

**English conversational clubs as a CDL scenario to promote intercultural students'
narratives.**

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Abstract

This qualitative research aimed to analyze how English conversation clubs as a critical digital literacy scenario promote intercultural student narratives. The discourses of four students from a private university in Medellín were studied through five sessions. Participants completed a semi-structured interview and performed four different focus groups with intercultural topics to be discussed: decolonization, peace and post-conflict, artistic movements, and social progress. The methodology implemented was critical discourse analysis. The data analysis led to the conclusion that English Conversation Clubs with a critical digital literacy approach enhance a critical discourse of the historical, political, economic, and cultural circumstances involved in the context.

Keywords: Critical digital literacy development, discourse analysis, English conversational clubs, intercultural topics, students' narratives.

Resumen

Esta investigación cualitativa tuvo como objetivo analizar cómo los clubes de conversación en inglés como escenario de Literacidad Crítica Digital promueven narrativas estudiantiles interculturales. Se estudiaron los discursos de cuatro estudiantes de una universidad privada de Medellín a través de cinco sesiones. Los participantes completaron una entrevista semiestructurada e intervinieron en cuatro grupos focales con diferentes temas interculturales a discutir: descolonización, paz y posconflicto, movimientos artísticos y progreso social. La metodología implementada fue el análisis crítico del discurso. El análisis de datos llevó a la conclusión de que los clubes de conversación en inglés con un enfoque de Literacidad Crítica Digital (CDL) fomenta un discurso crítico de las circunstancias históricas, políticas, económicas y culturales involucradas en el contexto.

Palabras claves: Análisis del discurso, clubes conversacionales en inglés, desarrollo de literacidad crítica digital, narrativas de los estudiantes, temas interculturales.

Degree Requirement

This qualitative research project is submitted as a requirement to graduate from the Bachelor's Degree in English Teaching (Licenciatura en Inglés) at the School of Humanities and Education, Universidad Católica Luis Amigó, in Medellín - Colombia.

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1.Introduction

1.1 Statement of the Problem

While referring to our Colombian context, specifically at a private institution located in Medellín; we have noticed the necessity of promoting intercultural students narratives through English conversational club as a CDL scenario in students who belong to careers that due to its specialization requires the constant immersion in English as a situation that actively involves the language, which fosters at the same time, the discursive elements into contextualized and emergent scenarios and conversations that are enriched by the variety of students backgrounds, proposals, ideologies, cosmovisions, and meaningful exchanges that are derived from those participations.

1.2 Theoretical framework

Darvin (2017) quotes: "Technology becomes a transformation of homes, neighborhoods, and workplaces into an integrated learning society that benefits diverse groups of people" (p. 6). Nonetheless, the easier the access to information and internet, the easier to manipulate who daily consumes them. Therefore, to avoid these possible issues it is important to develop a critical digital literacy that permits individuals to assume a well informed and updated world's view, which implies at the same time, that the users of information need to be aware not only of the visible meanings or acts, but also be competent while discerning and contributing with new understandings.

According to Castrillón (2019) who defines CDL as "A way to recognize how reading and writing go beyond analyzing the historical, political, economic, and cultural circumstances that involve people"(p.3); Critical Digital Literacy can be seen as an essential

approach that leads us to assume a critical perspective and understanding towards the world's digital dynamics and its relationships with social issues. Hence, it is highly recommended its promotion in a worldwide scenario as it is proposed by the author Darvin (2017, p.5):

CDL should be a social skill that involves a capacity to think critically about the information shared in society. Instead, learners need to pick up a critical understanding of how the media speaks to actualities. They have to connect with a role where their voices take an essential commitment at the season of deciphering their nearby substances.

In this regard, it is worth noting that due to our current pandemic times certain phenomena challenge the proper performance and development of CDL such as fake news sharing, online debates without proper arguments, and the existence of predominant ideologies in those digital spaces. The consonance of these elements demands the ownership and constant enhancement of CDL as a wide understanding of the world, knowledge, and practices that are involved in those settings. On top of that, it is important to develop CDL skills to reflect and disseminate assertively, to decide what information is reliable and what actions should be taken during reasoning and problem solving (Ennis, 2013; Gut, 2011; Ávila and Pandya 2012).

It is crucial to relate the ongoing reality regarding intercultural contexts, allowing meaningful communicative exchanges, and assertive means. It also fosters the following principles of sensitivity, awareness, and ownership of a solid identity as it is stated by Galante (2015, p. 2): "Digital literacy project is proposed as a potential tool for integrating intercultural sensitivity into EAL programs and engaging learners in discussions about diversity in cultural values, beliefs, and behaviors as a way to affirm their cultural and intercultural identities."

Similarly, it is relevant to mention that English Conversation Clubs (ECC) can be considered as a meaningful scenario while owning and establishing a critical digital literacy lens of the world. ECC has become a learning strategy outside the classroom, as well as a social community that allows students to develop not only speaking skills but also to see the world from different perspectives, modifying their identities and encouraging them to help each other by improving autonomous learning, as it is proposed by Gao (2008). Additionally, it becomes an important piece in the CDL process, since ECC requires general knowledge and understanding of the constant changes that participants experience in their usual contexts; these narratives help these scenarios to have a value, which gives students a constant approachment with significant learning opportunities.(Gao, 2008, p. 65).

Narratives have become a way for language learning in classrooms over the years, helping teachers and students to explore some language skills in the English learning process. This is a means where the perspective of the world, their way of feeling and seeing it changes our view of memories. With narratives, the writer can connect with his own life experiences and has the freedom to recall their memories in a reflective process of remembering, analyzing, and displaying important moments to portray them on the paper choosing what and how they want to relate them. (Salamanca, 2015).

1.3 Research Question

How does the English conversational clubs (ECC) as a critical digital literacy (CDL) scenario promote the intercultural student narratives?

1.4 Objectives

1.4.1 General objective: To analyze how English conversational clubs as a critical digital literacy scenario promotes the intercultural students' narratives.

1.4.2 Specific objectives

- Identify throughout English conversational clubs how critical digital literacy becomes a scenario of reflection with university students.
- Describe intercultural student narratives in a virtual English conversational club.
- Promote critical digital literacy development through students' narratives and the performance of English conversational clubs.

2. Method

2.1. Research Methodology

This project is planned as an *in situ* oriented from a qualitative research that used critical discourse analysis into its methodology.

Results are aimed to later be processed through a triangulation technique which included the conceptual framework of the project and previous studies in the theoretical framework, alongside to each one of the interpretations and expressions of the participants in regards to their perspectives, beliefs, and arguments through critical discourse analysis lenses and steps proposed by Foucault (1960).

2.2 Context

At the beginning of our research project, the population selected for the study were students whose careers were closely related to the use of English such as international business, design, and business administration from Universidad Católica Luis Amigó. Nevertheless, because of the schedule inconsistency of the possible participants and the researchers, it was made the decision of becoming the participants in our research as a practical and active focus in order to contribute to the academic field in a meaningful way.

2.3 Sample

The sample was selected according to the following criteria: diverse demographic backgrounds such as different contexts and neighborhoods where the subjects have lived, and currently are settled; linguistic in terms of proficiency in the language, education regarding the participation in Universidad Católica Luis Amigó, previous formative experiences and processes. The participants were two men and two women belonging to medium socioeconomic status, from 20 to 35 years old, with adequate access to the internet and technological devices in order to conduct the required sessions.

The participants were previously informed through a written consent approved by the University of the process dynamics such as data collection tools, ethical aspects, purposes of the research; guarantees to cease their participation whenever they decide it and the anonymity that their contributions confer to the academic field like intellectual property, the benefits and findings derived from that.

2.4 Data collection tools

To analyze how ECC as a CDL scenario promotes the intercultural student narratives, three data collection tools were planned to be implemented via Google meet in 3- 4 (as maximum) sessions with the duration of 2 hours approximately (while considering the agenda and break moments):

In the first place, 4 sessions of focus groups were applied to 4-6 students approximately which is enriched by the variety of students' backgrounds, proposals, ideologies, cosmovisions, and meaningful exchanges that are derived from those participations.

Secondly, we conducted a semi-structured interview with the participants in order to describe the intercultural students' narratives in a virtual ECC from their responses, proposals, and performance in this scenario.

The last data collection tool was an open questionnaire that permitted the debate, thus the critical discourse analysis manifestation and findings to implement an ECC as a CDL scenario with University students. Concluding, each one of the data collection tools corresponded to a specific objective of this research and in each session was addressed a different intercultural topic:

1. Decolonization and cultural uprooting
2. Peace and conflict- post-conflict
3. Social progress - the quality of life and opportunities.
4. Artistic movements and manifestations

2.5 Data Analysis

According to the data collection tools and the research objectives, we established critical discourse analysis as a method in order to recognize and observe in a detailed way the critical digital literacy manifestations in the speech and general contributions of our participants in the selected scenario and its promotion, that is English conversational clubs.

In agreement with that, as Foucault (1960) quoted: “Critical discourse analysis is a type of analytical research on discourse that primarily studies how the use of social power, dominance, and inequality are practiced, reproduced, and occasionally combated, by texts and speech in the social and political context.” (p. 15). Consequently, it is noticeable the way discourses permeate not only the individual being but also the relationships in the community and at the same time, how those shape the culture; therefore the exchanges, opinions, decisions, traditions, and mindset that altogether have a significant impact on the social-communicative acts, meanings, dynamics, realities, and intellectual processes of collaborative construction and deconstruction that historically human beings have been adapted and contributed to in order to transform themselves and their environment in a progressive and successful way.

In order to analyze the information collected in our research tools, we decided to implement the triangulation of theoretical sources, researchers, and instruments while following these principles applied in our categories:

- Culture and language
- Interchange between primary and secondary cultural texts
- Principle of reversal
- Principle of discontinuity

- Principle of specificity
- Knowledge-Power-Ethics

(See appendix 1 in the page 22)

3. Results

In this research, it was possible to implement the English conversational clubs to promote intercultural students' narratives; these scenarios created spaces where the participants felt free to express and give opinions under specific circumstances, in this case into the virtual environment. As a result of that, the implementation of the data collection tools and their corresponding analysis allowed us to notice the following elements:

First, while referring to culture and language principle defined by Foucault (1960), it can be said that it consists in a stand of conceiving the cultural phenomena and particularities that are evident in the communicative practices of communities, specifically the presence of certain speech patterns or common elements that consent to the use and repercussion of the language itself, its purposes, functions, and understandings into mutual agreements, sharings and issues afforded by the discourses, interpretations, cultural sense and impact on the daily situations that individuals have.

Talking about that principle in the focus groups, we noticed that participants used certain words in their mother tongue (Spanish) due to the lack of knowledge, and the low exposure to that technical vocabulary. In addition, the use of sayings in Spanish was a recurrent situation with the aim of giving more emotional support to their responses, and at the same time, it was an expressive way to manifest their cultural roots and identity, elements

that prevented them from moving away from their mother tongue. Lastly, cultural redundancies were found in their discourses.

Regarding interchange between primary and secondary cultural texts principle according to Dreyfus and Rabinow (1982), it is notable that within the narratives of society, there are immersed different types of texts, in a first group we have the primary cultural texts, which come from scientific texts, legal documents, religious foundations, among others; these texts, due to their top-heaviness, will always be relevant and will have a great reception by the community since, according to their characteristics, they can be updated and rethought in order to generate or reinterpret multiple or new meanings. In a second group, we have the secondary texts which represent the comments of each of the people involved in the context; these comments are the ones that give freedom to the discourse since it allows to express ideas about the other types of texts and creates an awareness about the importance within each individual's discourse.

Although the participants of this research had knowledge from primary sources, it was possible to evidence the preference of the participants for generating their own meanings based on their personal experiences. The resources have a great impact on the speeches of the participants and in many moments they structured a large part of their discourses based on primary cultural texts, but the vast majority of their reflections or innovative contributions were made based on their previous thoughts and experiences. Finally, it is important to highlight the importance of the connection or the approach that the participants have with the topics to be discussed since neutrality in the discourse could be evidenced when there is no strong emotional bond to the topics discussed.

Foucault (1970) talks about the principle of reversal and discontinuity, the importance of over-turning, and reversing assumptions of origin regarding the discourse exposed; giving

high importance to the words beyond the individual expressions. Keeping this in mind, and even though the scenarios were recreated through virtuality there was a visible interaction, giving the opportunity to all the participants to widely express themselves in a proper manner. These spaces allowed listening and understanding others' points of view, and controvert according to their own thoughts, conceptions, and judgments; along with the conversation, there was a chance, either way, to learn from others' perspectives, or what is also relevant to give an opinion and overturn the debate if necessary.

The principle of discontinuity; series versus unity proposes that the discourse analysis needs to decentralize and destabilize such meanings, undermine their authority, and uproot the coherence, unity, or history upon which such 'truthful' meanings are reliant. It is notorious the huge gap that history has created between those who belonged to the past, and the ones living the current era. In terms of our speech, thoughts, and expressions it is evident how there is a different personification of all the events coming from the past. We distinguish these differences not only in how the language is used as a way to express opinions or strong feelings, but also to create narratives that can construct a new history, change minds and realities. Through the speech, we can observe that every individual has his/her own sense of the matter in discussion, as well as a deep belief attached to it, which in turn can create the sense of discontinuity mentioned by Foucault (1970).

Furthermore, the principle of specificity is based on the relevance that discourses represent since they constitute the knowledge, meanings, assumptions, interpretations, and the proper instruments to distinguish truth from fake or poor consolidated claims as it is remarked by Hook (2001). Accordingly, McHoul and Grace (1995) indicate that the principle of exteriority contemplates the daily existence of many conditions, possibilities, and a wide array of comprehension at different levels of the matters that correspond to human being

manifestations and intellectual procedures, thus discourse should be perceived as a transversal element such as social, historical and political which delve into the immediate settings that validate, integrate and nourish those speeches respectively.

Notably, in the development and analysis of the focus groups, it was observed that in all of the questions that the participants were asked to define the terms as they conceived them, they related those with more elements and features in order to move from specific meanings to general ones in a coherent, well-exposed, and literate view of the subjects. Similarly, the participants provided contextualized contributions while considering the social, political, and historical conditions of individuals in regards to interpersonal relationships and how those dynamics influence the collective sharing, elaborations, re-significations, and treatment in general; knowing that participants were extremely conscious of otherness, multiculturalism, and diverse realities that coexist and require the assumption of CDL not only to give opinions and postures, but also being active individuals in social challenges, transformations, and improvement.

Finally, we have a principle structured under three axes: The axis of knowledge, which leads us to recognize the rules that guide discursive practices that determine whether it is true or not, these rules are closely linked to the axis of power (Young, 1981), by which the behaviors of others are controlled and this same course is built with the intention of continuing to reproduce from selection, exclusion, and domination; and the ethical axis, through which an individual is formed as a social subject, as commented by Ayllon and Walkerdine (2008).

Participants intervened according to their previous knowledge; based on beliefs, opinions, and insights derived from daily situations they encounter and assume with respectful, sensible, empathetic, and serious attitude while considering the implications of the

topics both in individual and collective cosmovisions, behaviors and values. Even though the meetings were conducted in a respectful scenario, participants exposed disagreements and they decided to expand their comments in order to convince the other person in an intense search for the truth.

It is outstanding the way they afforded the topics while criticizing the socio-cultural issues and making contributions regarding possible suggestions, solutions, and involvement into those dynamics being very pertinent with the context they are immersed in.

4. Discussion

This study provides a number of findings that contribute to a better understanding of English conversational clubs as a CDL scenario to promote intercultural students' narratives, these ones are going to be explained in the following paragraphs:

importance of the setting with daily life topics that reflect debate

ECC as a CDL scenario can be both an insightful and contextualized practice in order to promote healthy debates and well-established positions that encounter the multiple realities that students and their communities have, which at the same time can foster the cultural appropriation, identity, sense of belonging, empathy, tolerance, sensibility and the curiosity towards unknown topics which not only empower people's discourses but also, the consolidation of reliable knowledge and the diminishment of ignorance or irrational prejudices that we face in society.

Moreover, it can be an emergent and flexible practice to address in an English scenario since they attend to both teachers and students in the construction of knowledge. Bearing in mind that education is a social process that could be enhanced from different

perspectives, ECC provides a great space to discuss and share ideas with people from distinct parts of the educational spectrum. When an English teacher encourages this practice in the classroom it promotes not only the linguistic ability of the students but gives them a voice to talk and express their ideas as freely as they want to do it.

Nowadays, the participation and performance in virtual scenarios is a crucial, open, and enjoyable strategy since it permits individuals to critically discern through access to a vast amount of immediate resources, material, and information that in short, is going to expand their interests, cosmovisions, positions, and deepening of their discourses, self elaborations, and confrontations with the others' in a dialogic and assertive way that can strengthen interpersonal relationships in both symbolic and notorious form in the development and social transformations.

Lastly, ECC as a CDL scenario in regards intercultural students' narratives can be an interesting path while understanding the issues, phenomena, and particularities from an active and updated instance that can promote the communicative exchanges of individuals' opinions, feelings, previous and topical knowledge, critical thinking skills and the wellbeing as emotional, socio-cultural, political and diverse citizens.

4.1 Conclusions and recommendations

4.1.1 Language proficiency

English language is a powerful tool to express, interact and go beyond frontiers. Farther than those imaginary borders there is a real interaction with culture, perspectives and people, it exists the chance to learn from each of the participants in the communication. Sometimes, it is not merely necessary the spoken language or a second language to interact, and understand in a community, there is always the opportunity to use body language, or

analyse and stare at people to acquire certain information, or simply to give and receive a message. However, it was visible the need of a minimum proficiency of the language, in this case English as a second language, when interacting in a virtual scenario. Clarity of the message can be affected by idioms, tight vocabulary or misunderstandings on the receptor, but not exclusively due to his own proficiency, but the one who gives the message. Also, depth in message may vary the meaning in relation to the quantity of information. When talking about specificity the communication might be confused, and redundant if there is not a wide range of vocabulary for instance. On the other hand, there is a huge advantage to mention when the intention to improve, and expand knowledge comes up; the conversation club is a great opportunity to practice, stretch vocabulary and get involved into the language, that is why it is highly essential to determine specific conditions not only of the participants regarding the proficiency of English, but also in terms of the scenario and topics to be developed.

4.1.2 Importance of the topics in the discussions

Knowing that English conversational clubs are not something new, considering the vast majority of universities and language academies that implement them to bring the opportunity to their students to practice the language. But the impact is not desired by the majority of the participants. We consider that the inclusion of topics related to their actual context are great to engage the participants and promote a greater learning not only of the language but also the critical analysis of the situations that affect us. There are many more aspects to investigate about English conversational clubs as a critical digital literacy scenario, this is only the beginning of a topic that can contribute to new and innovative practices in the educational field.

4.1.3 Different settings for English Conversational Clubs

Likewise, it is no secret to anyone that education in our context has different difficulties that limit the participation of students in academic events, including the lack of time for work or resources to attend them. The arrival of the pandemic allowed us to explore different learning environments and tools that had not been taken into account during the face-to-face classes for multiple reasons, either for inexperienced of them or lack of resources within the classroom. This is why the importance of having different environments to develop English conversational clubs came to our research, since it expands the possibility of more general access to the majority of the population that wishes to be part of it. The idea is to have the ECC both virtual and in person, with different schedules, where students have the alternative to choose the means to attend according to their needs and schedules.

4.1.4 Relevance of active interaction of the participants

On the other hand, a particular matter that we found in the analysis of the performance of the participants in the focus groups, was the fact of the moderator being in some moments referring the questions to them without eliciting more interaction between them, aspect that only was perceived when they had different viewpoints and the debate was needed to manage. By this means, it is advisable to include additional qualitative techniques alongside ECC as a CDL scenario, since it can delve into a more expanded conceptions, contributions and active promotion to the field of students' narratives in varied environments, populations and research dynamics.

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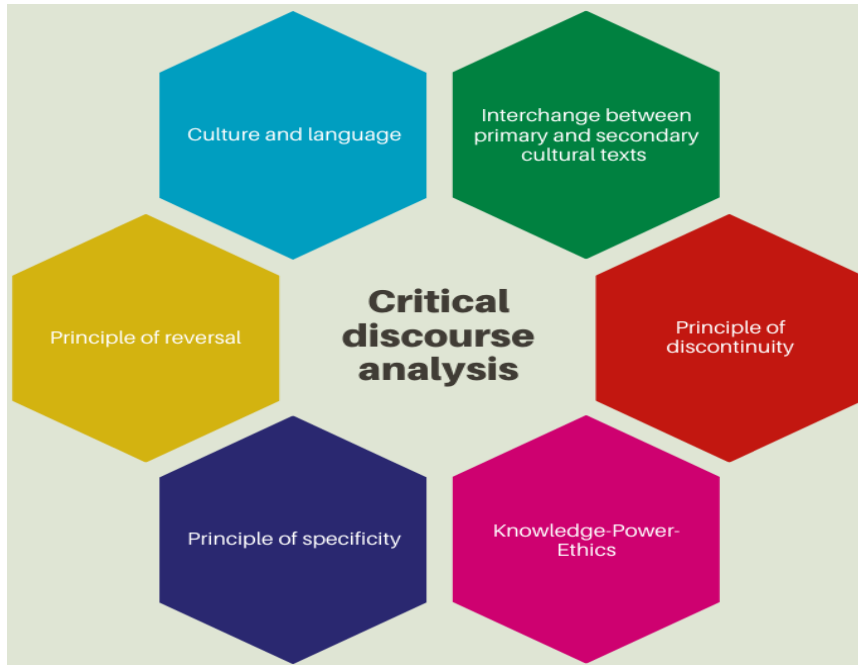
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Appendices

Appendix 1: Foucault's principles critical discourse analysis.



Note: Foucault's principles critical discourse analysis.

Appendix 2 (Data collection tools)

Focus group #1

Agenda

Topic: Decolonization and cultural uprooting

1. Presentation of participants and moderators.
2. Contextualization of the topic (multimedia content) and further information in order to introduce the thematic.

- **Map of the world in 1945:**



- **Map of the world in 2000:**



- **Youtube video: 60 years of independence**

https://www.youtube.com/watch?time_continue=67&v=ZhFLfn9uPB&feature=emb_logo

3. Development of the focus group while affording and mediating the following questions:

- a. Was there real decolonization?
- b. What kind of consequences are we still suffering? If none, what about patriarchy, racism, religion, and women's freedom?

- c. What kind of colonization is seen today? How does this affect our culture?
- d. English as a second language is a consequence of expansionism and economical power. Is this an effect of a new kind of colonization? How can this affect our first language? How can we impose our language in a wider aspect?
- e. In what kind of daily situations do you notice decolonization?

Focus group #2

Agenda

Topic: Peace and conflict / Post-conflict

1. Presentation of participants and moderators.
2. Contextualization of the topic (multimedia content) and further information in order to introduce the thematic.
 - Colombia timeline:
 - http://news.bbc.co.uk/2/hi/americas/country_profiles/1212827.stm
 - <https://prezi.com/5ysjh6xavc-6/colombia-timeline/>
 - Why Colombia's Peace Deal is Failing: https://www.youtube.com/watch?v=V34r_ITZNjg
 - Chapter 2: What Is Peace?: <https://www.hawaii.edu/powerkills/TJP.CHAP2.HTM>
 - What is Armed Conflict?: <https://www.youtube.com/watch?v=o1bM3I2PmIg>

- **INFOCORE Definitions Post--conflict: https://www.infocore.eu/wp-content/uploads/2016/02/def_post-conflict.pdf**

3. Development of the focus group while affording and mediating the following questions:

- a. Has the state been part of the solution or the intensification of the conflict?
- b. What are the factors that you consider do not allow you to reach the long-awaited peace?
- c. What factors do you consider to have further intensified the conflict in Colombia?
- d. Have the peace processes managed to generate agreements in which both parties benefited?
- e. Do you think that the conflict in our country only originates from the armed side?
- f. What do you do to keep your surroundings in peace?
- g. What does “peace” mean for you?

Focus group #3

Agenda

Topic: Artistic movements and manifestations

1. Presentation of participants and moderators.
2. Contextualization of the topic (multimedia content) and further information in order to introduce the thematic.

- **Conceptualization of what is art? And what is it for?**

<https://youtu.be/cHJUhuiqmU0>

- **Conceptualization of manifestations.**

https://drive.google.com/file/d/1C74FrWfHEngoUFz_RUpEE4VJHIIpMUYU/view?usp=sharing

- **Why art?**

<https://www.youtube.com/watch?v=eB7ItF7JFR0>

- **Some pieces of art.**

<https://youtu.be/YaSGv3ncWXI>

- **Image content**

https://www.elcolombiano.com/documents/10157/0/940x468/0c0/0d0/none/11101/FIBS/image_content_24788191_20151125170446.jpg

3. Development of the focus group while affording and mediating the following questions:

- a. What do you think is the social function of art in Colombia?
- b. Tell us about an artistic representation in your community that calls your attention, why?
- c. How do you think art influences social transformation?
- d. Do you consider yourself an artist? Yes/No and why?

Focus group #4

Agenda

Topic: Social progress - quality of life and opportunities

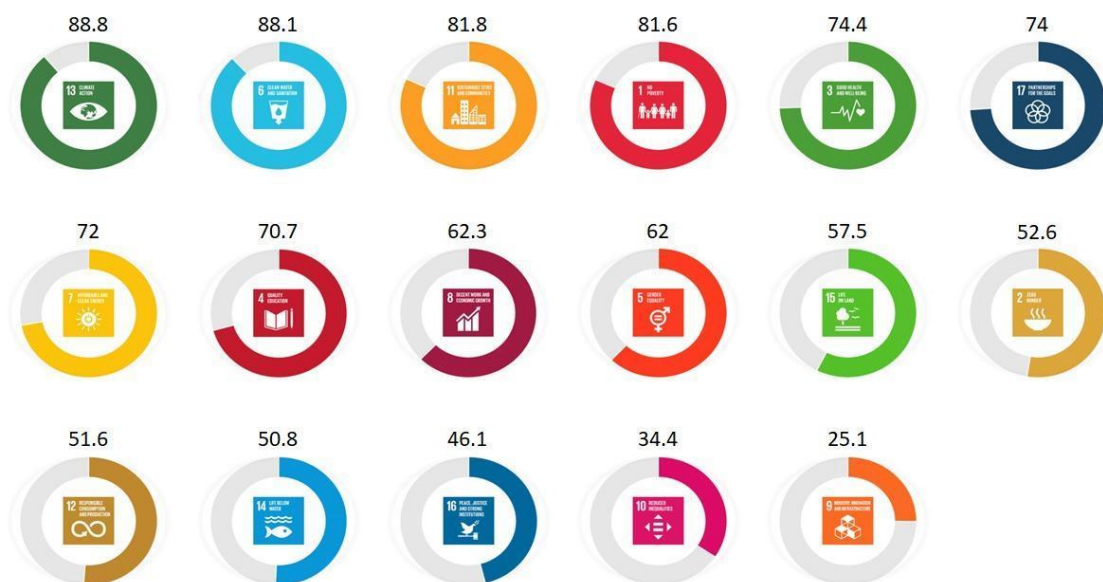
1. Presentation of participants and moderators.
2. Contextualization of the topic (multimedia content) and further information in order to introduce the thematic.
 - **Video: “SDG (ODS) and MAPS strategy”**

https://youtu.be/dOvllZ8Q_zc Taken from: [Recursos | PNUD \(undp.org\)](https://www.pnud.org/)

- **Article: Colombia ranks ninth in SDG (ODS) index ranking**

Taken from: [Colombia ocupa noveno lugar en el ranking del Índice ODS - CODS](https://www.uniandes.edu.co/)

[\(uniandes.edu.co\)](https://www.uniandes.edu.co/)



- **Article: “Colombia, among the countries with the worst quality of life indicators in the Americas”**

Taken from: [Colombia, entre los países con peores indicadores de calidad de vida en América](https://www.infobae.com/)
- [Infobae](https://www.infobae.com/)

3. Development of the focus group while affording and mediating the following questions:
- a. What SDG (sustainable development goals) do you consider is crucial while referring to social progress? Why?
 - b. Are the quality of life and social progress related to economic factors?
 - c. What kind of situations made you reflect upon that?
 - d. How do you associate the “HDI” with real Colombian opportunities?
 - e. What do you think about your own quality of life?

Interview format

- What is your name?
- How old are you?
- Where are you from?
- Currently where do you live?
- How is your family constituted?
- Tell me about your family
- Which place do you feel more comfortable or attached to? Why?
- Tell me about your education.
- What is culture for you? Is it relevant or not to you? Why?
- Do you belong to any ethnicity?

Specific questions

Quality of life

- How do you understand the term “quality of life”? *What key elements do you consider the evidence for?
- How do you describe Colombia’s quality of life? Is it oriented to social progress?

Art

- What is art?
- How do you perceive the influence of artistic movements and manifestations in society (neighborhood)?
- What are the most common artistic representations in your community?

Decolonization

- What does the term “decolonization” bring to your mind?
- How do you associate decolonization with cultural uprooting?
- In what situations do you notice cultural uprooting in your city and neighborhood?

Peace and post-conflict

- How do you relate peace in your context and society?
- What difficulties do you find in peace and post-conflict?
- What effects does that produce? *What roles do you identify in that situation?
- What solutions or alternatives do you find to conflict in Colombia?