DIGITAL CULTURE TO TEACH ENGLISH LANGUAGE AT A PUBLIC HIGH SCHOOL IN BOGOTA

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INTRODUCTION

Nowadays, people tend to use the internet every day. Teachers have found original resources to adapt in classes, including material for virtual and presential classes. New platforms are emerging every day, updating, and rethinking education with limitless possibilities. Communication has evolved as well; due to that it is not perceived in the same way as in other decades. Technologies have affected the way people communicate and access information. Current trends are part of people's lives and topics are spread instantly with short messages

The internet contributes to finding people around the world by using social networks. People who create profiles tend to feed Facebook, Instagram, X, and other apps with similar interests. These platforms recommend similar content to users, in which case permits the formation of groups with common likes. As the communities formed in old times, producing codes and identity. It is easily spread through the internet by sending personal updates or posting on walls. The construction of symbols can be through pictures, videos, texts, and memes.

Memes are cultural elements that can be copied and shared by other people by using imitation as a procedure (Dawkins, 1976). Not only is it the result of users working together to express ideas, but it is also the context of bigger communities as countries, cities, ethnicities, schools and more evolving at the same time. They are part of current popular culture; people use Memes to communicate, react, give opinions or jokes about viral topics. They are "hyper-memetic logic" that consists of spreading memes through different platforms (Lehman et al., 2016). Anything could be a meme and people can participate actively by sharing or remaking.

Teachers can take advantage of this phenomenon found assembling experiences that come from various contexts. Digital culture is understood as the products and processes shared through

the internet to express ideas and concepts (Sorte, 2019) new cultures can unify worldwide ideas by using participation of many different actors. Social Networks seem to have identities attached, gathering new viewpoints and interest in which case help in classrooms. New cultures are appearing and the relationship between students and language learning could be changing to take place in academia.

This paper is to discuss the criteria to select or create memes from images, videos, or pieces of text. These should contribute to promoting debate and make vocabulary and expressions memorable for students. The fact of finding vocabulary related with a well-known context as social networks could contribute to empower students to express themselves with English language.

This study is grounded in Qualitative method due to its relationship with reachable aims with a variety of perspectives and scenarios that involve different findings (Dogson, 2017) the usage of memes during language classes and the student's perspectives are some aspects that require analysis and methods that could contribute to that process. This paper classifies its method as action research because supplies valuable information which contributes to practice in a classroom environment to alter curriculums or practices during the teaching or learning process (Grady, 1998) the phenomenon described within this paper will encourage teachers to implement new material in classes and propose more investigation about it. As a technique for gathering data, it was proposed observation, specifically covert observation where students can not perceive as if they are part of an investigation (Kawulich, 2012) .

JUSTIFICATION

The importance of digital culture and its relationship with language teaching could involve traits such as creativity and identity. Those traits are part of popular thinking by innovative solutions, expressing ourselves, developing critical thinking and giving the opportunity to get to know new people to belong to communities. The process of learning, that is perceived for students of a foreign language, many times split between the language that is used to talk about during class for academic purposes and that to communicate thoughts creatively.

This is a good opportunity to think the language teaching outside the box and relate students to scenarios that could assemble L2 and students' realities. Digital culture involves a variety of concepts that are worth exploring from academy. This paper cope with the importance of including more communicative features in language education, to deepen in the gap between teaching of English in class and joining everyday aspects as digital culture.

Memes appeal to ideas, symbols, and other aspects as a part of trending topics nowadays (Shifman, 2014) people can modify or remake memes depending on the intention of the message they want to send or encourage others to find new usages .The diffusion of memes is a wide process that involves original material modification through platforms and finally, the adoption in digital culture (Benaim, 2018) characteristics that may take part in language teaching by proposing students involve creativity and sense of humor.

The innovation of memes as a source could contribute to language classes (Sorte et al., 2020) finding new language usages and reflecting on metalinguistics that teachers may not have considered during other classes. During teaching, many issues could hinder learners' interest and motivation. Students tend to show more interest in English language classes when teachers apply

material related to memes, and motivation increases with activities that involve meaningful scenarios and creativity (Purnama et al., 2017) teachers could encourage students' interaction while they narrow the gap between an English language class and the application of language in real life.

PROBLEM STATEMENT

The following study was applied in Colegio República de Colombia institucion educativa distrital, morning shift. The activities were addressed to all eleventh graders of the high school. There were 5 groups that participated each with about 35 students. The institution is located in street 68 #69-10 in la Estrada, Engativa Neighborhood.

APPROACH

It was seen during different English classes that the students tended to use cellphones with no academical intentions. The technological devices had triggered distraction and presented an obstacle to catch attention during class. On the other hand, the teachers permitted the use of technology in class only if the students had the intention of searching for information or vocabulary in which case the students took advantage to check apps such as Facebook and Instagram.

The students communicated ideas about the class and other issues by using social networks. They post opinions of teachers, classes, other students, and personal issues. Despite the distraction it was perceived that students could find a relation between that behavior and the communicative approach in class. By using EFL teaching to motivate high school learners to speak in second language during classes by involving interesting topics. they could interact with other partners including thoughts, ideas, and opinions. Interaction in class could contribute to retaking symbols from social networks and expressing in class freely.

Symbols are important for humankind and relevance depends on symbology or contexts to understand the entire idea of the issue. People tend to prioritize things that reflect identity as

individuals or part of a community, (Davide et al., 2012) it could help students feel more empowerment to enhance participation and interest during class. The teachers could guide students to apply grammar structures and vocabulary meaningfully.

DESCRIPTION OF THE PROBLEM

Learners come to classes filled with experiences and new concepts that come from backgrounds, interests, and interaction with others. Those experiences are commonly shared with relatives, friends, and other people on the Internet through social networks and other apps. It contributes to content constantly fed on the web, that could be transformed, shared, downloaded, and removed to become part of that community. The educational context is not isolated from that exposure and could redirect it as an opportunity during the learning process. Teachers may benefit from this content to elaborate scenarios during classes where the students can take part actively learning and sharing context.

Nowadays, students understand information differently from other generations due to continual exposure to technology and communication (Purnama et al., 2017) ideas and life perspectives are influenced by many aspects of digital culture including relationship with educative context. Currently, teachers have been trying to adapt English language material and platforms to be applied during class as, Duolingo, Cake, Fluentu, Babel and many other, but the approach does not contribute to digital Culture. What if it is additionally linked digital culture to language learning processes with specific skills? During class, the students could interact with the knowledge seen during class in the same way in social networks and express by using backgrounds.

This paper is grounded in the question of how language educators could implement new digital culture during classes of English language and what perspectives students could develop through learning experiences. Regarding these questions, the Memes were presented as an alternative to be implemented, due to transformative features and relation with digital culture which has gained popularity through online diffusion (Garcia Huerta, 2022) thus standing for identities, ideas, feelings, etcetera. The memes that were presented during the study have had relevance during the last 10 years on the internet. They were chosen because of the context and approach with the students' context.

Teachers can deconstruct meanings through classes and encourage students to analyze memes in different forms (Sorte, 2019) evoking new scenarios, introducing new concepts, and listening to personality expressions. Exploring different material as flashcards, developed through digital culture as memes, to undergo communicative experiences. The flashcards were led to supply the necessity of learning vocabulary during class by using familiar vocabulary and popular memes.

Despite the students are defined as Digital natives also known as the Net generation (Oblinger, 2003) Digital generation, Digital generation (Monereo, 2004) handling devices since childhood, a current disadvantage deals with the poor access to technology due to economic issues. The students' relationship with technology is led to entertainment (Marzal et al., 2021) and relate those devices with English classes could stand a challenge because of using cellphones with no specific purposes neither to review school subjects.

INTERNSHIP OBJECTIVE

To apply materials that support second language acquisition by using digital culture and contexts related to teenager students in a public school.

SPECIFIC OBJECTIVES

1. To implement digital cultural elements which could promote discussion and expand vocabulary during English language learning.
2. To interpret the results of implementing the new material related to digital culture during English classes in a high school to teach vocabulary through activities related to the student's interest.
3. To encourage students to communicate ideas through material developed with digital culture, through practice with grammar and vocabulary during English language classes.

LITERATURE REVIEW

The study drew on the principles of social constructivism as an important aspect of the learning process. Social constructivism emphasizes the collaborative nature of learning, and how knowledge develops from how people interact with each other (Amineh & Asl, 2015), culture, and society at large. In this view, students rely on others to help create building blocks, and learning from others helps construct own knowledge and reality.

The use of memes as a teaching resource reflects collaborative approach, as memes are cultural elements that are shared and spread through social interactions. By incorporating memes into language instruction, the study encouraged students to actively engage with the language, promoting collaboration and the exchange of ideas. Students were able to learn from each other's perspectives and experiences, and to construct own knowledge and understanding of the language in the context of own culture and society.

SYMBOL

Symbols are part of people’s lives; it can be perceived as a presence in communication development every day. Humanity has connected ideas through history by using signs that gather context, impressions, feelings, perspectives, etc. (Hsien-Fu et al., 2018). Those ideas have undergone transformations and people from unusual places have contributed to recognizing and feeding meanings. Communities transform symbols through contact by contrasting and altering to convenience.

The symbols have adapted diffusion through technology. They are not static anymore; change constantly by people's intervention. Individuals actively participate as creators and interpreters of signs that are immersive, linking, diverse, virtual, and instantly replicable (Xiaoyan & Hui, 2018). Being creators and interpreters empowers people to participate and express ideas through virtual symbols by portraying identities and context.

To conclude, the memorization of symbols and the contribution to construction are important in this study because of students' participation during classes. The learners' roles could transform the way of performing in language acquisition and relation to new vocabulary by using expressivity. Teachers and students contribute to the transformation of symbols and the relation with educative context.

DIGITAL CULTURE

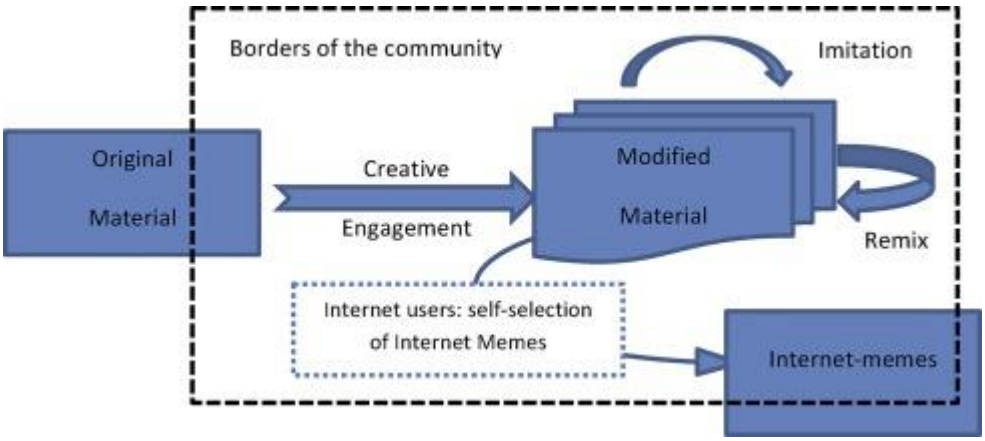
Digital Culture is a concept, which has appeared during the last few years as a concept in educational research and involves everyday technologies to enhance lives. It defines and encompasses ways of thinking by using technologies (Menşan & Saime, 2022). Nowadays. People tend to share thoughts within social networks, and it allows to explore creativity and express freely, not only with academic purposes but with leisure. New devices help people to access to information, developing new abilities to deal with, communicating ideas and building new relationships through culture (kamel Faraj & Naser sharabi, 2021) which means that a relation with technologies is not merely educational also have some traits that involve personal goals.

The relation between subjects and modern technologies have changed and evolve into new cultures since 20th century (Menşan & Anagün, 2022) that relationship has appeared with new paradigms in communicative practices, the manner of perceiving new communities and the identity development of individuals. Despite the recent technological requisites around teaching and learning people tend to use more for recreation. This tendency could increase the gap between education and personal environment. The challenges to approach to curriculums also includes the institution leaning to use ICT with communicative purposes in class (Cruz et al., 2021) seeking the devices as a significant resource for future education and impact in students' lives personally.

To summarize developing new cultures through technologies not only involves personal contexts nor education otherwise both within dialogue (Munifah & Purwaningrum, 2022) the role of educative institutions may encourage students and teachers to wonder about new tendencies and approach in many different forms.

MEMES

Memes have joined chats as a media of expressing differently. Memes appeal to ideas, symbols, and other aspects as a part of trending topics nowadays (Shifman, 2014) Reproduction shares from a joke to relief information about specific topics. Memes have increased transit volume since the pandemic issue during 2020 and 2021 involving more people. (De Deus et al., 2022) standing for a new opportunity in new educational sectors. Teaching, including memes, has encouraged educators from many areas to research and approach academic purposes.



1Figure (Benaim M. 2018)

Memes could be phrases, videos, images, or other media resources that intent to be humorous (Hariyatmi, 2022) most of the time there is a relation with trending topics around the world movies, politics, celebrities, etc. Usages are more common with educational purposes nowadays, teachers who try to involucrate memes during classes or evaluations. Using memes could decrease the gap in teacher/student relationship during class, encouraging learners to take part and show creativity (Antón-Sancho et al., 2022) it challenges some curriculums developed to transform and join new characteristics.

Language classes try to implement communication between students by giving instructions of grammar traits then students try to apply it but showing familiar material that could incentive free expressivity. Students enjoy using memes during class due to easier association with vocabulary which recalls common scenarios (Karadeniz Kayali & Altuntaş, 2021) witnessing a new opportunity to get to know better.

At the same time, it is important to recognize that not all teachers are digital natives, and that some may require added training and support to effectively incorporate digital culture into

teaching practice. However, as (Milutinović, 2022)notes, willingness to accept and incorporate ICT into the classroom is a key factor in developing new abilities and keeping up with evolving trends in language instruction. As an intern, it will be important to approach digital culture and technology with an open mind and a willingness to learn and adapt.

Finally, the concept of digital culture itself is an important one for educators to understand and incorporate into teaching practice. As (Menşan & Saime, 2022)note, digital culture involves not just the use of technology, but also a way of thinking that recognizes the potential of everyday technologies to enhance lives and learning experiences. By embracing this concept, teachers can better incorporate technology and digital culture into teaching practice, creating a more dynamic and engaging learning environment that promotes language acquisition and student success.

ACTIVITIES DESCRIPTION

ACTIVITIES

1ST MONTH MATERIAL IMPLEMENTATION.

- ***WEEK 1***. Observation stage: the first week the teacher is going to see the group's dynamics and gather information about what the curricular aims are regarding applying to the institutional curriculum. The teacher will synchronize the purpose of the study with them.
- ***WEEK 2.*** Regarding implementing the study aims and the curricular goals the first step will be to present the first class with a meme and its origin by using a reading exercise like Pruebas Saber which is a requirement during this term at school. (First evidence gathered)
- ***WEEK 3.*** The third week the teacher will start with a review of present simple by using Facebook as the main topic and implementing the vocabulary flash cards as well. The students will practice the structures with it allowing to use the affirmative, negative and question structures with the meme proposal in class. (Second evidence gathered)
- ***WEEK 4.*** This week the students will practice with past simple structure. They will use the vocabulary this time by using a Bingo game and at the end make sentences. This time the vocabulary cards will be used to explain the vocabulary in the game.

2ND MONTH OF IMPLEMENTATION.

- ***WEEK 1.*** The next week the students will interact by using simple past with a game called fantastic by implementing some activities from the institution. The activity will be implemented to enhance the practice that students need before closing the second term. (Third Evidence Gathered)
- ***WEEK 2.*** The students will be closing second term, so the teacher will focus on solving questions of the structures and vocabulary before the students have summer break.
- ***WEEK 3.*** After getting back to the class the students will practice present perfect and past participle verbs (regular and irregular verbs) by considering talking about blogs on Internet
- ***WEEK 4.*** The fourth week the students will practice with present perfect structure and by speaking about experiences on blogs on internet

3RD MONTH, MATERIAL IMPLEMENTATION (MURAL PROJECT).

- ***WEEK 1.*** The next week the students will interact by using Tag questions and by creating a conversation based on the vocabulary learnt during classes, Students will practice with personal information in social networks
- ***WEEK 2.*** The second week the students will practice with the vocabulary by using the tag questions and will create a meme to post it on a big mural.

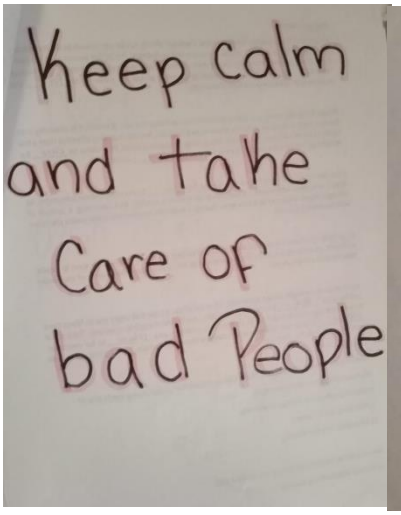
- ***WEEK 3.*** The students will work making the mural
- ***WEEK 4.*** The fourth week the students will talk about the meme and how they got inspired by doing it presenting to some judges to see who is going to be the winner

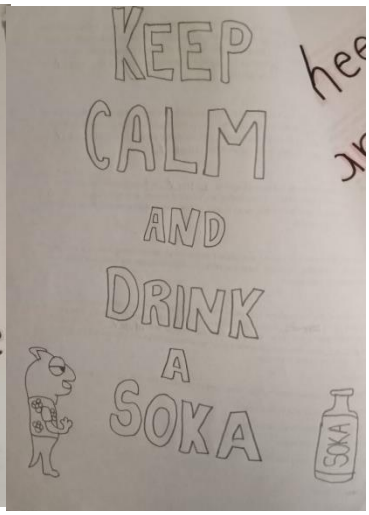
4th MONTH, EVALUATION AND ANALYSIS: (JOB INTERVIEW).

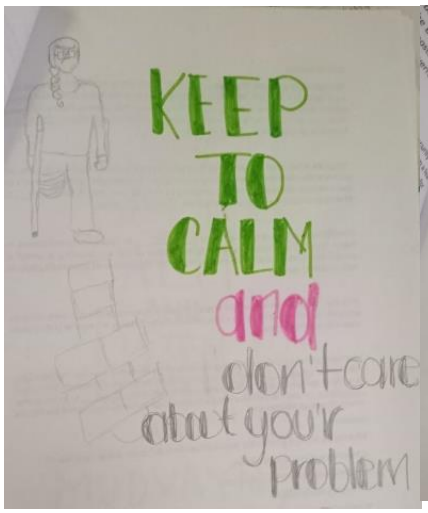
- ***WEEK 1.*** Students will practice the future simple structures by speaking with the cards
- ***WEEK 2.*** Students will design own CVs
- ***WEEK 3.*** The students will create a dialog presenting future simple and the rest of the topics learnt during the internship
- ***WEEK 4.*** The teacher will write the Findings and gather data for the study

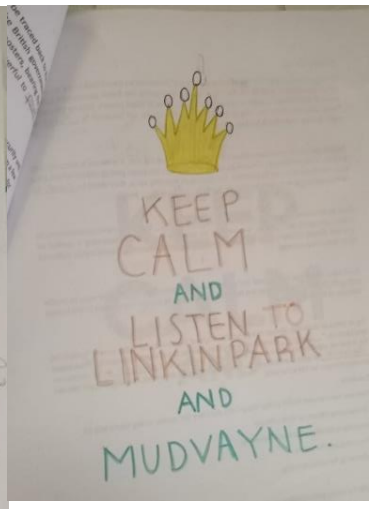
PRODUCTS

KEEP CALM MEME. This was the first evidence of the students. The students had first interaction with memes during class. They had to express opinions about some topic by using Keep calm and… meme format. The activity was designed for students who were about to take the ICFES exam. They read a short text about the origin of this specific meme, then answered some questions related to it in multiple choice format. Finally, the students versioned meme in groups.

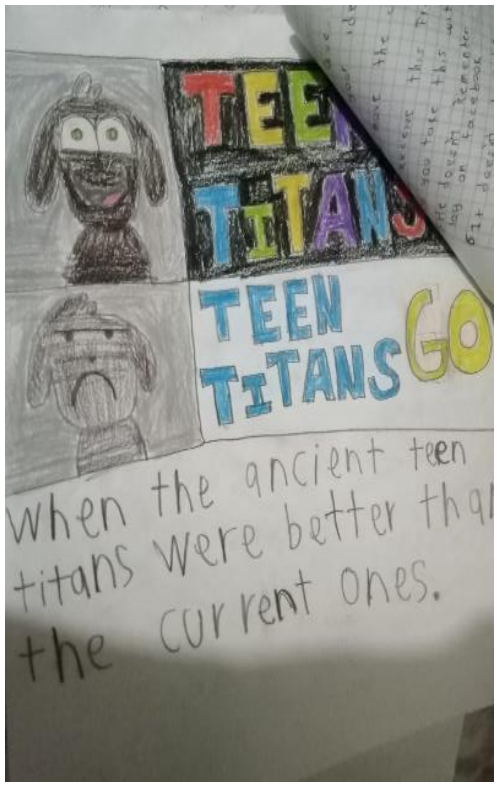




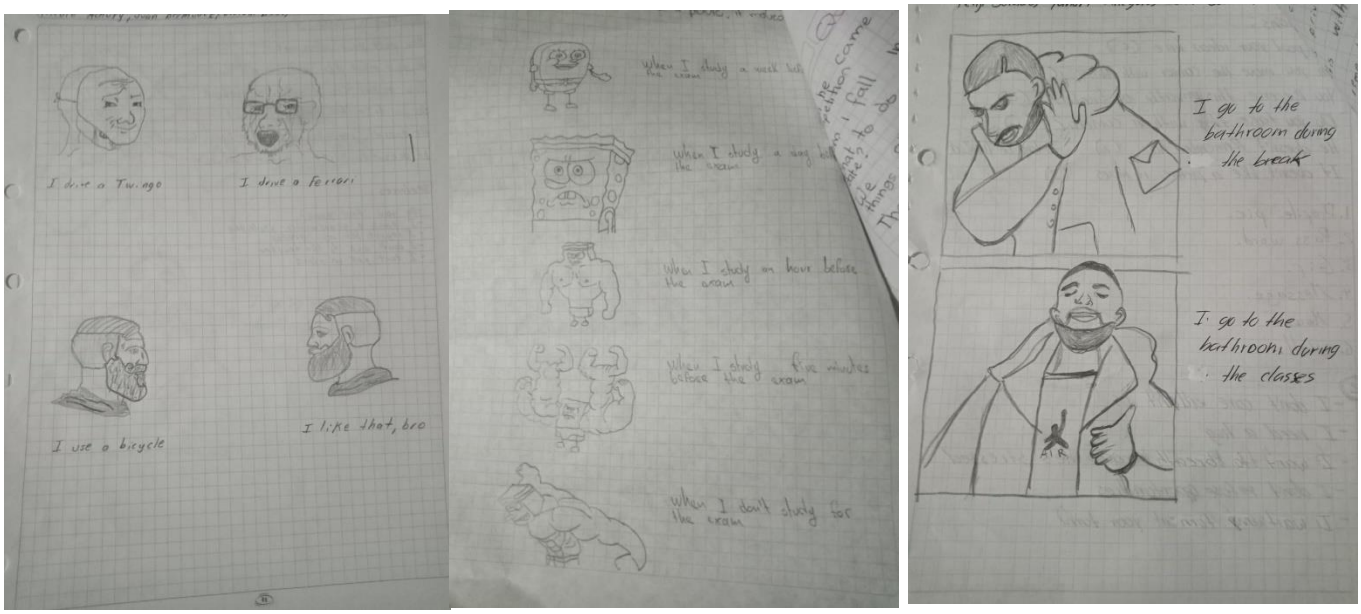




It is seen in the memes that the students used interest as inspiration. Not until production of keep calm and (meme) was its noticeable interest increasing during the activity. The activity was performed in groups, that is why some students participated more than others. It was decided that the following activities related to production of digital culture were made in pairs or individually.



MEME TEMPLATE. The second production activity was based on some templates taken from the internet that allowed the students to create different versions of the meme. At the same time, they practiced with grammar topics (present simple) seen during class. In that session the students included drawings to express ideas better and take part in pairs by grading the products of other groups. At the beginning of the class the students were distracted consequently, it was decided to start the class with an activity of riddles. After the warm the topic (present simple review) was explained. There were activities to practice and the questions were solved before starting production activity.



Despite the instructions given during class, some students expressed that they wanted to include other grammar structures to enjoy creative process more in which case was allowed but considering they had to include present simple at least in a sentence. Consequently, the teacher checked all the memes and corrected the mistakes by answering questions about grammar and vocabulary. These three samples show that some students were more interested

in writing ideas correctly than adding color. The students voted for thefavorite meme and explained to the class because they liked it the most.

On the other hand, there were students who preferred to express more with pictures to reinforce expressivity. Many students were interested in showing talent to draw at the same time they practice with the grammar structures learnt. However, the teacher asked the students to explain the work in English at the end to assess the progress.

At the end of the activity the students showed interest in criticizing partners' memes. They chose the meme they liked the most and explained what was more transmittable. The students mentioned perceptions about the activity and expressed thoughts about partners' performance. They agreed that the activity helps integrate what they learnt with creativity.

HOT POTATO AND OTHER GAMES. Many of the activities were focused on practicing grammar structures before production stage. The students took part in some activities which allowed to learn new vocabulary by using flash cards designed previously. These activities were characterized because students had to compete against other partners to get extra points. Students wrote sentences on the board and the teacher corrected

those mistakes. During these sessions students were practicing present perfect tense and the flashcards helped to remember the past participle necessary to complete those structures.

The students were organized in a circle in the middle of the classroom after that played hot potato. The person who got the ball had to take a flashcard and write a sentence by using present perfect tense. If he or she made a mistake they moved to the end of the line in the game. The students who remained in the first position during the entire session got extra points.

The activity was repeated with different approaches to review topics or to practice conversation. By participating in these activities, students were able to practice grammar skills, learn new vocabulary, and communicate with classmates in English. The activities were also effective in motivating students to learn and in making learning more fun and engaging.

Additionally, the activities that were focused on practicing grammar structures before the production stage helped students to develop a durable foundation in the present perfect tense. This allowed to use the tense more confidently and accurately when the students were producing English language output.

Overall, the use of hot potato and other related activities was an effective way to teach the present perfect tense to teenage students in a public school. The activities were engaging, motivating, and effective in helping students to learn and use the tense correctly.

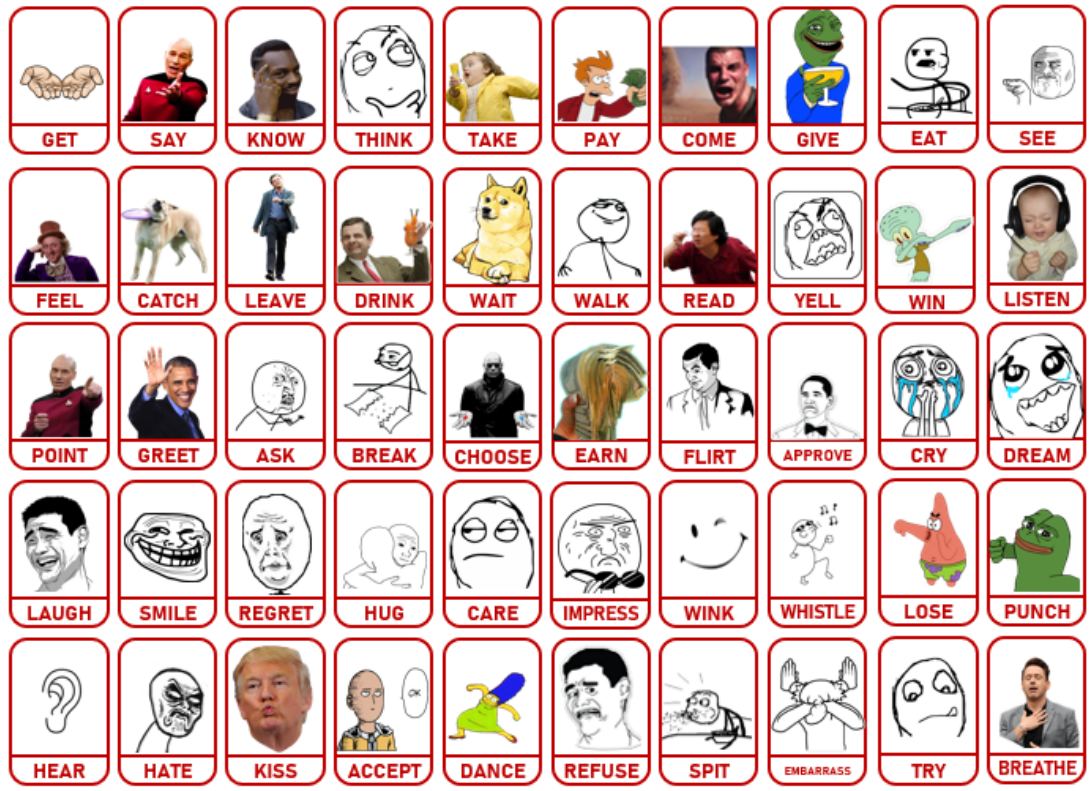


Figure 5 Flashcards designs (50)

These were the flash cards used during the sessions. They were designed for implementation stage to generate scenarios to students recognize vocabulary from popular memes. They helped students who did not know much vocabulary to take part more during class and at the same time memorize new verbs. They were designed based on memes which people could relate to actions and were familiar to most students.

Here are some specific ways in which the flashcards helped students:

- To learn new vocabulary words and meanings.
- To remember new vocabulary words by associating with familiar images and concepts.

- To practice using new vocabulary words in different contexts.
- To develop communication skills by giving opportunities to talk about the favorite memes and to create memes.
- To become more comfortable speaking English in a classroom setting.

The fact that the flashcards helped students who did not know much vocabulary to take part more during class is particularly noteworthy. This suggests that the flashcards were effective in creating an inclusive learning environment where all students felt comfortable participating.

Additionally, it is worth noting that the use of flashcards can be adapted to teach a variety of grammar structures as well. For example, flashcards could be used to teach students about different verb tenses, prepositional phrases, and conjunctions. By using flashcards in a creative way, teachers can make learning more fun and engaging for all students.

Most of the activities applied were focused on practicing new vocabulary. The students practiced with the new vocabulary and at the same time grammar structures. There were many activities which were developed as competition during classes, because of the opportunity of attachment that those activities offer. Most of the students taken part in all the activities during the research process, which was important to notice progress through the classes.

Another activity that was important during the classes was the role plays. The students had two roles, the first related to making questions and the second two answers. The activity was thought to promote a scenario where the students could simulate a real conversation between two old friends. The learners expressed enthusiasm by practicing speaking skills.

MEMES' CONTEST. The student had to design a meme by using the topic taught during the third week of the internship. In the curricula the topic was Tag question as a result the students created a meme to compete against other groups. The memes were evaluated by using grammar structures and vocabulary, although creativity, sense of humor and drawings as well to let express ideas. The most important condition was that the students could not use the meme to be offensive to other people by clarifying that they presented the following samples.

After that, the students taken part in a contest where other students from diverse groups rated creations and chose the winner. The memes were rated by using stars stickers, The students had to put a star on the meme they liked the most. At the end, the stars were counted, and the winner was chosen. The criteria were completely free, and the students chose those memes they liked the most.

The memes contest was a fantastic way to assess students' understanding of tag questions and ability to use the grammar structure in a creative and humorous way. It also gave students an opportunity to express themselves and to compete against classmates in a friendly way.

Students used these tag questions to create memes about a variety of topics, such as relationships, school, work, and popular culture. For example, a student created a meme about the class, with the caption "You thought you weren't going to create memes in an English class, were you?" The students had fun by sharing time making memes and proposing ideas.

The memes contest was a terrific way to engage students in the learning process and to give a sense of ownership over learning. It also allowed students to see how the work was perceived by others and to learn from peers. The fact that the criteria for the contest were completely free was particularly effective. This allowed students to choose the memes they liked the most for any reason, whether it was because of the creativity, the humor, or the message. This made the contest more inclusive and accessible to all students, regardless of interests or abilities.

In general, the memes contest was a successful activity that met all the objectives of the internship. It was engaging, motivating, and effective in helping students to learn and use tag questions correctly. It also helped students to develop critical thinking skills, ability to communicate complex ideas in a creative and concise way, and appreciation for the diversity of peers.

BROKEN PHONE ACTIVITY. This game was prepared to allow the students to practice pronunciation. The students work in groups to transcribe a paper which was placed in front of them. The first student in the line went in front and read the Blog, then he or she came back and passed the information to the other person, and they do the same until the last person rewrote the information on a piece of paper.

The activity of Broken Phone with Trip Blogs was successfully implemented with a group of teenage students in a public school. The students enjoyed the game and found it to be a fun and challenging way to practice pronunciation.

The students also learned a lot of new vocabulary and grammar structures from the trip blogs. For example, they learned innovative words related to travel, such as "itinerary," "accommodation," and "transportation." They also learned new grammar structures, such as the present perfect tense and the comparative and superlative adjectives.

The game was also effective in helping students to develop listening comprehension skills and memory skills. Students had to listen carefully to the information that was being whispered to to relay it accurately to the next person in line. They also had to use memory to remember the information that they had heard.

Finally, the game helped students to develop collaborative skills. Students had to work together as a team to complete the game successfully. They had to learn to communicate effectively and to listen to each other's ideas.

JOB INTERVIEW. This activity was designed as the last activity during the research. It was important to create an activity to apply the vocabulary and the grammar structure at the same time. The students performed a role play, interviewers and interviewees who had to apply for a job. The learners designed CVs by using career exploration. Schoolers faked work experience

and more information related to interests and expectations. In the end, the students presented interviews and received some feedback from the interviewers.

This activity was important to some students due to participation and approach to life projects. They presented those professions they feel interested in. During these interviews it was noticed that some students wanted to study in other countries, which increased interest in performing better. On the other hand, those students who did not like English language learning changed mind at the end of the process.

The activity was successful in meeting all its objectives. Students were able to apply the vocabulary and grammar structures that they had learned in a real-world context. schoolers were also able to develop critical thinking skills and ability to communicate ideas clearly and concisely. Additionally, the activity helped students to develop confidence and self-presentation skills.

SCOPE:

The study was conducted with four groups of 11th grade of a public school in Bogota. Each group has around 35 students who are getting prepared for PRUEBA ICFES, which is a requirement before finishing high school. The students had to receive about six hours of English language classes per week. The internship was applied in four months, considering the organization of school. The activities focused on the use of digital culture such as social media,

social networks, and digital apps. The study was performed in a school for 384 hours, planning was performed in 30% of the percentage and 70% in implementation and analysis stages.

RESEARCH IMPACT:

The observation process focused on getting to know the students, attitude towards English learning, schedules and response to the new material. Starting with the study it was noticed that some students had diverse viewpoints about the classes. The students showed interest in learning due to different activities at school as presentation in English language and final projects. Other students were more interested in using social networks in class, which was considered an opportunity to implement the study and at the same time to catch attention with vocabulary related. During some exercises, the students tended to use GOOGLE Translator as a tool. Due to this, it was important to approach the question of how to implement these resources during classes.

Implementation was based on joining the goals of the curricula and the research aims to continue preparation for future exams and expectations of the school's plans. As the students were preparing themselves to present PRUEBAS SABER as a national requirement there were some activities restructured to be implemented with Digital Culture. The activities were focused on reviewing grammar structures and at the same time getting new vocabulary to cope with that challenge. Many students talked about common interest through the production of memes and at the same time reviewed topics they learn during the year.

Many students showed more interest in learning vocabulary due to the diversity in the materials and its approach to common context in social networks. Some students who tended not to take part during classes started performing more and attitude in classes changed as well. In some activities students rate the best memes made in class which reflect more effort and competitiveness in production stage.

The students felt comfortable talking about many topics related to school or to personal contexts, the only condition asked during the study was that they must not use the memes to offend other partners or use rude words during exercises. On the other hand, some students were creative to express through drawings and were totally motivated to make hilarious memes. Students that could not relate to other partners due to many factors, felt more comfortable when they expressed themselves with memes.

This Study applied some flash cards designed as an alternative to Digital Culture Inclusion in class. The material was designed by linking memes and vocabulary in English language. The design was looking over the fact some schools do not have technological resources to use memes or material related during classes. The use of flashcards and group work will promote collaboration and social constructivism, enhancing the overall learning experience.

Some of the activities were focused on speaking and writing to enhance productive abilities during class. At the beginning I saw how some students felt less comfortable with

expressing themselves in English language. They showed more enthusiasm during class by using new material while they were improving output with the vocabulary in flash cards.

The students practiced most of the time in groups, so it allowed to interact with the new vocabulary. They showed more motivation by speaking and interacting during the class. The students do not only use the grammar structures, whether they express themselves by using perspectives of the school, houses, learning process, other teachers and more.

EVALUATION AND IMPLEMENTATION:

INTERVIEW

The interview in qualitative research offers respondent perspectives to give learner's opinions about the implementation stage. The interviewer works directly with the interviewee in a place with no interruption to apply the questions correctly (Campion et al., 1994). Interviewing in action research has a review session which helps to interpret data and to change questions to get a better understanding of the phenomena, it could occur in the session itself (Dick, 2002).

For the interview preparation, it was chosen a place at school which was isolated from distractions. Some students that were taking part in the process actively expressed perspectives about the use of digital Culture. The perspectives could be helpful to analyze the aims application during the research. The transcription of opinions was done by highlighting those aspects that represented how they felt during the study.

During the following it is going to be kept the identity of the participants to preserve confidentiality terms. Sixteen students were asked to participate as volunteers in the process of interviewing. Schoolers represent 10% of the population, which was a fair sample to conduct this research. The students were asked ten informal questions performed in conversational interview (Dick, 2002) understood as an alternative to allow participants to express themselves freely at the same time the interviewer slightly modify the question to deepen in those that can contribute more to the study.

The interviews were recorded with a smartphone device, it was easy to carry, and it was not representing a distraction to the interviewee, but an interview format. the interview was in Spanish language to permit the students feel comfortable and do not misunderstand answers.

INTERVIEW ANALYSIS

These questions were designed to understand the student's perspectives around digital culture and English language learning. As the action research analysis proposes were led to a normal conversation between students and teacher by modifying through the context. The students were asked to answer two questions nonrelated to identity but interest in digital culture. the students were asked about ages and favorite social networks they use to highlight the relation of the study with social networks and interest.

The interviews were in Spanish to allow the students to express ideas freely. The students were asked to participate in the interviews by clarifying that it did not have any affectation in grades. They were notified and were recorded during the procedure and that those recordings only had research purposes.

The following nine questions were taken, bearing in mind to link students' perspectives during class and class understanding. The questions were modified during the interview to simulate a conversation and trigger more confidence in the participants. Those questions were summarized into six questions to analyze and find similarities in student's answer.

1. Can you reflect on your broad experience in English classes that integrated elements of digital culture? What were the most memorable aspects for you?

Most of the students in the recordings agreed to mention all the activities performed during class. Meme's activities with flash cards were important to some students because of competitiveness, some felt that the classes were different, more entertaining. They expressed that they liked innovative material such as flash cards to practice new vocabulary and memorize it better.

Other students felt more comfortable with the activity of creating memes. It helped the participants express ideas at the same time they rated the other learner's makings. It was important to explore creativity and relation with other aspects of the school by using a second language.

Students enjoyed the use of digital culture in English classes and found the activities to be engaging and motivating. The activities also helped students to learn new vocabulary and grammar, and to practice communicating ideas in English.

Specifically, the use of digital culture helped students to:

- Expand vocabulary: Students were exposed to new vocabulary words and phrases through digital cultural materials, such as social media posts, videos, and memes. They also practiced using new vocabulary words in the context of digital culture activities.

- Learn about diverse cultures: Students learned about several aspects of English-speaking culture through digital cultural materials. This helped to develop a better understanding of the language and culture they were learning.
- Practice communicating ideas: Students had opportunities to practice communicating ideas in English through digital cultural activities, such as creating memes and participating in online discussions. This helped to develop speaking and writing skills.

To summarize, the study found that the use of digital culture is an effective way to support second language acquisition in English language classes for teenager students in a public school. digital culture can make learning more engaging and relevant for students, and it can help to develop language and communication skills.

2. How do you think using digital culture materials influenced your understanding and retention of English content compared to traditional methods?

Many students expressed a relation between learning English language and fun activities by emphasizing that many classes they had before were focus on grammar structures and comparing with the material implemented. The flash cards, memes templates, and other activities encouraged participation during classes at the same time they reviewed topics they had already learnt.

The activities permitted the students to have different approaches to the latest content. It was innovative for some learners which increased understanding. Students who felt less self-confident to participate during classes started to participate more and showed more interest in learning another language. The Learners felt afraid of making mistakes, but by using the material it empowered to give opinions, lessening importance to shame.

Many students expressed that the use of digital culture materials influenced understanding and retention of English content more positively than traditional methods. They mentioned the following reasons:

- Fun and engaging activities: Students found the digital culture activities to be more fun and engaging than traditional grammar-focused activities. This motivated to participate in class and to learn new vocabulary and grammar.
- Different approaches to updated content: The digital culture activities allowed students to approach added content in unusual ways. This helped to better understand and retain the information.
- Increased confidence: For some students, the digital culture activities helped to become more confident in English language skills. This was because the activities were less focused on making mistakes and more focused on communicating ideas creatively.

The students' responses to Question 2 suggest that the use of digital culture materials can be a more effective way to teach English content than traditional methods. This is because digital culture activities can make learning more fun and engaging, and they can help students to develop confidence and communication skills.

3. Please describe specific activities or projects related to digital culture that you participated in during these classes and that you found especially enjoyable or educational.

A vast number of students mentioned appeal to activities of creating memes. They felt inspired by making something to show English language proficiency at the same time they articulated opinions about common context humorously. Some felt more relaxed to be evaluated through these activities instead of other conventional forms. The sense of humor was another important trait for some of the participants because it helped get to know partners better.

On the other hand, there were scholars who felt more appealed to activities such as the Job interviews. They remarked that these activities were useful because of life projects ambitions. They said that they wanted to apply for jobs or scholarships internationally, consequently, have some interviews in second language. The exercise helped to use the grammar and vocabulary meaningfully.

The students' responses to Question 3 indicate that they found a variety of digital culture-related activities to be enjoyable and educational. The most popular activity was creating memes.

Students enjoyed this activity because it allowed to express creativity and sense of humor, and to practice English language skills at the same time. Some students also found that memes were a less stressful way to be evaluated than other traditional methods.

Other popular activities included job interviews and role-playing exercises. Students found these activities to be helpful because they allowed to practice using English in real-world contexts. Specifically, students felt that these activities helped to improve grammar and vocabulary, and to develop confidence in speaking English.

The students' responses to Question 3 suggest that digital culture can be used to create a variety of engaging and educational activities for English language learners. Teachers can use digital culture to tap into students' interests and motivations, and to help develop language and communication skills.

4. Were there challenges or obstacles you faced when participating in these classes that integrated elements of digital culture? In that case, can you share your experiences to overcome them?

Some undergraduates felt insecure to talk in English because of lack of vocabulary and contact with second language. They established the importance of new material in the process of overcoming this issue. Some felt motivated to create something new through memes and apply

the vocabulary to memorize it better. Other learners found motivation in being related to partners by using the activities practice and competitions.

One specific example of a digital culture activity that helped students to overcome insecurity about speaking English is meme creation. Creating memes was a fun and creative way for students to express and to use English language skills. Additionally, meme creation connected with classmates and felt more comfortable speaking English in a group setting.

Another example of a digital culture activity was role-playing. Role-playing exercises gave students opportunities to practice speaking English in a variety of real-world contexts. For example, students could role-play a job interview, or a conversation with a friend.

By incorporating digital culture into English language lessons, teachers assisted students by developing confidence and fluency in speaking English. digital culture can make learning more engaging and relevant for students, and it can provide opportunities to practice speaking skills in a variety of contexts.

5. In your opinion, did the inclusion of digital culture materials help promote more attractive and meaningful discussions in class? Provide examples to illustrate your point.

Many learners uttered about the inclusion of digital culture during class as an opportunity of learning English language with a different approach. They felt more interested during classes and

self-confidence by expressing ideas increased notoriously. Some students who were demotivated at the beginning of the study tended to participate more at the end.

The learners declared that the perception by using the material changed. The understanding increased because they felt more relaxed applying what they learnt during classes. These activities motivated to the students to continue learning English language and to include it as a prominent issue in future projects.

The students' responses to Question 5 suggest that the inclusion of digital culture materials did help to promote more attractive and meaningful discussions in class. Students reported that they were more interested and engaged in class when digital culture materials were used, and that they felt more confident expressing ideas. Additionally, students reported that the understanding of the English language increased, and that they were more motivated to continue learning English.

6. Can you share examples where your interests and hobbies outside of school were integrated into English learning activities? How did this affect your participation and motivation to learn?

Most of the students considered that the relation with social networks were relaxing during classes. They related how they used different content from social networks in free time to the

classes and what they wanted to express through a meme in English. Numerous students felt the need to look for updated content in personal apps and took the risk of trying to understand it.

Many students had similar answers during the interview, and they can be explored in the paper annexes. The participants during the internship commented on how these activities were innovative and let improve performance in class. The activities were planned with the intention of being unpredictable for the students, to encourage to pay attention and be entertained in the class.

When students feel relaxed and comfortable in class, they are more likely to participate and to take risks. This is because they are less likely to be afraid of making mistakes. Additionally, when students feel relaxed and comfortable in class, they are more likely to be engaged and to learn effectively.

The fact that students used different content from social networks in free time to the classes and what they wanted to express through a meme in English is also a significant finding. This suggests that students can connect the interests and hobbies outside of school to English language learning. This is important because it makes learning more relevant and meaningful for students.

Many students felt the need to look for added content in personal apps and taking the risk of trying to understand it is also a positive finding. This suggests that students are motivated to learn English outside of the classroom. it means that students are likely to retain the information that they learn and to become proficient in English.

OBJECTIVES IMPLEMENTATION

As it was described during the interview analysis, as part of the evaluative process, the students perceived the implementation of innovative material grounded on digital culture combined with the interest in social networks. They performed activities in class by fulfilling two roles input and output which allow to receive content at the same time they produce some during classes.

The classes were implemented with activities that promoted discussions to practice language learning. The material was necessary to permit the discussion because many students felt unable to speak due to lack of vocabulary. Therefore, they could expand vocabulary by using the new material and applying it meaningfully. Many students had the opportunity of uttering thoughts in a second language which was sometimes useful to review topics seen before.

The implementation of this material not only contributed to an approach of grammar and vocabulary but, to culture the students are exposed in free time through the internet. It triggered motivation and participation differently by students during classes, subsequently allowing to rethink future expectations and including learning experience as a priority.

One of the key benefits of using digital culture material in ELT is that it can help to create a more supportive and inclusive learning environment. When students can use own interests and experiences to connect with the material, they are more likely to feel comfortable participating and taking risks. Additionally, digital culture material can help to promote discussions and collaboration among students, which can lead to deeper learning.

In this study, students found that the digital culture material helped to expand vocabulary and to improve speaking skills. They also felt that the material helped to develop a better

understanding of English-speaking culture. Additionally, students reported that the digital culture activities motivated to learn English and to participate in class.

The findings of this study suggest that the integration of digital culture material into ELT can be an effective way to improve student learning and motivation. digital culture material can help to create a more supportive and inclusive learning environment, promote discussions and collaboration, and provide students with opportunities to practice English language skills in a meaningful way.

In conclusion, the objectives of the research were presented throughout the paper and the students were included step by step in the development. Digital culture signified an enormous opportunity to get closer to students at the same time they learnt a second language. Meaning to get to know experiences through ELT and encourage the new learners to not only being passive actors in the process but, produce updated content which was interesting for them.

CONCLUSION

The previous research paper stated the importance of applying new strategies during English language classes. The use of digital culture through memes and other related activities triggered the students to participate actively. The construction of symbols in a public-school community not only contributed to English learning but cooperation between classmates. Second language acquisition classes were applied with innovative material based on digital culture which allowed students to practice grammar structures and vocabulary.

Digital culture applied through flashcards and other materials encouraged students' participation and motivated the learners to communicate ideas. Communication through social networks has recently been part of the teaching process which normally means distraction. As the study showed, teachers can implement new strategies by including digital culture to transform social networks into allies in communication in L2.

The students who participated during the research concluded that the activities implemented were meaningful and revived interest in English language learning. Teachers should continue testing new alternatives to approach language teaching differently. Other perspectives are needed to catch interest from students by including innovative technology and meaningful learning.

The new teachers' generation copes with the responsibility of updating teaching procedures through technological evolution. The challenges are evolving in this profession and the teachers must be open minded to explore new alternatives, even if it means including material which is not academic. Recognizing the possibilities to rethink teaching procedures could open better ways to connect with students.

Recent technologies have been developing new traits that could contribute to addressing ELT from different points of view. Educators cannot be attached to old practices that do not match with current context. Educational context should research about technologies applied to class properly. The school does not have the knowledge monopoly anymore, it is now teachers' responsibility to guide students to achieve goals through modern technologies.

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ANNEXES:

The following pictures are evidence of the internship performed during the study. The high school allowed taking pictures about the activities applied during the sessions. The students were aware of the procedure and participate actively during the classes.

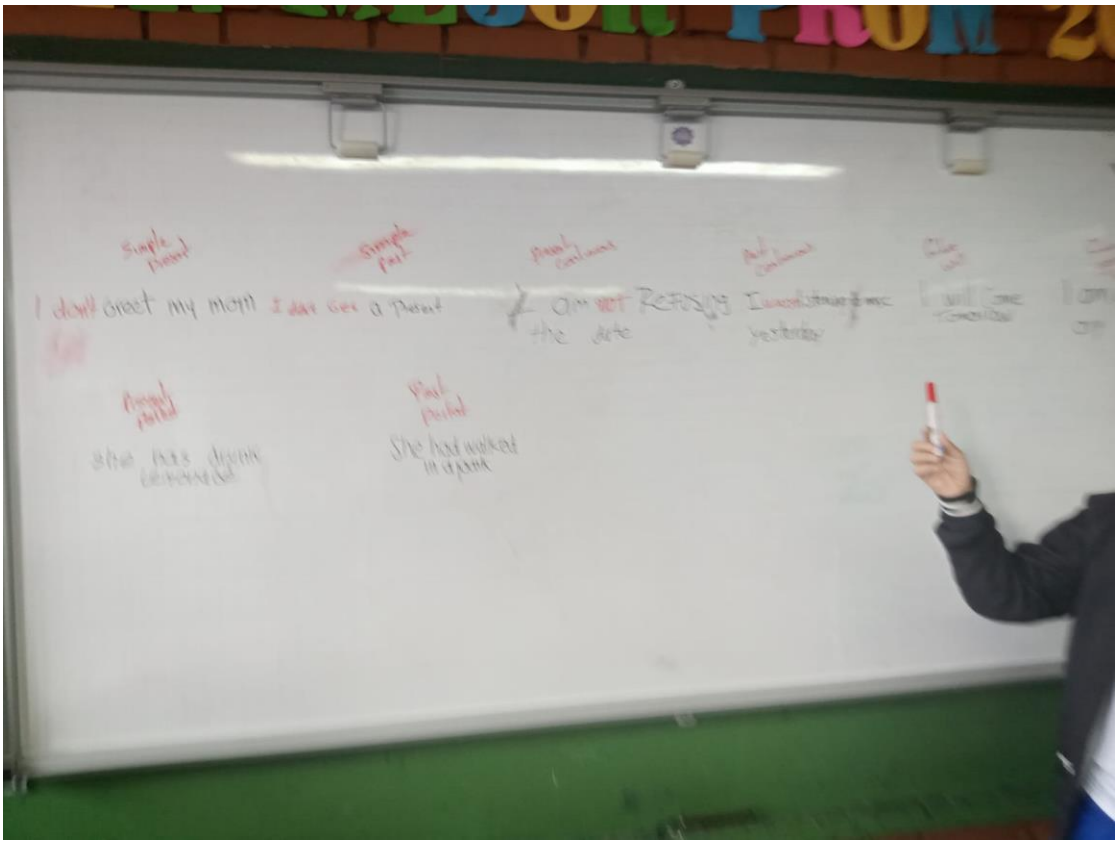
INTERNSHIP PICTURES

The students were practicing with the material in a competition during class.

The students taking a flashcard to practice the grammar structures by writing on the board.

The students lining up to participate during the activity

A student writing the sentence by using the flashcard vocabulary



Different sentence written by using grammar structures seen during class.

Students discussing the rules of the game

Students having fun with the activity.

Role play: Job Interview

Memes mural getting rated by other students

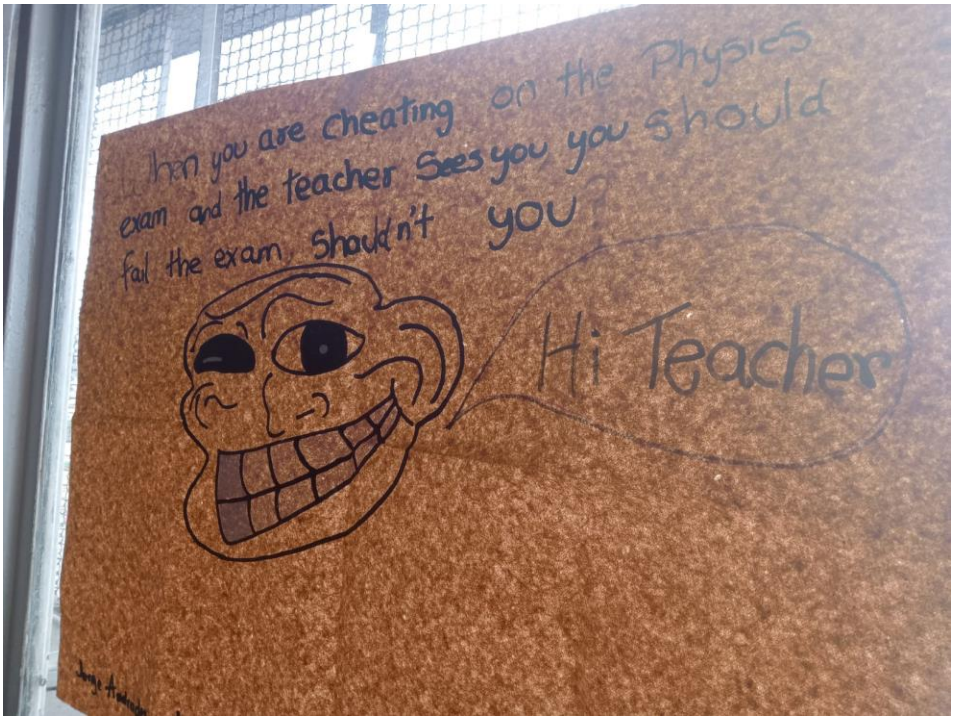
Job interview roleplay: some students were intwerviewers the others were interviewees

Memes Mural: After the students rated favorites.

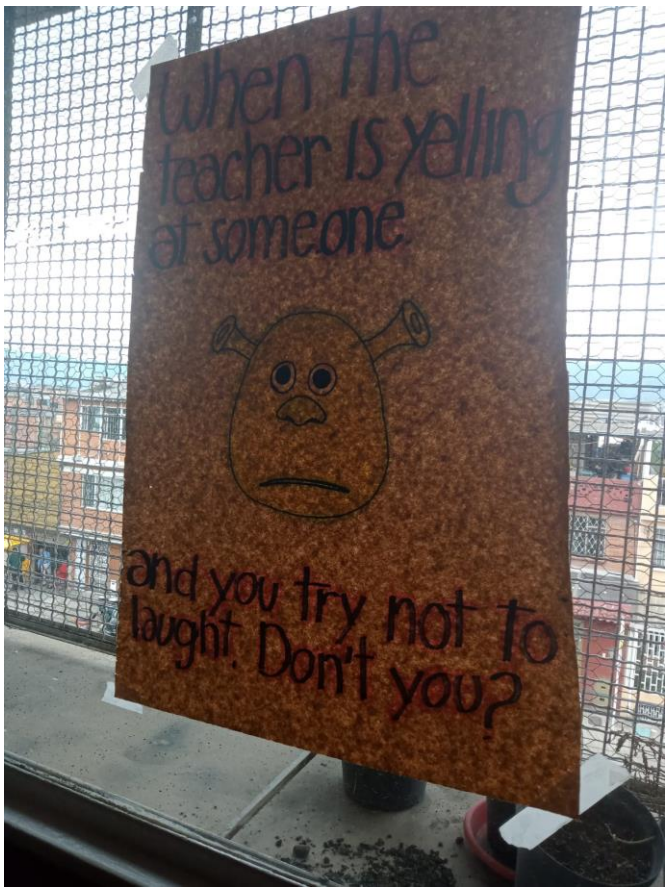
The most rated memes from the activity.

Job interviews

Students posting their memes in class to be rated



Memes made during class to practice tag questions.

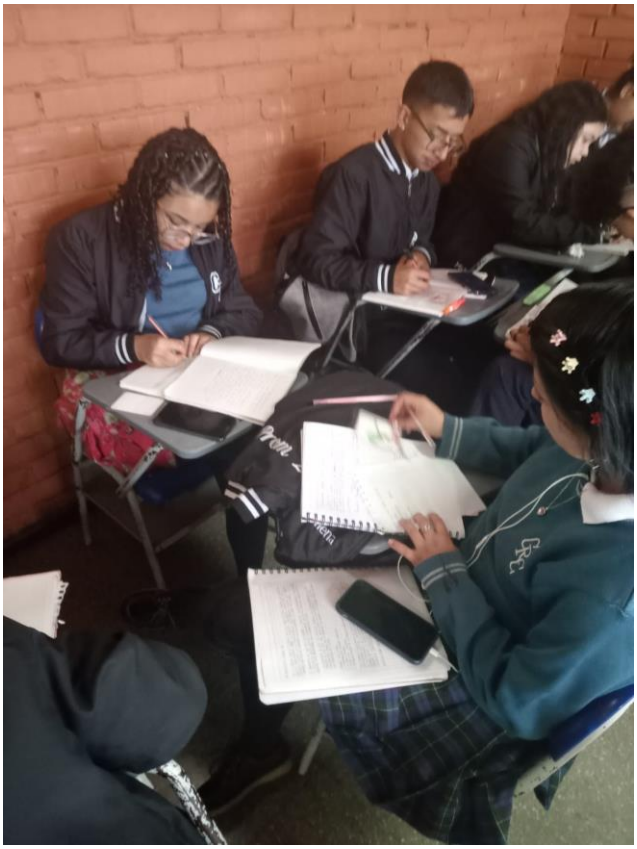


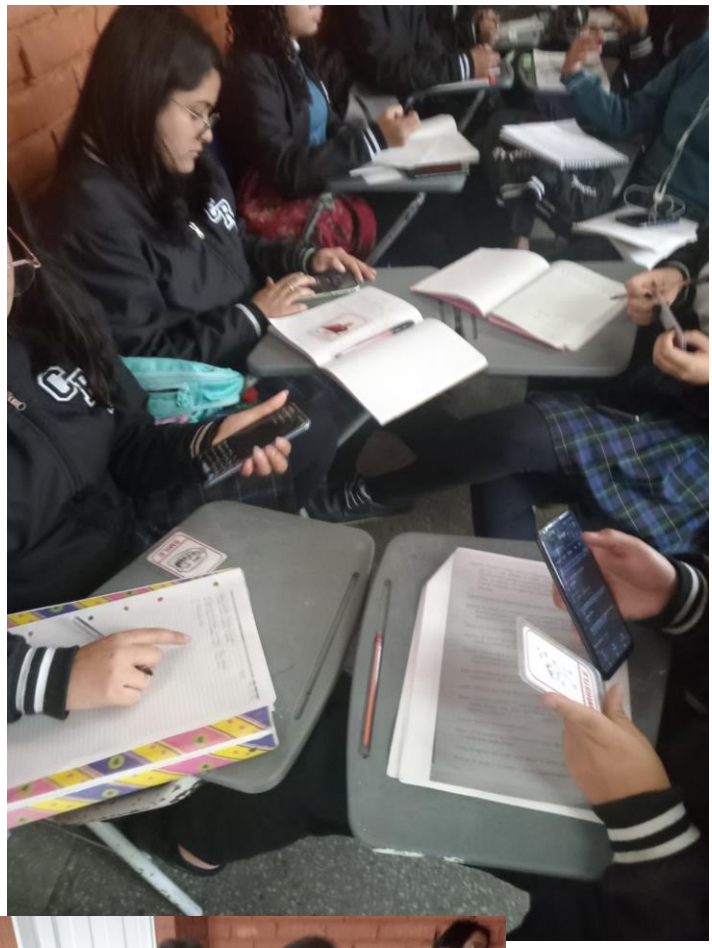
Memes presented during the activity: Tag questions

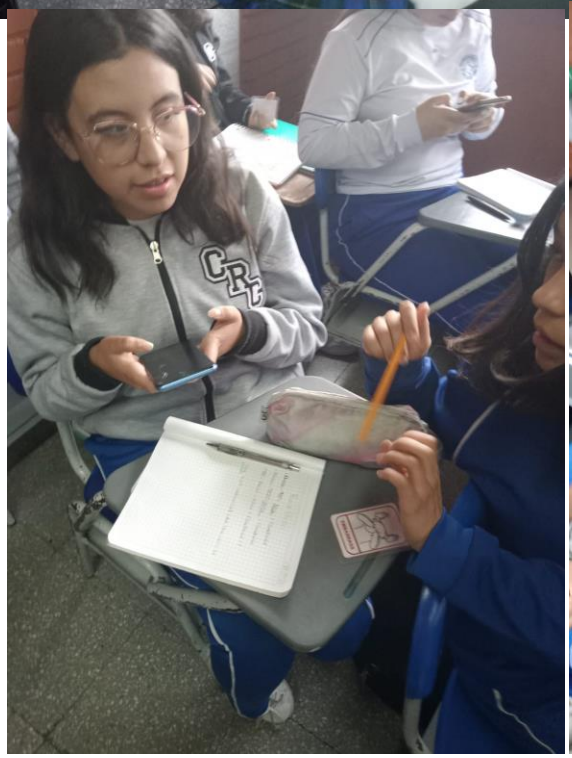
Meme made during class

Meme made in class which pictures the student's identity

Students practicing with flash cards in conversations simulation.

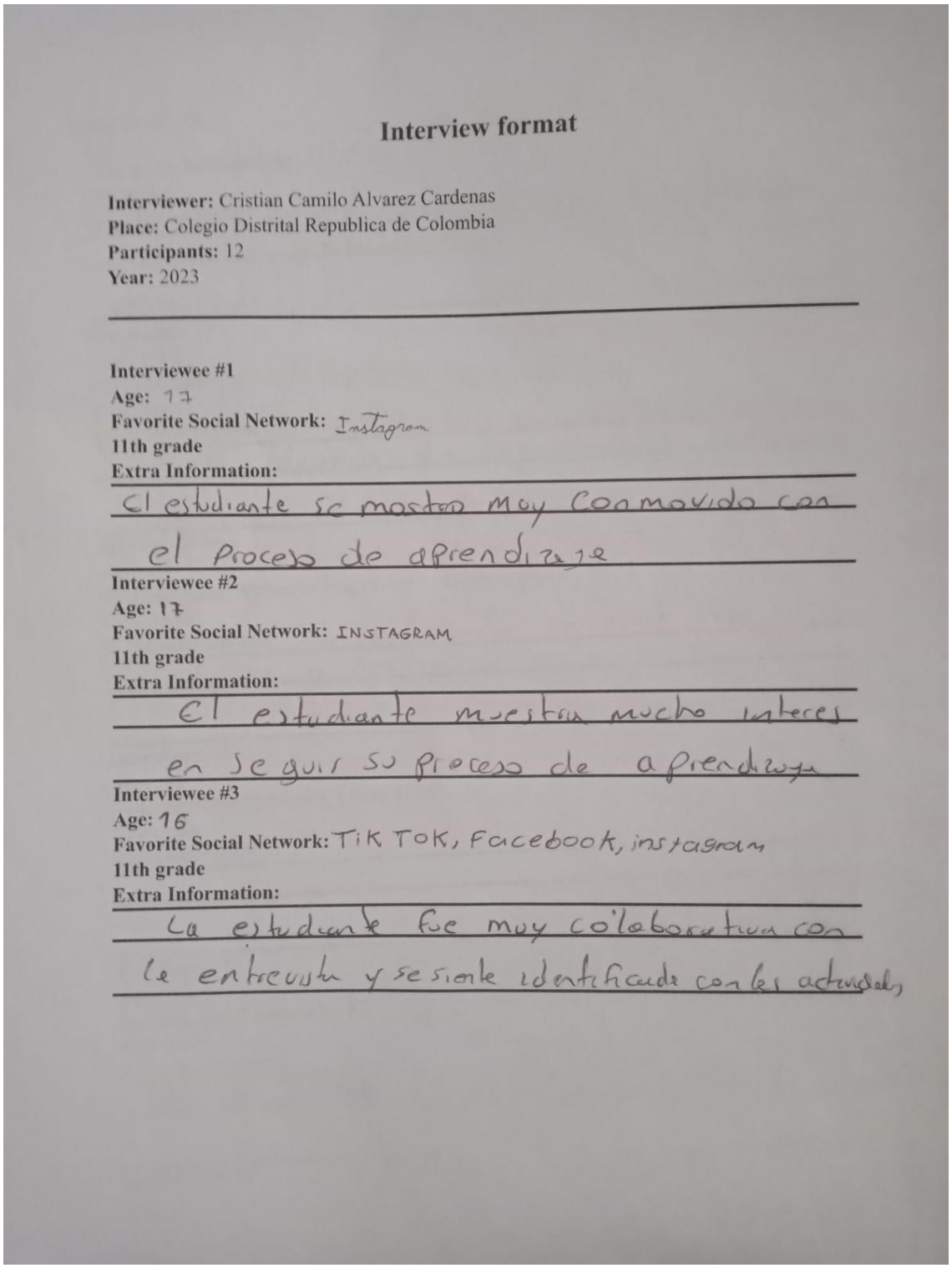






INTERVIEW FORMAT

The interview format was filled up with the ages of the students who participated in the study and their favorite social networks, some commentaries of the researcher.



Interview format

Interviewer: Cristian Camilo Alvarez Cardenas
Place: Colegio Distrital Republica de Colombia
Participants: 12
Year: 2023

Interviewee #1
Age: 17
Favorite Social Network: Instagram
11th grade
Extra Information:
El estudiante se mostro muy conmovido con el proceso de aprendizaje

Interviewee #2
Age: 17
Favorite Social Network: INSTAGRAM
11th grade
Extra Information:
El estudiante muestra mucho interes en seguir su proceso de aprendizaje

Interviewee #3
Age: 16
Favorite Social Network: TiK TOK, Facebook, instagram
11th grade
Extra Information:
La estudiante fue muy colaboradora con la entrevista y se siente identificada con las actividades,

Interviewee #4
Age: 18
Favorite Social Network: Instagram
11th grade
Extra Information: La estudiante trato de expresar sus ideas pero aun se siente algo restringida.

Interviewee #5
Age: 16
Favorite Social Network: Facebook, Instagram
11th grade
Extra Information: El estudiante considera estudiar mas idiomas en su proyecto de vida gracias a la experiencia

Interviewee #6
Age: 19
Favorite Social Network: Facebook, Instagram
11th grade
Extra Information: La estudiante se siente muy motivada a continuar su proceso

Interviewee #7
Age: 16
Favorite Social Network: Instagram
11th grade
Extra Information:

Interviewee #8
Age: 17
Favorite Social Network: Facebook
11th grade
Extra Information:
Interview 15: Age 16 FSN: tiktok - instagram - facebook

Interviewee #9

Age: 16
Favorite Social Network: facebook, youtube
11th grade
Extra Information:

Interviewee #10
Age: 16
Favorite Social Network: facebook, Instagram, youtube
11th grade
Extra Information:

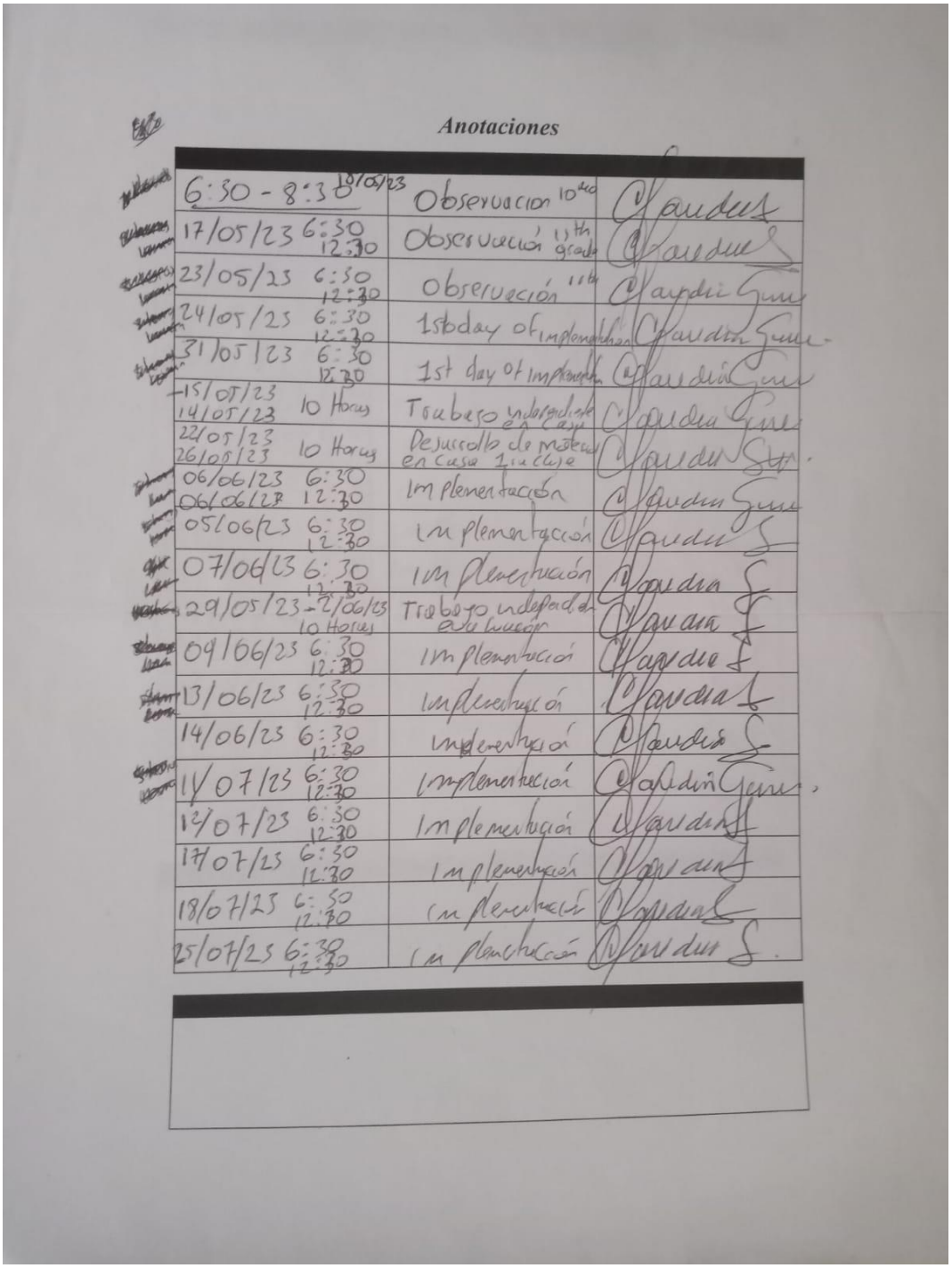
Interviewee #11
Age: 17
Favorite Social Network: whatsapp, youtube.
11th grade
Extra Information:
Interview 15: Age 17 FSN instagram twiter facebook whatsAPP

Interviewee #12
Age: 17
Favorite Social Network: whatsapp, gmail, youtube
11th grade
Extra Information:
Interview 13
Age: 16 FSN: TIKTOK, Instagram, whatsapp, youtube

Extra Comments
Interview 14 = Age 17 FSN: facebook - instagram whatsapp

LOG BOOK

The Following picture shows the attendance during the internship from May to October.



Anotaciones

6:30 - 8:30 10/05/23	Observacion 10mo	
17/05/23 6:30 12:30	Observación 11th grade	
23/05/23 6:30 12:30	Observación 11th	
24/05/23 6:30 12:30	1st day of implementation	
31/05/23 6:30 12:30	1st day of implementation	
15/05/23 14/05/23 10 Horas	Trabajo independiente en casa	
22/05/23 26/05/23 10 Horas	Desarrollo de materiales en casa 1 ciclo	
06/06/23 6:30 06/06/23 12:30	Implementación	
05/06/23 6:30 12:30	Implementación	
07/06/23 6:30 12:30	Implementación	
29/05/23 - 2/06/23 10 Horas	Trabajo independiente en casa	
09/06/23 6:30 12:30	Implementación	
13/06/23 6:30 12:30	Implementación	
14/06/23 6:30 12:30	Implementación	
16/07/23 6:30 12:30	Implementación	
12/07/23 6:30 12:30	Implementación	
17/07/23 6:30 12:30	Implementación	
18/07/23 6:30 12:30	Implementación	
25/07/23 6:30 12:30	Implementación	

Anotaciones

26/07/23 6:30 12:30	Implementación	Yasmin Gerardo
01/08/23 6:30 12:30	Implementación	Claudia
02/08/23 6:30 12:30	Implementación	Claudia
08/08/23 6:30 12:30	Implementación	Claudia
09/08/23 6:30 12:30	Implementación	Claudia
15/08/23 6:30 12:30	Implementación	Claudia
16/08/23 16:30 12:30	Implementación	Claudia
22/08/23 6:30 12:30	Implementación	Claudia
23/08/23 6:30 12:30	Implementación	Claudia
29/08/23 6:30 12:30	Implementación	Claudia
30/08/23 6:30 12:30	Implementación	Claudia
05/09/23 6:30 12:30	Implementación	Claudia
06/09/23 6:30 12:30	Implementación	Claudia
12/09/23 6:30 12:30	Implementación	Claudia
13/09/23 6:30 12:30	Implementación	Claudia
19/09/23 6:30 12:30	Implementación	Claudia
20/09/23 6:30 12:30	Implementación	Claudia
26/09/23 6:30 12:30	Implementación	Claudia
27/09/23 6:30 12:30	Implementación	Claudia

Anotaciones

03/10/23 6:30 12:30	Impuntual	Claudia S.
04/10/23 6:30 12:30	Impuntual	Claudia S.

INTERNSHIP COMMITMENT

Presentation letter.

UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
Licenciatura en Lenguas Extranjeras con Énfasis en Inglés
Acreditación de Alta Calidad. Resolución 11741 del 9 de junio de 2017 - M.E.N.

Bogotá D.C., 28 de abril del 2023

Profesora
NORMA EUGENIA RUIZ PEÑA
Coordinadora General
I.E.D. Colegio República de Colombia
Ciudad

Cordial saludo. La Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Distrital Francisco José de Caldas, mediante la presente se permite presentar al estudiante Cristián Camilo Álvarez Cárdenas, identificado con cédula de ciudadanía No. 1.019.096.143, y el código estudiantil No. 20152165555, adscrito a la Licenciatura en Educación Básica con Énfasis en Inglés.

Lo anterior, en el marco del interés del estudiante en poder desarrollar su modalidad de trabajo de grado, pasantía, con su propuesta y plan de acción titulada "Digital Culture to teach English Language vocabulary at a Polytechnic in Bogotá" cuyo objetivo, desarrollar materiales digitales que apoyen la adquisición de una segunda lengua, requiere la posibilidad de poder desarrollar jornadas de trabajo, entrevistas y observaciones tanto con estudiantes como con docentes de 11° grado de su institución. Para ello, el estudiante cuenta con el apoyo y guía de la docente Martha Candia, adscrita a la licenciatura.

Con base en lo anterior y en la experiencia previa del estudiante, desarrollando sus prácticas pedagógicas en el Colegio República de Colombia, esperamos tener la oportunidad de crear experiencias de intercambio de conocimiento, para que tanto nuestros maestros en formación y su comunidad educativa puedan reflexionar y co-construir apuestas transformadoras y beneficiosas que enriquezcan nuestros contextos escolares y de paso nuestra sociedad. Cualquier inquietud estamos prestos a resolver o aclarar.

Cordialmente,

ALEJANDRO McNEIL
Coordinador
Licenciatura en Lenguas Extranjeras con Énfasis en Inglés
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

Aceptance letter.

COLEGIO REPUBLICA DE COLOMBIA
INSTITUCION EDUCATIVA DISTRITAL

Aprobado por Resolución 1137 del 7 de febrero de 1979 de Grado 6° a 9° y Resolución 09490 del 23 de junio de 1980 para Grado 10° y 11° de Bachillerato. Inscripción No. 257578. Resolución de creación No. 2594 del 19 de marzo de 1997. Resoluciones de Integración Nos. 1917 del 28 de junio de 2002 y 3150 del 30 de septiembre de 2002, Resolución No. 10010 del 24 de noviembre de 2006, por la cual se amplía el servicio educativo para el Grado Jardín. Resolución No. 1839 del 11 de octubre de 2016 Jornada única grados jardín, transición, primero y segundo. Resolución No. 2000 del 10 de noviembre de 2017.Jornada Única grado Tercero, Resolución No. 0334 del 11 de febrero 2019 Jornada Única grado cuarto. Resolución No. 1768 del 28 de junio de 2019 Jornada única Grados Décimo y Once. *JORNADA NOCTURNA*. Aprobación Resolución No. 9241 del 26 de octubre de 1976, Resolución No. 2470 del 25 de octubre de 1980, Resoluciones 1843 del 6 de junio de 2000 por Ciclos, 3150 del 30 de septiembre de 2002 Y Resolución 2953 del 14 de septiembre de 2011.

Bogotá DC. 23 de mayo de 2023

Señor
ALEJANDRO McNEIL
Coordinador
Licenciatura en Lenguas Extranjeras con Énfasis en inglés
Facultad de Ciencias y Educación
UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS
Ciudad

ASUNTO: ACEPTACION PRACTICA PEDAGOGICA UNIVERSITARIA PASANTIA.

Cordial saludo

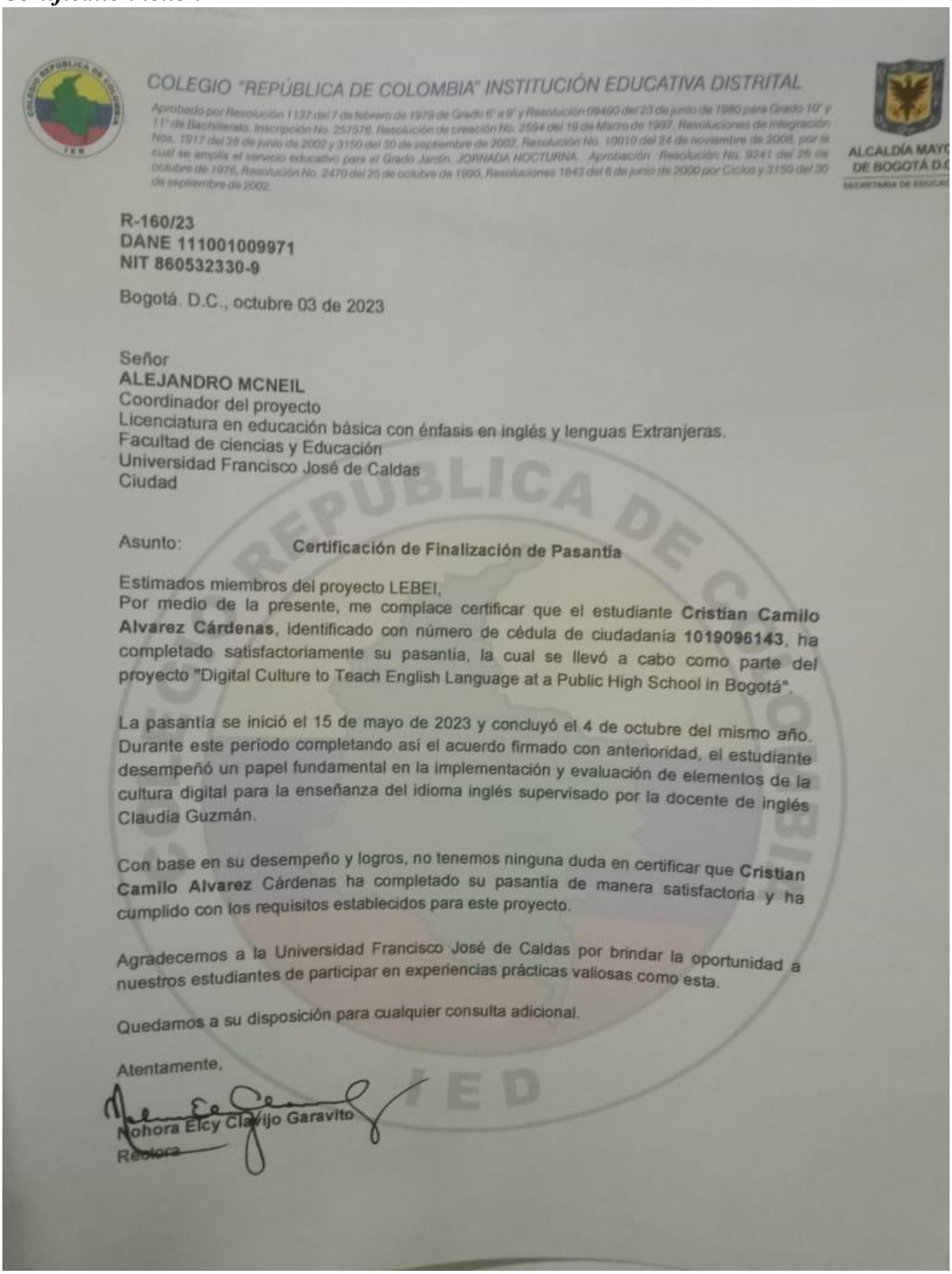
Por medio de la presente me permito informarle que la Institución ha admitido en calidad de practicante Pasantía de la Licenciatura en Lenguas Extranjeras con Énfasis en Inglés al estudiante CRISTIAN CAMILO ALVAREZ CARDENAS con CC 1.019.096.143 a partir del 15 de mayo del año en curso, en el nivel de Educación Media Sede A bajo la supervisión de la docente Claudia Guzmán.

Cordialmente

NOHORA ELCY FLAVIJO GARAVITO
Rectora

BOGOTÁ | EDUCACIÓN

Certification letter.



COLEGIO "REPÚBLICA DE COLOMBIA" INSTITUCIÓN EDUCATIVA DISTRITAL

Aprobado por Resolución 1137 del 7 de febrero de 1979 de Grado 6° a 9° y Resolución 09490 del 23 de junio de 1980 para Grado 10° y 11° de Bachillerato. Inscripción No. 257576. Resolución de creación No. 2594 del 19 de Marzo de 1997. Resoluciones de integración Nos. 1917 del 28 de junio de 2002 y 3150 del 30 de septiembre de 2002. Resolución No. 10010 del 24 de noviembre de 2006, por la cual se amplía el servicio educativo para el Grado Jardín. JORNADA NOCTURNA. Aprobación Resolución No. 9241 del 26 de octubre de 1976, Resolución No. 2470 del 25 de octubre de 1990, Resoluciones 1843 del 6 de junio de 2000 por Ciclos y 3150 del 30 de septiembre de 2002.

ALCALDÍA MAYO DE BOGOTÁ D.C

R-160/23
DANE 111001009971
NIT 860532330-9

Bogotá. D.C., octubre 03 de 2023

Señor
ALEJANDRO MCNEIL
Coordinador del proyecto
Licenciatura en educación básica con énfasis en inglés y lenguas Extranjeras.
Facultad de ciencias y Educación
Universidad Francisco José de Caldas
Ciudad

Asunto: **Certificación de Finalización de Pasantía**

Estimados miembros del proyecto LEBEI,
Por medio de la presente, me complace certificar que el estudiante **Cristian Camilo Alvarez Cárdenas**, identificado con número de cédula de ciudadanía **1019096143**, ha completado satisfactoriamente su pasantía, la cual se llevó a cabo como parte del proyecto "Digital Culture to Teach English Language at a Public High School in Bogotá".

La pasantía se inició el 15 de mayo de 2023 y concluyó el 4 de octubre del mismo año. Durante este periodo completando así el acuerdo firmado con anterioridad, el estudiante desempeñó un papel fundamental en la implementación y evaluación de elementos de la cultura digital para la enseñanza del idioma inglés supervisado por la docente de inglés Claudia Guzmán.

Con base en su desempeño y logros, no tenemos ninguna duda en certificar que **Cristian Camilo Alvarez** Cárdenas ha completado su pasantía de manera satisfactoria y ha cumplido con los requisitos establecidos para este proyecto.

Agradecemos a la Universidad Francisco José de Caldas por brindar la oportunidad a nuestros estudiantes de participar en experiencias prácticas valiosas como esta.

Quedamos a su disposición para cualquier consulta adicional.

Atentamente,

Nohora Elcy Clavijo Garavito
Rectora