

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

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BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

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GREETINGS

First, we give thanks to God who gave us the life, the energy to carry out this project.

We want to thank the develop of this project and the effort and the guidance of the Magister and professor Alexis Garcia, which supported us all time with the meetings and advises that improved the project more and more.

Also, we want to thank to Modern Language Department, for the availability of the resources to make this project, the activities and session groups.

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ABSTRACT

A lot of time after the investigation about the perception from foreign people about our country, is important not leave behind the great help that this project would give to a great projection. Clearly is a strong point to know that foreigners enjoy the culture that day by day live while they study our idiom in the capital of our country.

Therefore, once we worked in project like that, where found out the perception of foreigners that live in Bogota, we can approach a proposal that helps and gives a new way of language exchange, where foreigners find a different way to learn Spanish and people who study another idiom have a comfortable way to practice it.

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INTRODUCTION

*“Nowadays it is easier to reach out, connect and develop relationships with people anywhere in the world. Despite the fact that there are a number of books about computer-mediated cross-cultural communication and several articles about inter-cultural language study encounters on the internet, there is limited research available about face to face language exchange meetings”*¹

Despite the fact that the connections that Internet gives easily to share and give meaning to the language exchange, most of the foreigners, moved through the need of improve their languages skills, are able to share such kind of experiences when we talk about live well in a new culture.

For that reason, we want to present a new opportunity to make those experiences come true, through a new proposal for language exchange. The main contribution of this project is to show some perceptions of the Bogota culture through a new experience with the language exchange, and in this way, generate a new cultural interaction between the foreigners and the students who practice English.

In the content of this work, we can find the studies about language exchange and Bogota culture, and how from those theories we can propose a model of language exchange, which we as professionals in modern languages can act as intermediaries with our knowledge in languages and management.

1. Hideo Kobayashi, Whys and how's of language exchange meetings. Kobe City University of Foreign Studies, Japan, 2011.

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RATIONALE

Once we made the research for the first project of investigation, we realized how important is for the foreigners to feel part and to feel comfortable in the culture that the capital of the country gives to them. They come from cultures where, as most of the countries, everything was learnt in a classroom, and the feeling of experience a learning of a new language by direct contact, walking in the streets, sharing new food, living the parties in another culture, and more, is something that motivates them more for improve their language skills because they don't feel like they're in classroom anymore. But most important is that with this motivation, the willingness to share and help to improve the communicative skills from local people that are learning a new language and it creates a unit of needs where everyone wants to get that benefit to prove themselves, how important is to improve their skills.

For all of this, we as professionals in Modern Languages want to create that connection, that environment where both parts, foreigners and locals, are able to share that process of improving a language and even better, taking advantage of what Bogota culture gives them to live it.

We want with this project, promote an useful method, to motivate the learning between local English students and native language speakers, using a cultural perception, and the acquired knowledge in languages and management.

As a contribution to the community, we want to encourage the people to test a different method to share good experiences with foreigners, and make them feel more comfortable to

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know and learn a new language. As an academic contribution, it gives a good performance of what we really learnt and inspire the next generations of professionals in moderns languages and that way increase their skills for contribute thousands of ideas that would give a new image to the Modern Languages career. Finally, as contribution to the ECCI community, we want to give back all of the experiences that university gives every day to the modern languages community, with a proposal to encourage the students from other careers to meet their basics in the English language with the experience of language exchange.

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APPROACHING

The intention of the foreigners about learning our language, is one the best examples to think about a way to complement the learning, not only for them but also for the local who wants study English, and it is important to realize about the results given by the first project “investigation of perception from a group of foreign people about Colombian cultural identity”. We can give a little review about that project.

The investigation was performed on 2011 and it looked to find out what some foreigners that live in our country, think about the cultural perception. Some of the results that were found on this investigation were:

- Despite the fact that were told about some bad reputation about our country, they wanted to experiment that by themselves
- We could see that some have good perceptions about our culture, both tangible and intangible.
- Some of the common perceptions were about gastronomy, partying, armed conflict.
- Once they arrived here they changed their mind about what they thought about Colombia
- Most important is they like to share with Colombians those cultural experiences while they are learning Spanish.

For all of this, we can see that there is an unit of needs that is shared with the local people that wants to study English, and we as professional in modern languages we can realize how important is to create that bridge to connect the need for both parts, specially for the students of English.

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE**PROBLEM STATEMENT**

How would we promote another environment for the practice of English as a foreign language as professionals in modern languages?

OBJECTIVES**GENERAL OBJECTIVE**

To promote the learning of English through a model of foreign language exchange.

SPECIFIC OBJECTIVES

- 1- To analyze the social environment of the foreign exchange.
- 2- To create an environment where the foreign language exchange can be performed.
- 3- To take advantages of some aspects about Bogota's culture to promote a good environment of foreign language exchange.

BACKGROUND

First of all, we would to introduce the history behind the concept of language exchange, or more known as “Tandem Learning” and what where the first statements and methods proposed for the purpose of a language exchange.

Joseph Lancaster and Andrew Bell created in 19th century the mutual system method where they implemented some of the teacher’s activities as a mutual helps among the students.

Tandem first appeared in Europe in 1968 as part of one the first exchange programs between France and Germany. It involved at first face to face meetings in the same space and it was known in that time as “peer teaching”. The "Tandem" concept appeared in this German-French youth meetings.

After the development of these meetings, this method was more used; for example Klaus Liebe-Harkort and Nükhet Cimilli took this model to their work with immigrants in the German-Turkish area, in Munich. Courses followed in Bremen, Frankfurt and Zürich.

In 1979 Jürgen Wolff worked in a new Tandem Learning model for some German and Spanish schools, and 1982 it was started and this model became one of the bases for the development of Tandem networks. These Tandem networks became quickly alternative language schools that later in 2002 merged to create the "Tandem International" network.

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In 1994, the cooperation for educational research on Tandem learning, led to the foundation of "TANDEM Fundazioa" with first location on Donostia/San Sebastian in the Basque country. They were the ones who acquired the rights to the "Tandem" concept.

THEORETICAL FRAMEWORK

In this part, we would like to give a detailed explanation about what tandem learning is what are the theories, principles and more that is related to this concept.

The language exchange method can be seen in several forms, but the main point of this term always involves a communications between two people with different native language but with the willingness to learn from each other.

The language exchange can be seen from two perspectives: formal and informal. In one hand the formal way can be shown in a classroom where the teacher give classes about the language that is supposed to be learnt and it is only for the purpose of fulfill a class that some students were willing to take, maybe as a requirement for school or college, but certainly as formal way. In the other hand, the informal way, the learners get the experience outside of the classroom, either if it is a meeting with another native speaker, or maybe when they move to another country and it is necessary to speak that language.

In order to get a better idea of what model will be promoted, we need to know the basic objective about tandem learning, because it needs to be as clear as possible so we will always follow the main rule to create a new experience on this project.

Also, this project will be followed by the informal perspective, as the idea of promote a model, requires activities performed outside of a classroom as it well be a better experience sharing some cultural experiences that can be achieved in opened places.

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What is tandem learning?

According to the history, there are few theories about what language exchange (or language interactions) is, but some important developers of this techniques made their own definitions that were the basis for all the current places where language exchange is performed.

According to Helmut Brammerts (2001) “Learning in tandem can be defined as a form of open learning whereby two people with different native languages work together in pairs in order to help one another to improve their languages skills and to learn more about one another’s culture”. This was one of the most important definitions of our time, due to it covers the goals of the language exchange in one only definition.

Tandem learning is also covered by two contexts, where it has an important basis on its development, the sociability and individualization. Brammerts & Calvert (2002) talked about these contexts by saying:

(...) the collaboration is equally beneficial to both [Tandem partners]; however, each of them can try to achieve his/her own learning objectives. There are good chances we can have a strong motivation because: It is rewarding the fact of being able to communicate with a native speaker [sic] about a subject that was chosen by both; learning has practical application and does not undergo external pressures; progress can be experienced immediately. (p.37)

Even though there are new ways to perform a language exchange, as everything that is learnt, it comes from a beginning, from the first basis and the background behind it. This statement

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given by Brammerts, gives a good idea about how the propose for the model should work. It must be taken in count that the model should give to every part (learner and native speaker) the motivation to achieve their own goals but at the same time, it will give equality between the parts in this propose of language exchange.

Principles

Some principles are designed as the main rules to make a good language exchange experience.

The first and the main one, is that the Tandem is composed by two parts (Rost-Roth, 1995:5).

“They may be either chronologically subsequent to each other or done in two different days, but each part must be devoted to only one language” (Vasallo M. L, Foreign language learning in-tandem: Theoretical principles and research perspectives, 2006). In this principle, the main idea is not mix at the same time both languages, no matter what they do they have to try speak, teach and understand in the language that they are practicing, either in the first or second part. Also this principle will make sure that both of the learners will have the opportunity to communicate in the language in which they are native speakers, or in others cases where they are more proficient.

This principle gives the first steps for this project, as it is important to design the model thinking in the opportunities and times that are given to each language until get some results expected, for example an opportunity to challenge the minds of both, learner and natives, so they can push themselves into improve their skill with the expectative to have better conversation in future meetings.

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Brammerts gave two principles that would give a best explanation about how to success in this activity, where one of them is the reciprocity: “Language learning in Tandem occurs in a learning partnership in which each partner contributes knowledge and skills that the other person wishes to acquire and in which both partners simultaneously support each other's learning. The reciprocal dependence of each partner requires that they work for each other and that both profit as much as possible from their common efforts” (p. 10, translated by Cziko, 2001). According to this statement, Brammerts explains that both of the parts in the language exchange must have the willingness to use their skills, not only their mother language but in their own experience about sharing, and that way the activity will be successful.

This principle gives to the project an idea for the proposed model, where we can instruct the parts to meet the requirements of each one, and motivate to give the best to the other partner if they want fulfill with their own expectations.

The other principle is the learner autonomy: “Each of the two partners is responsible for their own learning. They decide what, how and when they want to learn and what kind of help they would like to have from their partner” (p. 10, translated by Cziko). According to this, he wants to leave clear that both parts are the only ones who put their own boundaries in the language learning, and it can be affected by many factors just like time, practicing, research of more tools and more.

As this principle is important into the background of the tandem learning and the ideas for the model on this project, it is possible to support it with a new idea, where not only every partner

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is responsible for their own learning, but also could be able to let them share the responsibilities of that learning, so they can work together always.

Options

Depending on their interests, the language partners are free to choose what they will do in every tandem session. There are multiple choices, but there some commons like:

Free conversation: Once they meet, they free to talk about whatever they want to. This choice can be useful as warm exercise before they begin to talk about any topic that they could agree before the meetings.

Grammar exercises: One of the first common requests of new learners. As they know that it is more important to improve their speaking skill, there are grammar rules that are really need to know in order to build better structures of words and phrases before they can speak the other language.

Technical terms: This case, it's when one (or both) of the learners, work in similar environments and want to share the common vocabulary that they use in their common jobs, so they would work not only in a new language learning, but a bridge to get better connections when they want to work in the same environment but in a foreign country.

As the main point of this project is to propose a new model, this wants at first, to give the partners the freedom of speaking about any free topic, as the results of the first meetings will give several results in the common topics and it will be useful to create some specific environments and topics according to what the learners are looking for.

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Global Symmetry

The relationship between the partners and the roles performed in the tandem experience can be determined by the reciprocity principle (the common agreement in what they want to get from that language exchange). They must agree in the roles they are going to perform as both of them are in the same condition: The partner who plays the role of the native (or language expert) has a really powerful role, but at the same time will have a less powerful role when he/she is in the position of the learner (Rosanelli, 1992:20). This situation balances the roles of the partners and produce what is called *global symmetry*. This is very important as Tandem requires equality in the roles for both partners in those sessions (Hehrfurt, 1992: 209). If any of the partners is taken by an asymmetry that induce feelings of inferiority, fear of mistakes and shyness (Hehrfurt, 1992: 212; Rost - Roth, 1991: 36) none of the learners will have good communication and they will not get anything that benefits them.

For this project, it is important to let the learners know that they must not have any fear when they meet with the native speakers because they are in the same condition as learners and they are willing to learn what they about their native language as they must be willing to correct them when they try to speak Spanish. For this reason, this global symmetry is going to be part of the activities and meetings in this propose of language exchange.

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Theories

A theory related to the learning of another language is the Universal grammar theory created by Noam Chomsky. According to it, the learning of a language is a set of constraints that let us know if a sentence is correctly formed. Whether it has meaning or not, the sense of the phrases are determined by the intention of what the speakers means to say.

Related to the tandem language exchange, this theory provides a rule, where the speakers try to give in a quick but strong feedback about the process of learning, where they can correct some problems with pronunciation, and also the order of some phrases for a better meaning.

Let's consider an example for the applicability of that Theory. A short conversation where an Spanish learner is given a feedback by a native English speaker:

Native: ... and every weekend I used to go to camping with father and uncle.

Learner: Did you went to camping with father?

Native: It sounds better to say "Did you go...", and yes, I used to go with him...

With this example, we can realize how productive and meaningful is for a native speaker to correct the learner, so in a future time he will remember quickly the logic of the sentence that is about to speak, and that way improve the interaction between each other and leave more space for the cultural exchange without the limitation about the language learning, even though it is very important for the learner's practice.

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We can relate this theory with a hypothesis named “negotiation of meaning” According to the author “.... negotiation of meaning, and especially negotiation work that triggers interactional adjustments by the native speaker or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (Long, 1996, pp. 451-452). According to him, the nature of these interactions is those “adjustments” or quick feedbacks, where the native speaker connects in a useful and interactive way the facilities to improve their learning. But it also depends on the willing of the learner to receive and understand the communicative effort of the native speaker.

The interesting of these statements is that they are a good help in this project, because the learning of a new language in the exchange experience, provides the best feedback for the learners and we can realize how important is for the students to get corrected at the best moment and in the best way, and with it get one of the results expected on this project, the corrections given from each partner to the other may motivate both unconscious and conscious learning, not only in the learning of a different language, but in the cultural environment that comes with the learning of these languages.

We can find also another theory that works more like a model, but it is a complement in the original conception about the language exchange: eTandem.

In 1996 with the first usage of the internet in discussion groups between English and German speakers, it was created a network that was called the “International Email Tandem Network”

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This tandem method uses electronic media sources such as e-mail, telephone but currently the video conferencing is the tool most used in order to create a reach the best experience in international eTandem.

One of the main success into create a good experience in language exchange, was the creation of a tool that would make easier the way to find a good language partner that could meet the requirements of the learner. This tool was called the electronic network for language and culture exchange

What can be taken from this method, is that in future way to keep in contact the students with the native speakers after the physical meetings, they can agree to speak through media or internet, so those ones who are interested into improve their language level, will have the eTandem as a main tool to achieve that goal.

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From language learning to Tandem learning

The acceptance of one's own autonomy in the tandem learning is one of the main challenges in this language exchange experience. It makes the participants on this experience to make a review in the common beliefs in the learning of a new language, either as a mechanic process or as a mere process of knowledge transfer. It may also mean giving up beliefs of language learning processes as only being managed by professionals (Vasallo 2006, pg 19): the languages classes on the school.

The tandem learning process can be at the beginning difficult, because of the fact they have been taught in the traditional way and there are possibilities of not giving the best into the experience into the language exchange, when they would correct in the way that they were taught but not the one that supposed to be based from the culture and the daily life. Even thought in the current times the learners are more than ready and willing to perform this activity, it is very important to notate changes in beliefs before and after the Tandem learning experience.

For this project, it will be evidenced the possible changes on the way that learners think or expect before the language exchange activity and what they have changed their minds into believing a different way to learn a new language.

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Culture

In this we also want to explain some information about what culture involves some of the main concepts and how they apply for this project.

The language exchange not only involves the improvement of a language, but also enhances intercultural awareness.

According to the Collins dictionary culture is defined as “the total of the inherited ideas, beliefs, values, and knowledge, which constitute the shared bases of social action”

(Information retrieved from: (<http://www.collinsdictionary.com/>))

Edward Tylor, English anthropologist defines culture as “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” In this definition, Tylor expose in a concrete way the contents that are part of the main concept, how every experience in the human behavior is part of the development of a culture.

Also, Frank Boas known as one of the father of the anthropology said: "Culture embraces all the manifestations of social habits of a community, the reactions of the individual as affected by the habits of the group in which he lives, and the products of human activities as determined by these habits" This concept explains that depending of the culture where the person is, the reaction and manners may change in order to adapt their own behavior to live the best experiences in the culture where they can be living.

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Based to the previous statement, we can say that culture is a whole which includes knowledge, beliefs, art, morals, law, and any other capacities and habits acquired by man as a member of society.

On the other hand is important to mention that perception is the ability to receive by way of pictures, prints or external, or understand and know sensations.

To designate that perception in influencing social and cultural factors, it must be taken into account the physical and social environment, in fact, human perception is social structure and social and cultural factors. The perception and culture are united and indivisible concepts, since culture is precisely one perception with characteristics of a particular people, and in every culture, perceptions are interpreted in differently social, political, geographical areas.

Perception and culture can be influenced and they can give a feedback every day, new insight that make evolve our cultures and the evolution of them, that constantly are evolving our perceptions of reality.

Bogota culture

Epicenter of more than 50 museums, 40 stages theaters, 160 national monuments, 30 libraries and 90 shopping centers, Bogota gives every day to the visitants the best of the beauty daily activities of the people who lives in the capital.

The capital of the country is the best scenario of sharing experiences in the daily bogotan culture, one of them is the arts places, where the museums and monuments and improvised art in the streets shows a culture of several talented people willing to show a different view of Bogota.

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One of the most visited web sites for travel guides for foreigners

(<http://thecolombiatravelguide.com/>) recommends the next about Bogota culture:

(...)Don't worry, though: **culture in Bogota** isn't exclusively high-brow, by any means. First and foremost, football is never far from the consciousness of the majority of Bogotá's citizens. The three first-division teams based in Bogotá are fervently supported – head to a match to experience the passion. Food is another source for the Bogotan person cultural enthusiasm: just ask one of its residents their opinion of arepas. Those little circles of goodness, and other traditional delicacies, are everywhere: whether on the street or in charming little restaurants. International cuisine is also carefully and expertly catered for. Cafes and bars are frequented to indulge another of the capital's passions: dancing – be it salsa, cumbia, reggaeton, or more European-style club dancing. There are also a number of massive musical events to help express this wide-spread love of hip-shaking. All in all, Bogotá will comfortably take care of all your cultural cravings, from the most purely intellectual, right down to the intensely physical. We hope you're ready for it all!

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Language exchange and culture

The habits that guide the culture of a country are important at the time of the language exchange activity, because it is something that makes parts in the improvement of the learning of a new language. The habits that are shared in these activities can be part of the goals that both parts can agree in order to have a great experience while they improve their languages skills. Not only sharing some common topics, but sharing some cultural experiences like some common events in the town about working out, typical food, culture of music, common accents and expressions and more. Everything with the only purpose of giving an incredible experience with the correct direction of the host that is teaching everything to the learner about his own culture and only expecting the same answer to the need of learn a new language.

According to R. Dekhinet “It is generally recognized that a conversation between NSE (native speaker of English) and an EFL (English foreign learner) often leads to misunderstandings due to either the misuse of language or the failure to notice the cultural nuances contained in the language” (2008). It can be interpreted, that at the beginning there would be some obstacles about the cultural meanings that involves some phrases or words, that the learner would expect to get corrected and the native speaker not get confused or offended because he must remember that it is an activity that is supposed to break that gap on the cultural background and focus into give the best corrections in order to help the language partner models of language exchange.

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Jin et al. (1998) stated that “language reflects culture, (p. 100). When a language learner speaks a foreign language, the way he or she speaks reflects both his or her native culture and also the foreign culture. This process is seen as “culture of communication,” ”

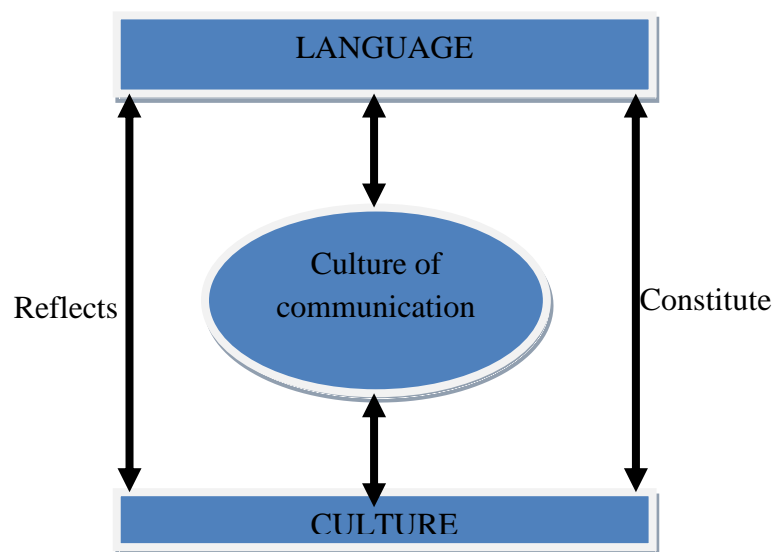


Figure 1. A simplified framework of communication and learning (cf. Jin et al., 1998)

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MODELS OF LANGUAGE EXCHANGE

International models

My language exchange

One of the most recommended methods of eTandem in the world, my language exchange.com was formed by Helene Cormier and Dan Yuen in October 2000.

They began this network with two bases. One of them is that “language classes and immersion alone are not sufficient to become fluent in a foreign language” It means that we have to look beyond what we learn in a classroom, because it will not be enough to improve the language learning. The other one says “language exchange practice with a teacher is probably the most effective way to bridge the gap between language classes and communicating in the real world.” It means that, even if it is not the success into made a good language exchange, everything begins with first connections with the learning from a teacher and how willing is the teacher to give the best advice to the learner, in order to prepare for the communication in the real world.

From this model we can take an example of how we could connect the people through media in order to get practice on the language even when they are not face to face. With this model we can organize groups of chatting so they share a common topic.

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Livemocha

A company founded in 2007, Livemocha was created to provide a new experience into giving a comfortable way to learn a new language. Using the connections of social networks, after having the experience of learning Spanish, the creators Shirish Nadkarni and Krishnan Seshadrinathan found a useful way to keep in touch with their language peers to keep the contact and also improving their language level.

Look (Annex 1)

According to their blog: Language Exchange comes after you've completed vocabulary, usage, reading, writing and speaking activities and allow you to really try out what you've learned. As you move through the prompts, you will be able to practice, ask questions, or help another person speak his or her own native language. Beneficial and fun for language learners of all levels, Language Exchange with other people from all over the world build language skills, confidence, and a global awareness that, until recently, could only come from traveling the world.

Retrieved from *Language exchange, real conversations with real people* from

<http://livemocha.com/pages/conversation-practice/>

They leave clear that it beneficiates in a quick way the process of learning a new language, because it overcomes the international boundaries, and let the learners trough the World Wide Web develop a partnership with another native language exchange even without traveling abroad. This process is only an extra practice that they offer as their main objective is to develop a great improvement in a language learning through several tools like vocabulary,

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writing and reading activities, where they share their results and people from abroad is willing to give the feedback to those results. They realized that they could take advantages of those people that were willing to correct, and turn them into language partners so with the pass of the years, Livemocha would improve their web tool to a great community, a social network where people would share more than languages lessons; they would share languages experiences in order to provide a better idea about how one can develop a language in the correct environment.

From this model, it can be taken the sessions about grammar, as some of the students may want to know first grammar lessons given directly from a foreigner that can explain that in an easy way, whether it is face to face or using social media.

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

National models

In Bogota there are programs that allow the exchange of languages. Some of these methods are Web sites, where people post their interests about the language and contact with other foreigners worldwide.

Look (Annex No. 2) Bogota Language Exchange - Learn foreign languages in

Bogota

Your community language exchange online

Description

Find a partner in the online community and practice your second language (any language) with a native speaker who is learning your language. We offer an environment for online practice with lesson plans, text chat forums and more.

Language Exchange: Nueva Lengua

According to their website Nueva Lengua “is an internationally known Spanish school with alumni from across the globe. Our schools are located in amazing places with historical relevance (Colombia and Panama, Bogota, Cartagena, Medellin and Panama. Our Spanish courses are structured to provide ample opportunities to enjoy the culture and spirit of the city you choose. We will put your mind at ease with assistance in finding suitable accommodation, transfers to the airport, insurance, and more. All of this helps to ensure you will have an unforgettable experience learning Spanish.”

Information retrieved from: <http://www.nuevalengua.com>

Look (Annex No. 3)

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE***Conversation Exchange - Learn foreign languages in Bogota***

Look (Annex No. 4)

Description

Language Exchange, through: ConversationExchange.com

You can choose among different types of Language Exchange:

1. Talk face to face -Conversation exchange

This type of language exchange is called exchange of conversation. You can practice a language finding yourself with people whose mother tongue is the practice you want to live near you.

2. Written correspondence

You can improve both your grammar

3. Text and Voice Chat

Communicate with people whose mother tongue is where you want to practice using the software which you choose to chat: Skype, Windows Live Messenger, Google Talk, etc.

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GRINGO TUESDAYS

Gringo Tuesdays brings together much of the community of Bogotá, Colombia around the country and world travelers. It's a fun way to share experiences through language, with delicious food and drinks in one of the most prestigious clubs in Bogotá, La villa.

A couple of years ago, three expatriates from United States, England and Australia, began with this project as they wanted to give an experience, first for foreigners that wanted to know more about Colombia's culture, and for the bogotan people that wanted to have a chance to practice and improve their language skills.

Every Thursday, from 5 pm to 10, La villa opens its door to the people who is waiting to begin and enjoy this language exchange with the foreigners. In the bar, all the languages are divided in tables, and in every language there are subdivision according to level of language that they can practice, Basic, Intermediate and Advance. After 10 pm, the bar changes its thematic to party environment, and they enjoy together until 3 am.

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PRACTICA EN LA CIUDAD

Practica en la ciudad is a Colombian Enterprise that offers what they call “learning in context” in order to take a new level the language exchange experience. Their main objective is to improve the communicative competences in order give the students of language a comfortable option to practice what they have learnt.

According to their objectives, they put learners with native speakers in everyday situations, with the intention of give a good experience to the learner and teach to be ready if one day they are in a foreign country.

The results that they have obtained with these are:

- Improvement in hearing competences
- Overcoming on the common fear of mistake when trying to speak another language
- Oral fluently and improving on pronunciation
- Increase of confidence
- To obtain a new vocabulary

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RESEARCH METHOD

The methodology is the general process to achieve both general and specific objectives of the investigation. Here we introduce the specific methods and techniques that are going to be followed to reach the proposed objectives.

The methodology is referred to the way of proceed, the strategy to follow. Our methodology includes all the activities (step by step) in order to reach the specific objectives, and the general one with it.

The type of investigation is directly related with the methodology and its degree of complexity.

| ITEM | DESCRIPTION |
|-----------------------------|--|
| Type of Research or study | Descriptive |
| Participants | Group of students Modern Languages in the ECCI (50 Students) |
| Data Collection Instruments | Survey Group Session Taking notes. |
| Places | Escuela Colombiana de Carreras Industriales ECCI |

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Line of investigation

The line of investigation to be followed is humanism, culture and learning. The investigation is the one that has led for a long time, to create ideas and make them to change several aspects of life. As the project is planned, the investigation aims to know how the language exchange experience in Bogota is and what a group foreign people think about it. The main purpose of this investigation about humanism, culture and learning, is to create and characterize groups of investigation on its own core. This is what the university has taught us from the beginning, the willing to investigate, and not only performed by one person but with the skills and experiences that others may apply.

The type of study

To achieve the objectives, we carried out a study of Descriptive character because this methodology is based on knowledge of events, observation and understanding of social phenomena, besides this research produce descriptive data: people's own words, spoken or written, and observable behavior.

During this project we may identify different variables, perhaps many of them unknown to researchers, but what is sure is that information is gained by this examination scheduled on development objectives as the overall objective implies, explore or examine the perception we have of our country.

This type of research is used in our research project as it allows to study the social, economic and educational phenomena involving the project and through a dynamically form. Likewise we can understand and observe the research process variables effecting flexible control of data and information handling.

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Also it allows us to define categories, criteria and perspectives regarding the issue we want to study the population and we want to evaluate, further notes traits, qualities or attributes of the population studied.

Participants

The aim of the study group was composed of a group of 50 students between 5th semester of Modern Languages at the Escuela Colombiana de Carreras Industriales ECCI in this order:

- Take notes 2
- surveys 28
- Group Session (2 session) 10 students by each one.

Evaluation period

The study was conducted between April and May 2014.

Data collection instruments

In order to get information we use methods techniques, and data collection taking into account the nature of the phenomenon, the objectives of the study and analysis perspective. The tools we have used to collect data from our research are:

a) Surveys

The survey is a research method that allows getting specific information from a sample of the population through the use of structured questionnaires that are used to obtain accurate data from respondents. The type of survey used on this project is an open survey because it allows responding freely. Further review is a survey that allows choosing a study population, and for

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this project, it was chosen a part of the population estimated to be representative of the total population. (Survey Research- Chapter 8. Retrieved from, http://www.sagepub.com/upm-data/43589_8.pdf)

We made 28 surveys to students of Modern Languages (V semester) in class of conversation. Each survey contents 4 questions of multiple selections and 1 opened question. Total 5 questions.

b) Taking notes

Taking notes is a key part of the research process because it helps you learn, and allows you to see your information in a useful visual way.

To listen carefully and try to summarize the information the best possible, it is important to collect the best aspects in a short time, omitting the verbs that do not provide information and writing a sentence or paragraph or grasped ideas, highlighting the most important points.

(EasyBib – Research Ready, Retrieved from, http://content.easybib.com/students/writing-guide/ii-research/e-taking-notes/#.U11_RVV5OYE)

c) Group session

In a group session a small number of individuals is assembled to discuss about a topic of interest. The meeting, which lasts about an hour, is led by a moderator who ensures that in the session are spoken desired topics and that are formed discussions about the proposed ideas by the participants. (La recolección de datos retrieved from, <http://data-collection-andreports.blogspot.com/2009/05/sesion-de-grupo.html>)

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In the group session a number between 10 and 12 persons were selected, with a common cultural background, so we can analyze and determine the way that the students learn English between them and with foreign people.

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ACTIVITY: GROUP SESSION

The activity is the result of the effort to put in a reality the concept of promoting the learning of English in another for the students of Modern Languages. This activity was performed on May 2nd 2014 in two sessions.

Session 1

The first session was performed with students of 5th semester of modern language with companion of a woman that comes from German family but her native language is English. Her name is Claudia. We began the session with the introduction of the mediators of this project. Then we proceeded to explain the activity to the students so they could know what we were about to do. First of all Claudia started introducing herself with simple and easy words to understand. Then the students introduced themselves talking about who they are and what they are doing, some of them speaking about that they are learning English on the career and what they like, and others speaking about their jobs. After that, Claudia made a question about culture.

(Speaking)

Claudia: What do you think about Colombian culture?

Student male 1: The Colombian culture is difficult because it is different from other cultures.

People in Colombia are more partners. We have more partnership than people in Germany (speaking to Claudia)

Claudia: Oh no that's not true, they are friendly but not too much as Colombia

Claudia: Do you think you are a good Colombian? (To student 1)

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Student 1: No (everyone laughs)

Claudia: What do you think about it?

Student 2: I think that , maybe American culture.. I like culture

Claudia: Do you think this is a good topic to talk about culture?

Student 3: I think that is a good topic because the culture is very important to the society. Is important to talk about. No more.

Student 4: People changes... Colombian People is.... Different cultures... in the others countries is important know about our culture we have a relation with others.

Claudia: What do you think about sharing with a foreigner?

Claudia: What about the Gringo's Tuesday?

Student 1: I have a question for you... What image do you have about Colombia in your country Germany?

Claudia: they don't know Colombia. My parents are Colombians

Student 2: Once we had an activity where we had to record a video for an interview with a foreigner.

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One of the questions that had more common answers was:

What do you think would be a good way to improve your English?

The common answer was that they wanted to practice their speaking skill not only with classmates, but with native English speakers as well, because that would give the chance to know the accents and their own too.

At the end, the professor complemented the meeting with valuable reflection about these kinds of activities, where not language is shared but values and culture as well.

Claudia also made a reflection about how poor is our country talking about education to learn a second language, comparing to another countries where most if this education is low cost or free.

Another student pointed that because of the Colombian cultural background and how the world see us, we must keep the good will and good manners in order to make feel foreigners feel that they are in a good place, no matter what they have heard on media.

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Session 2

In the second session we had the help from a woman from England named Esther. We sat down together with students from 5th semester. The activity began with the welcome and the explanation of this session. Then we moved to the presentation of Esther, we asked her to introduce herself.

(Speaking)

Esther: Hi my name is Esther, in English it is pronounced [Estar], but in Spanish is [ester]. I'm from England, I moved away from home when I was 18 to the west of England in Bristol.

After she finished, we encouraged the students to introduce themselves to Esther but it seemed that most of them were shy. Then the professor Alexis Garcia introduced himself

Once he was finished he asked the students to speak, so he asked to a girl that is his class assistant, and she introduced herself:

Laura: Hi my name is Laura, but my friends call me Lola. I'm 21 years old. I like English and my mom is an English teacher, so I have been involved in English all the time

After she finished other students started to speak

Gina: My name is Gina I'm 18 years old and I love studying modern languages

Student 3: I'm 19 years, I am learning German in another university and I like playing sports.

Edward: My name is Edward, I am a musician and I'm 19 years old, I play guitar, bass and piano.

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Jessica: My name is Jessica, I'm 18 years old and I'm an artist. I love photography and I love being on the internet.

Mitchell: My name Mitchell. I'm 19 years old and I'm a musician too, I play in a Jazz band.

Felipe: My name is Felipe and I like metal music. I'm also a musician.

After those presentations we asked Esther to tell to the students, what she has learned Colombian culture and differences from England culture.

Esther: The biggest difference that I have notice in Colombia, is that I left home, I left my parents, I went to live with my friends when I was 18 years old and I never came back to live with my parents. I think that's really different here. You all (speaking to the students) still live with your parents right? In England is normal for people to leave family home at 18 years old and live in another town. So it is normal freedom. I live with a family in Colombia; it's a bit different; I lived 10 years with friends so I never had to say "I am going to this place, to meet this person and I'll be home at 10 o'clock" because I was living alone, but now for the past three and a half months (speaking like one of the members of the family she is living with) "Where do you go? Who do you see? When are you coming back?" (Then she makes an expression like if she did not like that they ask her those questions, and then everybody in the classroom laughs)

We asked if anyone else to ask something.

Student 3: What is another huge difference between your culture and Colombia?

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Esther: I'll explain a little bit why I'm here. I'm a missionary and I'm Christian working voluntarily. As a Christian in England is a lot of freer, so it's normal for English Christians to go out with friends in a bar and it is normal. The difference about here, it's who that's not normal and is different for me, because I used to go out with my friends we didn't get drunk, we didn't do anything different, but here is like "you're Christian, you shouldn't go to a bar because that means you're gonna be ungodly" but for me is different because I have a different opinion. I think that England is sort of free country.

Felipe: Do you think that freedom makes England a better country?

Esther: No, I think it's just different attitudes; different levels of understanding, maybe. I don't think it is better, because it creates temptations for freedom and people don't know how to handle themselves. Sometimes freedom isn't helpful because people do not have any barrier

Edward: how long time you've been living here?

Esther: three and a half months now, but I'll be here until January of next year

Laura: Do you like it? (Referring to the time she's been in Colombia)

Esther: Yes, I'm getting used to the differences, so, and the transport (everyone in the classroom laughs) I always use the transmilenio but not the other buses

Laura: Which other countries have you visited?

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Esther: I've been in Ecuador just for 10 days, for a conference. And in the world, I've been in different countries in the world, because England is really close to Europe so it is easy to fly. It's quite cheap.

Laura: Do you speak Spanish?

Esther: Oh, yes (everyone in the classroom laughs) I learnt here in a school. I'm taking other lessons now, private lessons, so I think I can speak ok, just when I don't understand I put the look on my face like (then she makes a face as if she didn't understand)

Laura: Which other languages do you speak?

Esther: English, but I learnt French for a couple of years, but it seems that it didn't work (everyone in the classroom laughs). The way the languages are taught in England isn't very good, you start learning a language when you are about 10 years old, you learn only an hour per week, and then in college two hours and that's it.

Laura: that's pretty much similar in here because in school they only give two hours per week, and that's why we have low English level.

Jessica: How has your mind changed about Colombia since you are here?

Esther: Very different because the news in England is always bad news about Colombia, and when said to my friends and family that I would be coming to Colombia for one year they said "no". All the news is wars, fights, protests, kidnapping and danger. I've not had any problem since I've been here, I feel quite saved. For me it is like another city, because every city has its danger.

Edward: Do you find difficult to learn Spanish?

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Esther: Yes and no. I think there are more rules in Spanish. For me certain words are difficult. For me the differences between “ser” and “estar” I already have a difficult, because in English it is just only one word.

Felipe: Here in Colombia we have different accents, is the same in England?

Esther: Right, my accent is from the south of England and it is similar to the London accent. The London accent is bit stronger. When I was in Bristol the accent was really difficult. They have a dictionary for Bristol as a joke, because they have different words to name things.

Student 3: Which aspects do you consider that Colombia is better than England?

Esther: The people in England are not friendlier they like their own space. But what I found out is that you guys are really helpful, you always offer to help and have a good hospitality.

Another student who did not introduce herself now ask to the foreign person

Student 8: What do you think about Colombian traditions? Like a... For example being with family, customs that we have, and influence of religion in England?

Esther: The tradition here is about having the family really close. I like this tradition. We are also close but with we live in different towns in England. My mom lived in Africa for a year and a half and she just has moved back to England. So in the family tradition in general it's different.

Friends are important in England, so I would see my friends more than my family. But now I

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miss my friend more than my family.

Student 9: Do you consider that it's expensive to live in England?

Esther: In England yes. In the south of England you have this divide. The north and the south are divided in England, The south of England is more expensive, you get paid more money because the houses are more expensive, and north of England is cheaper. The salary less in the job. I think that is expensive live in England.

Edward: What do you think about popular music here? Salsa, merengue carranga...

Esther: It's fun, I like salsa. But in England is Pop music the popular music, electronic music too...

Student: What do you think about food?

Esther: about food. Yeah I like aguapanela, I don't like changua, it's strange, I don't understand this mix of milk and bread.

Alexis: what about the languages there? Which are the languages that you must learn? Is it mandatory for the government?

Esther: In the schools I only had French and German, when I left school they started teach Spanish.

Student: What are your hobbies?

Esther: When I was in England I like museums I like go to the gym listen to music, I like to read, spent a lot of time with friends.

Mitchell: In general terms, what do you think about our level in English?

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Esther: I think that's well, It's normal, you use more technical words and not just simple language, so you may be able to construct your questions properly and you have to focus on your grammatical knowledge as well.

DATA ANALYSIS

Data collection: Group session

Analysis unity: Line

Context: Opinions and comments from students of 5th semester of modern languages in the interaction with a native English speaker *Session 1*.

SESSION No. 1

UNITS OF ANALYSIS

1. Claudia: What do you think about Colombian culture?
2. Student male 1: The Colombian culture is difficult because it is different from other
3. cultures. People in Colombia are more partners. We have more partnership than
4. people in Germany (speaking to Claudia).
5. Claudia: Oh no that's not true, they are friendly but not too much as Colombia
6. Claudia: Do you think you are a good Colombian? (to student 1)
7. Student 1: No (everyone laughs)
8. Claudia: What do you think about it?
9. Student 2: I think that, maybe American culture.. I like culture
10. Claudia: Do you think this is a good topic to talk about culture?
11. Student 3: I think that is a good topic because the culture is very important to the
12. society. Is important to talk about. No more.
13. Student 4: People changes... Colombian People is.... Different cultures... in the
14. others countries is important know about our culture we have a relation with others.

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15. Claudia: What do you think about sharing with a foreigner?
16. Claudia: What about the Gringo's Tuesday?
17. Student 1: I have a question for you... What image do you have about Colombia in
18. your country Germany?
19. Claudia: they don't know Colombia. My parents are Colombians
20. Student 2: Once we had an activity where we had to record a video for an interview
21. with a foreigner.
22. One of the questions that had more common answers was:
23. What do you think would be a good way to improve your English?

ANALYZING EACH UNIT...

Unit 1: Claudia: What do you think about Colombian culture?

Unit 2: Student male 1: The Colombian culture is difficult because it is different from other cultures...

Unit 3: Claudia: Oh no that's not true, they are friendly but not too much as Colombia

Unit 4: Claudia: Do you think you are a good Colombian? (to student 1)

Unit 5: Claudia: What do you think about it?

Unit 6: Student 2: I think that, maybe American culture... I like culture

Unit 7: Claudia: Do you think this is a good topic to talk about culture?

Unit 8: Student 3: I think that is a good topic because the culture is very important to the....

(In this unit, the students point out that the culture should be a priority for the image

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before the world. The culture is something that should be taking care of, and show how the people could be willing to improve that for the country.)

Unit 9: society. Is important to talk about. No more. (We can call this unity as “synonymous” because they are trying to explain their comments and points of view of culture using other words; in this case the students relate the culture with society.)

Unit 10: Student 4: People changes... Colombian People is.... Different cultures... in the

Unit 11: others countries is important know about our culture we have a relation with others.

In these units we can realize how some simple questions about knowing the way that some people in other countries behaves, makes the students wonder how they can see the culture or makes them remember some facts about cultures in other countries.

Category Identified: Culture**Code: CT**

Unit 12: Claudia: What do you think about sharing with a foreigner? – (In this unit they try to find out how some past experiences have support the learners to improve their English level, specifically chatting with a foreigner)

Unit 13: Claudia: What about the Gringo´s Tuesday?

Unit 14: Student 2: Once we had an activity where we had to record a video for an

Unit 15: interview with a foreigner.

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In this unit, we find out that suggestions to improve the level of English are options always available around the city. In that question, one of the most recognized activities in Bogota for people who want to practice their learning in a new language was suggested for the students.

Category Identified: Experience with a foreigner

Code: EWF

SESSION No. 2

UNITS OF ANALYSIS

1. Esther: The biggest difference that I have notice in Colombia, is that I left home, I
2. left my parents, I went to live with my friends when I was 18 years old and I never
3. came back to live with my parents. I think that's really different here. You all
4. (speaking to the students) still live with your parents right? In England is normal for
5. people to leave family home at 18 years old and live in another town. So it is
6. normal freedom. I live with a family in Colombia; it's a bit different; I lived 10
7. years with friends so I never had to say "I am going to this place, to meet this
8. person and I'll be home at 10 o'clock" because I was living alone, but now for the
9. past three and a half months (speaking like one of the members of the family she is
10. living with) "Where do you go? Who do you see? When are you coming back?"
11. Esther: I'll explain a little bit why I'm here. I'm a missionary and I'm Christian
12. working voluntarily. As a Christian in England is a lot of freer, so it's normal for
13. English Christians to go out with friends in a bar and it is normal. The difference
14. about here, it's who that's not normal and is different for me, because I used to go
15. out with my friends we didn't get drunk, we didn't do anything different, but here is

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16. like “you’re Christian, you shouldn’t go to a bar because that means you’re gonna

17. be ungodly” but for me is different because I have a different opinion. I think that

18. England is sort of free country.

ANALYZING EACH UNIT...

- 2. left my parents, I went to live with my friends when I was 18 years old and I never

- 5. People to leave family home at 18 years old and live in another town. So it is

In this unit we can realize how the foreigner states that one of the big cultural differences, (and she talks about that several times throughout) is the fact that in England they leave home when they are 18 years old.

Category Identified: leave home at early age

Code: LHEA

6. normal freedom. I live with a family in Colombia; it’s a bit different; I lived 10

18. England is sort of free country

1. Felipe: Do you think that freedom makes England a better country?

2. Esther: No, I think it’s just different attitudes; different levels of understanding, maybe.

I

3. don’t think it is better, because it creates temptations for freedom and people don’t know

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4. how to handle themselves. Sometimes freedom isn't helpful because people do not have any barrier

In this unit, Esther shares the concept of freedom in England and the way they see it, as right for everyone and they key to an independent life living without their parents.

Category Identified: freedom**Code: FR**

These ones belong to the "Freedom" unit too:

- 1. Felipe: Do you think that freedom makes England a better country?
 - 3. don't think it is better, because it creates temptations for freedom and people don't know.
-

1. Laura: Do you speak Spanish?
2. Esther: Oh yes, I learnt here in a school. I'm taking
3. other lessons now, private lessons, so I think I can speak ok, just when I don't understand I
4. put the look on my face like (then she makes a face as if she didn't understand)
5. Laura: Which other languages do you speak?
6. Esther: English, but I learnt French for a couple of years, but it seems that it didn't work

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7. (everyone in the classroom laughs). The way the languages are taught in England isn't very
8. good, you start learning a language when you are about 10 years old, you learn only an
9. hour per week, and then in college two hours and that's it.

- 1. Laura: Do you speak Spanish?

-2. Esther: Oh yes, I learnt here in a school. I'm taking

-5. Laura: Which other languages do you speak?

-6. Esther: English, but I learnt French for a couple of years, but it seems that it didn't work

In this unit, we can refer that the conversation went to the information about languages skills.

Both of the parts were some curious about any other language that other part were capable to speak. These statements of the session are a good prove to realize how important is to know how far every student is willing to go, talking about improving their language, knowing every topic that they can speak, even if it is about practicing a third language.

Category Identified: Languages.

Code: LG

Another part on the session that was spoken for this unity was:

Alexis: what about the languages there? Which are the languages that you must learn? Is it mandatory for the government?

Esther: In the schools I only had French and German, when I left school they started teach Spanish.

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1. Edward: What do you think about popular music here? Salsa, merengue, carranga...
2. Esther: It's fun, I like salsa. But in England is Pop music the popular music, electronic music too...
3. Student: What do you think about food?
4. Esther: about food. Yeah I like aguapanela, I don't like changua, it's strange, and I don't understand this mix of milk and bread.

-2. Esther: It's fun, I like salsa. But in England is Pop music the popular music, electronic music too.

-4. Esther: about food. Yeah I like aguapanela, I don't like changua, it's strange, and I don't understand this mix of milk and bread.

In this unit, we can see the most common topics that can be discussed the first times that one is involving in the meetings for language exchange: Music (popular for the foreigner and the learner) and gastronomy (typical food).

Category Identified: popular topics in language exchange

Code: POTLE

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE**Data collection: Note taking****CATEGORIES AND CODES**

Culture

Code: CT

E- Learning

Code: EL

Exchange

Code: EX

TICS

Code: TC

Study

Code: ST

Opportunities

Code: OP

Money

Code: MN

Sports

Code: SP

Music

Code: MU

Summary: People with middle language English and curiosity about the most listened music.

People established basic communication. Some people had afraid when people foreign asked them something. People think that with English learning, they will have more opportunities.

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE**INTERPRETATION OF DATA**Description of categories*Group sessions*

- CT: This category implies every kind of information regarding the culture topic that appears in every part of the session recording
- EWf: In this category are identified all the stories or experiences that a person has had with person from other country
- LHEA: This category explains the moments when it is presented as different cultural aspect, the fact about the age that a person leaves parents home
- FR: This category groups the different statements spoken throughout the session about freedom
- LG: this category informs all the phrases that are most spoken about the “language culture” and all of its development.
- POTLE: it involves all of the comments and opinions that are commonly spoken throughout the developing of any language exchange meeting

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Note taking

CT: This category implies every kind of information regarding the culture topic that appears in every part of the session recording.

EL: this category takes all the information about the different methods on E- learning

EX: it puts together all the different ways for an exchange process named during the activity

TC: this category names some comments about media resources used for a process of learning

ST: Some comments about studying purposes to improve their learning are put in this category

OP: this category shows the meaning of the different ways to learn as opportunities

MN: comments about the expenses on this kind of activities

SP: This category has the information about what they speak about sports

MU: This category groups the different statements about likes in music, and typical music in other countries

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

Categories meanings*Group sessions*

CT: it involves all the customs and behaviors that are part of a society's identity

EWf: all kind of activities that involves sharing with a person from other country

LHEA: in some countries, the act of living for oneself at the age 18 leaving the house of the parents

FR: it is the sense of being self-sufficient to do things without giving explanations to someone superior

LG: The signs and grammar standards that defines the communication on a community

POTLE: those are the common topics that one person experience once they begin a language exchange activity, and they start talking about the most common culture questions

Note taking

CT: it involves all the customs and behaviors that are part of a society's identity

EL: is the method of distance education in the virtual media (internet)

EX: in the learning process, it is the act of share any topic expecting to get the same from the other person

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

TC: unit of media tools that enable users to share and transmit information

ST: According to the record on the session, it is related to any activity that implies to get knowledge from a specific subject.

OP: is a situation where one has the chance to do something for a specific purpose

MN: is the currency of a country that is used to purchase and get something in exchange of metal values, normally made by the government.

SP: any activity that implies a combination of physical movement and tactical thinking.

MU: the art of combining sounds and melodies to form a structure.

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MATRIX OF RESULTS

From the results and the categories that came out with the analysis, we present now the matrix that shows the possible connections between the categories. The red spaces mean that there was not relationship found between those categories

| | CT | EWF | LHEA | FR | LG | POTLE | EL |
|-------|---|---|--|--|--|---|---|
| CT | | Knowing new people helps to show your culture and know theirs | A part of the nature culture in some countries | Some concepts of freedom are shared as a culture between countries | Language is all part of developing a culture | Culture is a main topic where a conversation may begins | In the new century, the culture of education in countries leads to e-learning |
| EWF | In the world, the experiences that are shared with a foreigner are part of the modern culture | | The beginning of people who start living by themselves may include some EWF | experiences about how foreigners see freedom | Even if you don't know another, there are other ways of languages to experience with a foreigner | Every story about experiences with foreigners that can be shared | Through e-learning some people has shared the developed tasks with foreigners |
| LHEA | related by the customs in a country which makes it part of the CT | Once they start living apart from their houses they can travel anywhere and share with others | | Once people leave home, they start to see how to face freedom | The experience of leaving parents home can be told any way in any language | Through the conversation on popular topics, it can be lead to the topic of LHEA | |
| FR | Some countries give example of freedom that give to their citizens | It allows to know the way that both parts live in freedom | It might be considered as kind of freedom when one leaves the parents house | | We can relate the way that we see freedom through any language | Freedom is not a popular topic on language exchange | As there are virtual ways to improve language, there is freedom to choice. |
| LG | Language precedes the identity in the culture of a country | Past experiences with other people into knowing a new language | | Can be related to express oneself with freedom in any language | | Everything that can be told at first about other language | Any language can be learned through e-learning |
| POTLE | The culture is the basis of knowledge that the participants share in the meetings | Every past language exchange experience began with popular topics | When asked about cultural difference, they can speak about LHEA first as a popular topic | Freedom is not a common topic at first, but it might come up at any moment | One of the common topics in language exchange is if they know another language | | The virtual sources used for distance learning in the countries of the participants |
| EL | A culture of distance learning is important in the current times | Through e-learning some people has shared the developed tasks with foreigners | As they start living by their own, it is not affordable to pay for college so they learn by E-learning | As there are virtual ways to improve language, there is freedom to choice. | Any language can be learned through e-learning | Recommendations about virtual sources that helps to learn a language | |

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

| | | | | | | | |
|----|--|--|---|--|--|--|---|
| EX | As all the cultures, there is always a culture of exchange where the parts can agree | Each interaction with a foreigner consists in a exchange of info | As part of a exchange process, people might be able to leave home at early age | | The main point on this investigation, language exchange | In the exchange meeting the language is an important factor | Some virtual sources of learning ask for group tasks where they exchange info |
| TC | a culture of learning for the new generations that have access to virtual tools | | | The tools on TICS can be used to express info about the way of freedom in different places | The TICS can be used for sharing any info about a language | Info about tech tools that are common used in other countries for sharing info | Through the TICS, virtual sources find they way to the learners |
| ST | the culture of good education is almost in all of the countries | some experiences can be part of a interexchange in class in other country | Some studies (undergraduate) offers the opportunities to begin a life depending on their own | The freedom to choice any study that a person wants | Stories about how people studied a language and encouraging others to study a new language | First meetings let participants know what has every person studied | E-learning is a source for studying |
| OP | Info about how opportunities in any area supports the culture of a society | every single past experience as an opportunity of improve the language level | Leaving home and trying to live by one self is an opportunity and a challenge | Experiences about how they have had opportunities to use freedom | The relation of having any chance to learn and share info about a language | Some common topics on first meeting are about opportunities that they have had in life | E-learning is an opportunity to improve any study level |
| MN | | When one lives in other country and needs help about how to use the local coin | When in the meetings they speak about the expenses of living by their own when they leave parents house | About people who has used money to make their own freedom | | When they speak about if it is expensive or cheap to live in the countries of the participants | When they speak about the costs of virtual courses |
| SP | Around the world the sports are part of the cultural entertainment | The culture of sports is huge so there's been a lot experiences in sports with foreigners before | | | It can be shared the language or glossary used in a sport | Always a good starter topic in the first meetings of language exchange | Recommendations when they want to know the theoretical part of a sport |
| MU | Music is a popular culture that has similarities with music around the world | Experiences into sharing common likes on music or knowing a country's popular music | Sharing experiences about listening to new music | Some people say that music is a kind of freedom for their minds | Every kind of music has its own language | As the sports, music is also a good starter in the conversations | |

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

SURVEY ANALYSIS

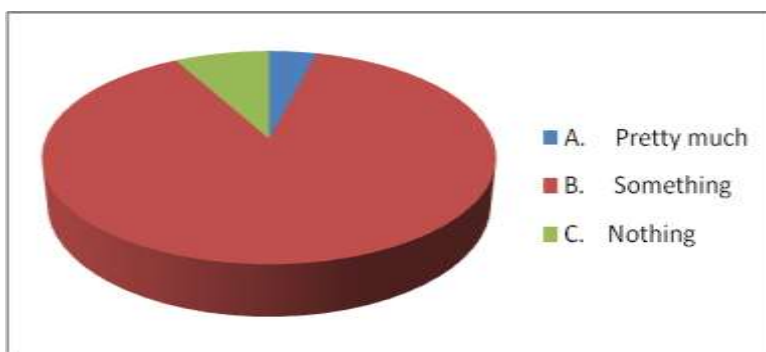
With the intention of knowing more specifically for what their learning is being aimed, we made a survey for 25 students of Modern Languages and that way take the most important information about what they wanted to do with their learning and for what they wanted to learn a second language

1. How much do you know about the language Exchange method?

A. Pretty much - 1

B. Something - 22

C. Nothing – 2



2. With which objective would you learn or improve your English when you speak with an English native speaker?

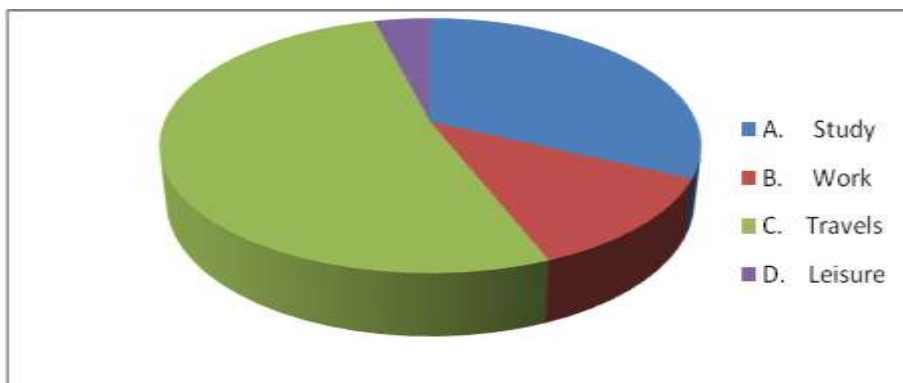
A. Study - 8

B. Work - 3

C. Travels - 13

D. Leisure – 1

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE



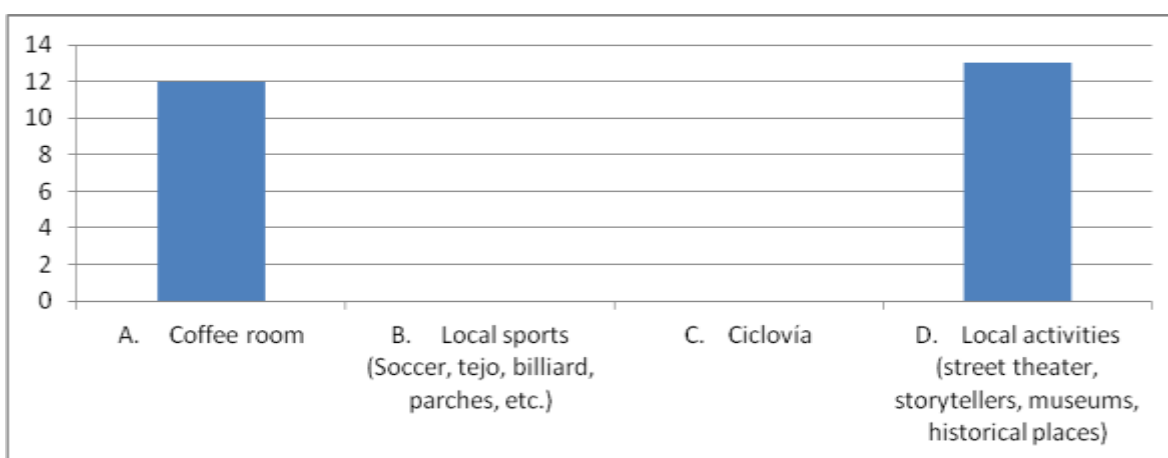
3. What kind of cultural activity of the city would you use to learn or improve your English?

A. Coffee room - 12

B. Local sports (Soccer, tejo, billiard, parches, etc.) - 0

C. Ciclovía - 0

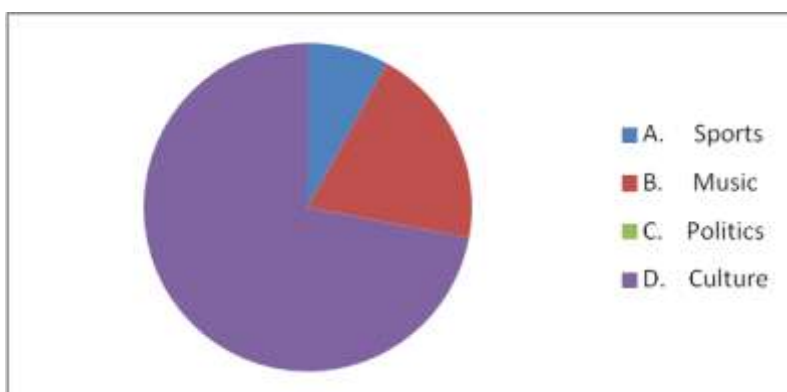
D. Local activities (street theater, storytellers, museums, historical places) - 13



BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

4. Which of the next topics would you like to speak with an English native speaker?

- A. Sports - 2
- B. Music - 5
- C. Politics - 0
- D. Culture - 18



5. What would you teach to a foreigner in order to improve their Spanish level?

This open question was proposed with the purpose to investigate, what they wanted to learn from English using the same topics as they would teach to a foreign person that is learning Spanish.

When it comes to learn Spanish in Bogota, commonly the foreigners tend to face at first the Colombian slangs. The students somehow are aware that there are slangs in all the languages, so they want to try to know it at first if they have the chance to be in a foreign country.

One of the answers displays this point of view:

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“I would teach him something about slangs; I consider that this is very important to help to a foreigner to understand our culture”

The urban dictionary says: “slang is the continual and ever-changing use and definition of words in informal conversation, often using references as a means of comparison or showing likeness”

Retrieved from *Urban Dictionary* from

<http://es.urbandictionary.com/define.php?term=slang&defid=1044563>

Also, other of the situation that is most common in the answers was the fact that they really want, no matter what, improve their English level offering in exchange the same help that they would expect from the foreigners.

One of the students said:

“This situation is a good idea, I would like to improve Spanish with a foreign person and that person improves the English”

With this answer we can realize how the students are looking at any moment, any chance to improve their language learning besides the method learning in the university, and in this case, the chatting with a foreigner, taking advantage of all the language and pronunciation that they can learn.

Finally, we also found out that the students are aware about the way that Spanish is taught here in Colombia, because that’s the way that they have learned the modern language all their lives. For that reasons they want to let the foreigners know about the grammar way that is spoken in our country.

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This is one of the examples that explain it:

“I would teach to a foreigner the Colombian way to speak and grammar that the person can use in our country”

Students are always opened to experience the direct contact with native English speakers so they practice and improve in a comfortable way their learning process.

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CONCLUSIONS

At the end, we could realize that some of the national models of language exchange were functional as they had the main steps to perform a meeting for a language exchange, but the effects of the environment in the session of group, showed that most of the students, even if they had enough level of knowledge in the language, there were factors of shy and fear as they felt like they were still on classroom and not outside of it. Because of those factors, the current environment for the language exchange is that it is not being used at all, but with the correct incentives they can give the step.

Once the activity was presented, some students could show that they can be opened to an opportunity like that, because they really want to experiment that activity of speaking with a foreigner in order to improve their level in English. Even when they were encouraged to speak, just a few of them started to speak without any hesitation. Throughout the activity, the foreigner made quick corrections for some of the students that were trying to say some words but they did not know how to say it or pronounce it; it was on those corrections that we could see the applicability of the “universal grammar” theory that was pointed out in the theoretical framework.

We could see also, that besides we proposed to follow the principle of two parts in the language exchange, we only had available one foreigner for every group of students in both sessions and the time for the questions of the students only those could be asked in English, giving almost no time to make a second in Spanish, but with the intention of follow the results to make a new meeting where both languages can be spoken. Besides that result, throughout the conversations, the vocabulary used and the categorization of the common topics, we could see that the culture is always the main topic on this meeting, and culture has a lot of subtopics

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that both parts (foreigner and learner) can use so they will never run out of topics for the conversation in the language exchange.

We could say that we accomplished the main objective as we really found out that with all the organization of this project, the steps followed and the examples of others models we could promote the learning of English through this kind of activity even if it only was only spoken in English.

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AUTHORSHelmut Brammerts

One of the first sponsors of international Tandem learning, Brammerts presented in the seminar for language training research in 1994 the first steps into taking the learning of a language through the internet connections.

We included him as he is considered one of the first persons that analyzed the way that people learns a second language.

Hema Raghavan

PhD in Information Retrieval and Machine Learning, this investigator worked for the project of the PhD, an investigation that gave some main concepts that we could take in order to know exactly how is seen the tandem learning through a mentally research. Even though his concept was enough valid to take some aspects for this project, his investigation did not lead to a common result with this project.

David Little

Founder of the Center for Language and Communication Studies and Associate Professor of Applied Linguistics at Trinity College Dublin.

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ANEXES

Annex 1

LiveMocha English ▾ Free Online Language Learning 255 created Member Sign In Create an Account



Learn

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Annex 2

| Name | Country (City) | Language native | Language practicing | Description |
|--|----------------------|-----------------------|------------------------|---|
|  <p>Waiting for picture</p> <p>Ricardo</p> <p>March 7, 2014</p> <p>Add to Favorites</p> | Colombia (Bogota) | Spanish | French English | Hello, I'm Colombian, I have been making studies in French and English to live in Canada, I want to practice with people who has the native language and others who study like me. I hope can give my time and my experiences to practice a lot. |
|  <p>Lucia</p> <p>March 7, 2014</p> <p>Add to Favorites</p> | | Colombia (-Bogota) | Spanish | English Hola mi nombre es olga lucia leon, estudio comunicacion social-periodismo, vivo en la ciudad de Zipaquirá-Colombia, me gusta mucho el inglés como una segunda lengua puesto que es indispensable para mi profesion, ademas representa mejores oportunidades de trabajo. If you can to practice Spanish with me, we can to practice a little Spanish and English. |
| | | Colombia (Bogota) | español | inglés Estoy aprendiendo un idioma extranjero para relacionarme mejor con los demás |

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Annex 3



BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

Annex 4*Annex 5*

[Búsqueda avanzada](#)

Describe a tu compañero de idioma

Habla

Aprende

País

Ciudad

Tipo de intercambio

- Conversación cara a cara
- Correspondencia escrita
- Usando un chat software ?

Skype

Google Talk

iMessage

Windows Live Messenger

Yahoo Messenger

ICQ

AIM

Second Life

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE

*Annex 6 Survey***SURVEY TO KNOW THE LEARNING PROCESS OF THE ECCI ESTUDENTS IN A FOREIGN LANGUAGE**

NAME:

SEMESTER:

5. How much do you know about the language Exchange method?
 - D. Pretty much
 - E. Something
 - F. Nothing
6. With which objective would you learn or improve your English when you speak with an English native speaker?
 - E. Study
 - F. Work
 - G. Travels
 - H. Leisure
7. What kind of cultural activity of the city would you use to learn or improve your English?
 - E. Coffee room
 - F. Local sports (Soccer, tejo, billiard, parches, etc.)
 - G. Ciclovía
 - H. Local activities (street theater, storytellers, museums, historical places)
8. Which of the next topics would you like to speak with an English native speaker?
 - E. Sports
 - F. Music
 - G. Politics
 - H. Culture
9. What would you teach to a foreigner in order to improve their Spanish level?

BOGOTA CULTURE FOR FOREIGN LANGUAGE EXCHANGE**PROJECTIONS**

As we said before, we could not complete the full projection of this investigation as we could have made the meeting with the usage of both languages. We hope that in a future, this research might be helpful for any proposal of a model of language exchange or maybe a step in the investigation about the learning of second language in Colombia.