and encouraged to take learning responsibility and active participation. Brown et al.
(1989) declared learning as “an active process in which students must be looking for discovering” (p. 32) it is important that students have an active role in the activities. They need to participate in classes because of the fact that they learn better whenever they experience and realize it, which is important in active long-term learning experiences. In this way, the knowledge that students learned become into significant experiences for them due to it is based on their context.

It was necessary that students ask the teacher whatever questions they may have because it is important for teachers to acknowledge the difficulties or lacks that may be found in students. Students do not have to be shy to inquire about a theme that can be confusing for them. Oftentimes, students did not seem to understand that everybody in class was learning and that it is normal to have questions and doubts, which need to be addressed properly.

Role of material

We as teachers are conscious about the importance and influence of technology. McGhee & Kozma (2002) argue that technology plays a role in students’ learning processes since it provides them with tools and information that support their problem-solving, communication, collaboration, and knowledge creation. That’s why the material was the bridge that linked knowledge and context. Through this, learners could apply new information in a real-world situation. This material should have an impact for learners in order to engage them and make the learning meaningful by providing opportunities to use the language in a specific setting.

We noticed that students were able to communicate their ideas in a better way when they were using learning technologies. Zafran (2011) argues that the work students do resort to prior knowledge and experiences involve the entire group, especially when teachers use social media
such as blogs, social networks, among others. We applied some videos and the use of blogs to inspire them to be more creative and, in this way, improve their academic process and their level of interest and participation in English class. This data may take the form of photographs, art objects, videotapes, website main pages, e-mails, text messages, social media text, or any forms of sound. Include creative data collection procedures that fall under the category of visual ethnography (Pink, 2001) and which might include living stories, metaphorical visual narratives, and digital archives (Clandinin, 2007).

**Type of Syllabus**

For the internship, task-based syllabus was used, which a task is an activity that requires learners to use language, with the emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners and teachers which will help them in their own learning (Ellis, 2003).

In order to develop an appropriate task, it was important to consider some criteria features of task proposed by Ellis. These features can be divided on the following five:

1. A task is a work plan: This related to a plan of activities for learners, later on, that work plan takes the form of teaching materials which will help for the development of the course.

2. A task involves a primary focus on meaning: It means that a task must seek to engage learners in using language in a pragmatic way rather than displaying language in a grammatical form.
3. A task involves real-world processes of language use: For making a successful task, it may require learners to engage in an activity that they can find in the real world. This will foster a meaningful learning for learners because it reflects experiences or events that occur in real-world communication.

4. A task can involve any of four language skills: One of the advantages of the task is that they can be used through any of the four linguistic skills (reading, writing, speaking or listening) or even, it can mix some of them. This makes tasks more flexible and diverse for the teaching and learning process.

5. A task engages cognitive processes: Depending on the task, it can employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task. In this way, learners will explore different cognitive levels through the task proposed.

6. A task has a clearly defined communicative outcome: it occurs when a task is completed, and learners produce something (outcome) through the development of a specific task. It also will provide a feedback and assessment for the teacher.
**Chronogram**

In the following chronogram was established all activities and practices that were developed during the internship. It was organized per weeks and in each week, it is explained the topic and activities done.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ACTIVITY (IES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowing about my roots</td>
<td>• Bring a photo and discover basic information about personal background</td>
</tr>
<tr>
<td>2.</td>
<td>Sharing my bedroom</td>
<td>• Draw and describe your bedroom</td>
</tr>
<tr>
<td>3.</td>
<td>Knowing about my family</td>
<td>• Make a letter talking about my family and basic information of them</td>
</tr>
<tr>
<td>4.</td>
<td>Describing family members</td>
<td>• Make a description (physical/personality) about each family member</td>
</tr>
<tr>
<td></td>
<td>Knowing my classmates</td>
<td>• Make and share description (physical/personality) about friends in the classroom.</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6.</td>
<td>Knowing about my city</td>
<td>• Talk and identify characteristic about the city and near contexts.</td>
</tr>
<tr>
<td>6.</td>
<td>Knowing about Colombian cities</td>
<td>• Describe and compare different cities of Colombia</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Sharing ideas</td>
<td>• On the blog, students did some activities in order to share ideas, thoughts, and experiences among them.</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>Sharing comments</td>
<td>• Students reacted and reflected about different points of view found on Blog.</td>
</tr>
</tbody>
</table>
Data analysis

For the current internship, grounded data analysis approach was used because it helped to construct theory from the data as it is managed and analyzed, the process of analysis took place from the first time that data begins to be collected and continues until the research study is completed. Once sufficient data have been collected and transcribed, it is possible to do the process of analysis. This process is characterized by the researcher is surfacing themes and concepts from the data as he/she reads them. The aim is to unpack the data according to themes and concepts seen, Freeman (1998). Within this approach, four activities are carried out: naming, grouping, finding relationships, and displaying. For this process, five steps were followed so as to develop the analysis.

The first step, the researcher read each document, interview (transcribed), artifact or any kind of data. The second step, in each element the researcher had to underline phrases and ideas that were considered striking on it. Then, each element underlined was named with a keyword. Throughout this step, keyword can be repeated and the idea was that each passage had a keyword on it. The third step, when all the elements were analyzed similar themes and patterns were identified and written on a piece of paper. The fourth step, it was made a list of all the keywords found and discover the clusters and affinities among them. After that, the groups of keyword were named and they became in a category within the analysis. And those words which did not fit in any category were defined as outliers. Finally, the fifth step was made maps of the categories and patterns to show how they connect to one another. This map is called data display, Freeman (1998).
Triangulation

For our internship triangulation took place the inclusion of multiple sources of information or points of view on the phenomenon we took also the questions we made during that process. Methodological triangulation uses multiple ways to collect data, and thus to study the problem. We conducted some observations and interviews and collected student work to study the question we have. Like the detective example. Catherine Marshall and Gretchen Rossman (1989) qualitative researchers define "data triangulation" clearly and simply as the act of bringing more than one source of data to bear on a single point." (p. 146)

We had to consider the information that we collected, for example, some interviews about multicultural thinking and basic information, so as teachers saw what there was. We put it back together in new or different ways in order to more fully understand it. This process was applied in order to examine and analyzes the data from our own students, classroom, and teaching. The aim was to make the regular appear new, to put a different frame around what was usual and taken for granted in everyday teaching and learning, and thus to perceive and understand it in new ways.
Findings

Types of family

Family status

Followed figures

Roots/Ascendancy

Geographic location

Previous experiences

Local problems

Sharing ideas

Sharing experiences

Knowing each other

Social displacement

Family context

Cultural identity

Cultural background

Personal constructs

Sharing thoughts

Outliers

Subcultures

Sexual orientation

Misinformation sources

Stereotypes

Diversity

Unknown
Teenagers’ Cultural Identity and EFL Writing

**INTERVIEWS**

- Cultural identity
- Personal constructs

**ARTIFACTS**

- Didactic space to dialogue within the EFL classroom

**Outliers**

- Curricular topics
- Standard educational system
- Lack of opportunities
- To express and share thoughts

**Technology as a tool to improve writing**

**Comments on blog**

**Sharing ideas on blog**

**Creating new spaced to interact and know each other**

**Cultural interchange**
Cultural Identity

As teachers, we brought ourselves and life experiences, histories, and culture into the classroom. We brought assumptions and beliefs about what a good teacher is and does, in that way is how we started to give them a little introduction about we considered is cultural background, knowledge of education theory, research, human development, and their love and knowledge of content areas. Some of the principal students’ worries were local problems during the internship they developed some critical ideas and thoughts related to different perspectives about how they see their city and other cities. It was reflected in the second interview from line 7 to 9 (See in page 57, Annex 21). There, students expressed that the corruptions had made changes in our society and it was not only the social statement also in human beings and human behaviors that allowed the null sympathy between the native people from our city and outsiders including the visitors from other cities of the country.

Researchers like Eleuterio (1997) and Hoelscher (1999) observed that classrooms filled with teachers and students who openly share their lives, their cultural identities, and their life experiences build trust and foster stronger relationships. Another common aspect seen during this process was the types of families, some of our activities had some relevant questions that involved personal answers which evidenced the family status, the economic situation and the educational level for their parents, namely it was reflected in annex 6 (See in page 48) which the students expressed the educational level parents and his sister, those relatives were “lawyers”. This aspect definitely modified students’ life style and the cultural cumulus. This climate leads to students’ engagement and excitement about learning together, knowing about their roots and ascendancy, getting to this place requires an understanding of the factors that influence individual cultural identity and their geographic location, according with the results of the
investigation in annex 3 (See in page 47) student reflected the place where his parents were born, some of them were from towns near the city and of course from Bogota.

**Personal Constructs**

The importance of teacher beliefs within teacher education nowadays in our country rests on the constructivist’s conception of learning. That is why teachers can act for the increase of that beliefs are thought of as critical in terms of what and how the student teacher makes sense of their learning in the teacher education and the development in classroom program as a global construct, beliefs, and attitudes does not lend itself easily to empirical investigation Pajares, (1992). However, those beliefs, previous experiences, and ideas have been examined in our internship accompanied with current studies that gave us a more clearly defined construct of belief. Methods for gathering evidence of belief include concept maps, belief statements, analysis of language used in the classroom, behaviors related to belief, and experimental tasks that require thinking aloud (Kagan, 1992; Pajares, 1992)

Personal constructs can serve as a useful framework to promote cross-cultural understanding in the classroom. Those thoughts did not just believed students a perspective on the foreign culture the most important fact of our internship and investigation was students went deep into and being conscious about their own cultural identity facts and events must be interpreted in the light of underlying attitudes and values (See in page 56, Annex 21) from lines 15 to 17, which student expressed the way how Bogota had been becoming a multicultural place for all the people who come to reach better opportunities to work, of course, to take advantage of variety of stuff as Bogotá citizens we offer. This interpretation was proposed on-going process of exchange and negotiation of meaning between many cultures includes inside a
multicultural classroom. By constructing and knowing about different cultures and perspectives their own cultural identity and the foreign values, as it can be seen on Annex 15 (See in page 53), when by organizing and extending the range of convenience of these constructs, students can find bridges to the other culture, events, and discover alternatives to their own cultural patterns of thought.

**Didactic space to dialogue within the EFL classroom**

As teachers, we observed the need to create a creative didactic and spaces in which teachers and students can use and combine Internet tools as blogs for L2 but in learning, it has not been found so far. This study showed that the use of Internet resources was a meaningful way to integrate language and culture that provides opportunities for students to learn about the not only the target culture but also their own culture while using blogs as a mean to discuss cultural aspects among them. It was seen on Annex 19 (See in page 55) when students built a dialogue between them upon daily practices that are included in their cultural practices, this as a result of knowing each other. In addition, the use of ICTs increased students' interest and motivation for learning L2 in a dynamic way rather than a passive way. It was reflected on lines 31 and 33 (see on page 57, Annex 21) student expressed the conformity of the work during the internship using blog. Foreign language teachers should be encouraged to explore and experiment with the Internet to fully exploit the possibilities for language learning by means of this resource that opens pathways to authentic materials and dynamic communications among students.

The use of technology to broaden horizons and opportunities for real language usage is particularly important for language students but it requires a teacher who should be the one to build the bridge for it. A further aim of this study is to explore to what the new cyber
communications can be used with peers in another culture so as to assist students to engage in intercultural encounters and thus gain a deeper understanding of culture, both their own and other’s culture. To achieve this sensitization, the language classroom must expose students to discourse practices and provide opportunities to explore these from an insider’s perspective Furstenberg, (2001).

**Pedagogical implications**

To begin with the pedagogical implications, it is necessary to engage the objective proposed for developing the internship project. Thus, the main idea was to develop and identify the impact of the small c practices and experiences in the English learning and teaching, so as to teenagers built thoughts about their cultural identity

Through the use of small c practices and experiences, students also enhanced their writing. For this reason, teachers should include materials that can be used in the school’s environment. Although each school has specific elements to work on with the students, teachers should uphold motivation, especially with the use of technology (in this case the use of blogs) to promote the students’ cultural identity as well as the writing skill, if the school does not have the technological resources; it was necessary that teachers create materials that can be used in any classroom (such as flashcards, photos, etc.). These materials needed to catch the attention of the students in order to encourage them to participate in the English classes.

Teachers need to take advantage of the topics that students like; since this helps to develop a new way to interact with our students. It means students will be more willing to work and they will be motivated to learn. On the other hand, teachers should be updated to the use of
technology in our context inasmuch as students are interested about it and can be used to promote students’ cultural identity within the classroom.

Teachers who are looking forward to working with cultural identity need to take into account that technology is a great mediator to develop it, but it can fail for many reasons during the implementation. Because of this, it was necessary to have a second plan or idea in case access to technology becomes a problem. On the other hand, as teachers we realized that some of the students had some mistaken ideas of what are the usages for the computer room, they believed that room is just for play video games and being on social networks chatting or upload photos with their friends during the class. It was important to persuade students in the management and usage of our material proposed, as worksheets online, pages of training English and especially in our blog.

Create developmental opportunities in which teachers could reflect on their cultural heritage with peers (memoir writing, artifact sharing, and shared cultural celebrations). Those things were really important, share your experiences, celebrations, and relevant events with our students. We tried to integrate storytelling (writing, speaking, drawing, and creating) into our classroom and especially in the blog we proposed to the school to include within the curriculum.
Conclusions

The education is the base of the progress of a country. For this reason, teacher training, and innovation are truly important in order to reach an appropriate education that includes cultural aspects in schools, along with the social and technological changes. Cultural identity is not a common topic in public and private schools, which is why teachers must find different teaching strategies and didactics. Nowadays, the increase of technology usage in teenagers facilitated the via or the bridge between education, teachers, and students. Those new didactic and activities allow them to develop abilities and skills in their students, improve the tolerance for attitudes and practices to each other, and foster cultural identity proposal in technology as Blogs, that was one of the bases of these strategies.

When a teacher is able to develop new skills in teaching, this will contribute not only to their teacher’s practices but also to the local context in which these new skills are developed and applied. For this reason, an important factor is the ongoing training of teachers on ICT subjects, which should be relevant to any area approached by teachers and the context in which it operates. To that end, Colombian education policies must look into the curriculum to ICTs as part of learning/teaching and not as something attached to traditional classes, in this way, students can achieve a successful interaction within the classroom, they relate better to the discipline that is taught and acquire the ability to gain and put into practice the knowledge permanently. Finally, some institutions offer really good opportunities to improve teaching skills, and because of that, this kind of projects should be promoted as a new way of understanding teachers’ role in Colombian society.
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ANNEXES

Annex # 1

1. According to your family picture answer the questions.
   a) How many members of your family are there?
      Six
   b) How many siblings do you have?
      4 = Four
   c) Which is the member of your family you admired?
      Mother
   d) Where does your family live?
      in the capital
   e) How old is each member of your family?
      Father: 42, mother: 47, sister: 24, brother: 12
   f) Do you have pets?
      No
   g) Where were born your mother and father?
      My father mother are from Tokyo

Annex #2

1. According to your family picture answer the questions.
   a) How many members of your family are there?
      6 = Six
   b) How many siblings do you have?
      4 = Four
   c) Which is the member of your family you admired?
      Mother
   d) Where does your family live?
      in the capital
   e) How old is each member of your family?
      Father: 42, mother: 47, sister: 24, brother: 12
   f) Do you have pets?
      No
   g) Where were born your mother and father?
      My father mother are from Tokyo
Annex #3

According to your family picture answer the questions.

1. How many members of your family are there?
   - Father
   - Mother
   - Brother
   - Sister
   - Grandmother
   - Grandfather

2. How many siblings do you have?
   - Three siblings

3. Which is the member of your family you admired?
   - Father
   - Mother
   - Brother
   - Sister

4. Where does your family live?
   - Bogota

5. How old is each member of your family?

   Father: 47 years old
   Mother: 47 years old
   Brother: 21 years old
   Sister: 21 years old
   Grandmother: 70 years old
   Grandfather: 70 years old

6. Do you have pets?
   - No

7. Where were born your mother and father?
   - Father: Tolima
   - Mother: Bogota

Annex #4

Hi! My name is Laura Gomez. I am from Colombia. I am Bogota. I am 13 years old. I go to school. My favorite subject is physics. My favorite sport is tennis. I have a mother, a father, a sister, and a niece.

My mother name is Fiono Llron. She has 47 years old. She is housewife.

My father name is Jose Gomez, he has 50 years old. He is seller.

My sister name is Monica Martinez, she has 21 years old. She is operator.

My niece name is Sara Silva, she has 1 year old.

Best wishes, Laura.
Annex #5

My name is Betty Rodriguez. I am from Colombia. I am 13 years old. I go to school. My favorite subjects are English and Spanish. My favorite sport is soccer. I live with my family. I have a father, a mother, and a sister. My father’s name is Arley Rodriguez. He is 43 years old. He is a security guard. He works at the airport. He works hard. He comes back home late in the evening. My mother’s name is Maria Garcia. She is 32 years old. She is a chef. She works in a restaurant. She works hard. My sister’s name is Karen Rodriguez. She is 12 years old. She is a student at school. She studies hard. Our family is big and friendly. In the evening, we have dinner together. On weekends, we sometimes go to home. I am happy to hear from you. Soon I will visit you.

Best wishes,

Betty

Annex #6

<table>
<thead>
<tr>
<th>Name</th>
<th>She is</th>
<th>She has</th>
<th>She has</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tall</td>
<td>short</td>
<td>black hair</td>
</tr>
<tr>
<td></td>
<td>Tall</td>
<td>small</td>
<td>black hair</td>
</tr>
<tr>
<td></td>
<td>Tall</td>
<td>green</td>
<td>hair</td>
</tr>
<tr>
<td></td>
<td>Tall</td>
<td>big</td>
<td>nose</td>
</tr>
<tr>
<td></td>
<td>Tall</td>
<td>black</td>
<td>eyes</td>
</tr>
<tr>
<td></td>
<td>Happy</td>
<td>short</td>
<td>hair</td>
</tr>
<tr>
<td></td>
<td>Happy</td>
<td>small</td>
<td>nose</td>
</tr>
<tr>
<td></td>
<td>Happy</td>
<td>big</td>
<td>eyes</td>
</tr>
<tr>
<td></td>
<td>Happy</td>
<td>green</td>
<td>hair</td>
</tr>
</tbody>
</table>

I am a student. I have big ears and big nose. I am happy. I have big eyes. I have long hair. I have black hair. I have brown eyes.
Annex #7

My mother is important, she is intelligent. She has eyes black. Her hair is beauty and nice.

My brother = Sebastian
He is intelligent
My brother is student
He is tall
My brother is Carol
He is shorter
He is nice
My brother is student
His hair is black
He is my brother

My sister = Sofia
She is small
She is student
She is nice
She is eyes brown
I = Jennifer
I am intelligent
I have mother, father, sister

Annex #8

Dad Info
- My dad is tall
- My dad is dark
- My dad has a beard
- My dad has glasses
- My dad has a cap
- My dad has short hair

Mother Info
- My mom is small
- My mom is happy
- My mom has red skirt
- My mom has short hair
- My mom has black bow
- My mom has black skirt
- My mom is white

Old Brother
- My brother has short hair
- My older brother is white pants
- My older brother has a blue and white striped shirt
- My older brother is white

I
- I am dark
- I have a yellow jacket with blue
- I have dark blue sweatshirt
- I have short hair
Annex #9

- My friend is happy
- My friend is car
- My friend is good person
- My friend is tall
- My friend is fat
- My friend has big eyes
- My friend is gamer
- My friend have has a big nose

Annex #10

- She is tall
- She has brown eyes.
- She is fat
- My friend is nice.
- She is clever
- My friend is young
- She has soft hair.
- She has brown hair.
- My friend is interesting.
- She has glasses.
- She has big ears.
- My friend has big eyes.
- She has big hands.
- She has long hair.
- She has smooth hair.
- She is happy.
Annex #11

- She is tall
- She has brown eyes
- She is fair
- My friend is nice
- She is clever
- My friend is young
- She is brunette
- My friend is interesting
- She has curly hair
- She has short hair
- She is happy
- My friend is important
- She is amazing
- She is lazy
- My friend is crazy
- She is beautiful

Annex #12
Annex #13

Cali.
- Cali is hot like Armenia.
- Cali has a day of flowers.
- Cali is more beautiful than Armenia.
- Cali has more and better sites than Armenia.

Armenia.
- Armenia is beautiful as Cali.
- Armenia has more pride than Cali.
- Armenia is bigger than Cali.
- Armenia has almost the same job as Cali.

Annex #14

Barcelona.
- Barcelona is more big than Florence.
- Barcelona has more about than Florence.
- Barcelona is not as hot as Florence.
- The air in Barcelona is less hot than the Florence.

Florence.
- Florence has more cars than Barcelona.
- Florence has less better than Barcelona.
- Florence has more hills than Barcelona.
- Florence is as hot as Barcelona.
- Florence is as happy as Barcelona.
Annex #15

Medellin is more cultural than Barranquilla.
Medellin is bigger than Barranquilla.
Medellin is friendly than Barranquilla.
Barranquilla is more hot than Medellin.
Barranquilla is less dirty than Medellin.

Annex #16

Bogota

- Bogota is more hight than somondoco
- Bogota is more hight than somondoco
- Bogota is more well than somondoco
- Bogota has more homes than somondoco

Somondoco

- Somondoco is more green than bogota
- Somondoco is more hot the bogota
- Somondoco has less homes than bogota
- Somondoco has a church more beautiful than bogota
Annex #17

I like your description. Your brother looks like you. I have a question. How old is his daughter?

My niece is five years old

The description is very good.
Annex #18

Teenagers’ Cultural Identity and EFL Writing

Annex #19

Annex #20: Transcription No.1
Interviewer (In1)

Interviewed (In2)

1 In1: Mm…Buenos días hoy vamos a empezarla entrevista, eh ¿Cuántos años tienes?

2 In2: Eh, tengo 16 años. Mi nombre es Cristian Salazar, vengo de Pasto.

3 In1: ¿De dónde vienes y de donde viene tu familia?

4 In2: Eh, yo nací en Pasto…Eh mi papa es del Ecuador, eh pero se mudó a Pasto y conoció a mi mama que es también de Pasto…igual que mi abuela.

5 In1: Ok, perfecto. ¿Qué perspectiva tienes sobre tu ciudad?

6 In2: Eh pues la perspectiva que tengo es que…eh la verdad me he encontrado con gente que es muy cálida, muy amable… pero pues últimamente he visto algunos cambios para mal, Eh como…esto…en mi…en mi localidad que es Bosa, por ejemplo pues he visto un aumento de criminalidad, he visto un aumento de persona pues que me parecen de mala intenciones…pero pues en general creo que es una ciudad muy buena, pero…eh no sé…la corrupción a veces nos … nos tiene pues en la mala (ríe).

7 In1: ok, gracias, Desde tu experiencia ¿podrías afirmar que Bogotá es una ciudad multicultural?

8 In2: Eh si…me parece que si porque yo he visto muchos incluso extranjeros que han venido a Bogotá y…eh, también he visto muchas personas de todas las partes de Colombia, he aprendido muchas cosas.

9 In1: ok, eh…Bien, ¿evidencias que tu colegio y tu salón de clases es un ambiente multicultural? ¿De qué formas lo puedes evidenciar?
20 In2: Eh, pues pienso que sí, en parte porque hay algunos de mis compañeros que vienen de otras partes de Colombia…y pues algunas veces aprendo cosas que no sabía, como palabras distintas o…me cuentan las experiencias que como es la ciudad allá.

23 In1: Ok, muy bien, eh… ¿de acuerdo a las actividades de la clase de inglés tienes la oportunidad de explorar aspectos culturales tuyos y de tus compañeros?

25 In2: Eh…la verdad pienso que no, eh la verdad no he visto muchas…eh, muchas acciones por parte del colegio en ese aspecto. Esto pues…alguna que otra…en los salones de clases con profesores de sociales o de español o…cosas así, que pues a veces nos hablan de otras partes de Colombia o de otras partes del mundo…y pues a veces aprendo cosas de cultura pero en general no, creo que el colegio no.

30 In1: Ok, ¿fue el Blog propuesto para la clase de inglés un espacio de conocimiento e interacción con tus compañeros?

32 In2: Pues sí, me parece que sí. Fue una experiencia bastante buena, eh a veces me ponía a leer los comentario y pues me daba risa y todo eso, porque algunos eran muy jocosos.

34 In1: Bueno, muchas gracias.

Annex # 21: Transcription No.2

Interviewer (In1)

Interviewed (In2)

1 In1: Buenos días, seguimos con la segunda entrevista, ¿Cuántos años tienes?
2 In2: 13 años.

3 In1: ¿De dónde vienes y de donde viene tu familia?

4 In2: Yo vengo de aquí de la ciudad de Bogotá, mi familia por parte de mi papa es del Tolima y por parte de mi mama es Boyacense.

6 In1: ¡Qué bueno! ¿Qué perspectiva tienes sobre tu ciudad?

7 In2: Eh que es… las personas son muy buenas personas, pero pues parte de la corrupción las ha dañado y pues eso nos ha afectado mucho, en cuanto… ya sea digamos en las construcciones que no se realizan, o… el dinero que se roban (ríe), etc.

10 In1: Ok, Eh, Desde tu experiencia ¿podrías afirmar que Bogotá es una ciudad multicultural?

11 In2: Si, porque recibe personas ya sea de digamos de otros municipios de acá mismo de Colombia o de otros países.

13 In1: Perfecto, ¿evidencias que tu colegio y tu salón de clase es un ambiente multicultural?

14 ¿De qué formas podrías evidenciarlo?

15 In2: Mm… pues digamos que reciben estudiantes que no tienen que ser necesariamente de aquí de Bogotá, que también son de otros países, por ejemplo en nuestro salón tenemos un compañero que es de la costa, otro que es de Alemania, entre otros.

18 In1: Muy bien, eh… ¿de acuerdo a las actividades de la clase de inglés tienes la oportunidad de explorar aspectos culturales tuyos y de tus compañeros?

20 In2: Si, porque en una de las clases hicimos comparaciones de ciudades… en inglés, hicimos…y pues comparamos que digamos que hay muchas diferencias en cuanto a los sistemas que manejan en las ciudades.
23 In1: ¡Muy bien!, ¿los profesores de tu colegio abren espacios para el intercambio cultural entre estudiantes?

24 In2: Muy pocas veces los abren, pero si…uno a veces tiene las oportunidades de hablar con sus compañeros, charlar y ver sus raíces, de donde son, a que, que es lo que les gusta… porque todos somos diferentes.

28 In1: Ok, ¿fue el Blog propuesto para la clase de inglés un espacio de conocimiento e interacción con tus compañeros?

30 In2: Sí, porque pues estábamos hablando un poco de nuestra vida personal y así, y pues así nos iban conociendo.

32 In1: Bueno, muchas gracias.