

Semi-Structured Interview Protocol  
Pre-Intermediate English - Interview for Research Project  
Universidad La Gran Colombia

GUIDE 1: Colombian Cultural Identity

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

When you think about cumbia or vallenato, what do they represent to you as a Colombian?

What aspects of Colombia's pre-Columbian or colonial history do you remember most clearly and why?

Which Colombian myth or legend (for example, La Patasola, El Silbón) do you feel most identifies with you?

Which contemporary Colombian artists (Karol G, Maluma, etc.) do you listen to most frequently and why?

Which Colombian historical or literary figure do you consider most representative of our identity?

Interviewer Notes: \_\_\_\_\_

GUIDE 2: Classroom Experiences

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Have you ever worked with Colombian songs in your English classes? Describe the experience.

How would you feel reading or analyzing texts about Colombian history in English?

How would you feel about rewriting or dramatizing in English a myth or legend from your region?

What themes (identity, gender, fame, social class) do you think can be analyzed in English from contemporary Colombian songs?

How would you like to present in English the life of a figure like Simón Bolívar or Gabriel García Márquez?

Interviewer Notes: \_\_\_\_\_

GUIDE 3: Motivation and Learning

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

In what way do you think including traditional Colombian music in English activities could help you learn the language?

What differences do you see between how Colombian history is taught in Spanish versus how it could be worked on in English?

What important cultural elements do you think your region's myths and legends transmit?

Are you more motivated to work with Colombian music or Anglo-Saxon music in English class? Why?

What did you learn about Colombia when studying any historical or literary figure in your classes?

Interviewer Notes: \_\_\_\_\_

GUIDE 4: International Perception

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Do you feel that music from your region motivates you more than foreign music to participate in English class?

What questions would you like to be able to discuss in English about the pre-Columbian and colonial periods?

What would you like students from other countries to know about our myths and legends?

How would you describe the image of Colombia that urban Colombian artists transmit internationally?

How do you think these historical or literary figures influence how we are seen from abroad?

Interviewer Notes: \_\_\_\_\_

GUIDE 5: Creative Activities

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Imagine an English activity based on a cumbia or vallenato song. What type of task would motivate you (debate, analysis, creative writing)?

How would comparing Colombia's history in English with that of an English-speaking country help you?

Do you think telling Colombian myths in English could change the way you see or understand them? How?

What advantages do you see in analyzing urban Colombian music lyrics in English to reflect on identity and gender?

How would you like to compare in English a Colombian historical figure with a figure from an English-speaking country?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 6: Everyday Colombian Themes

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What typical Colombian dish do you feel best represents your region or your family? Explain.

What sociocultural conflict theme (displacement, ethnic diversity, inequality) do you consider most relevant in Colombia today?

What do you understand by gender identity and diversity in your daily context?

What type of contemporary Colombian art (graffiti, muralism, cinema, music) feels closest to you?

What images or stereotypes about Colombia do you think are most common in international movies, series, or news?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 7: Personal Experiences

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Have you ever described a Colombian dish in English? How was that experience?

How would you feel reading testimonies or watching documentaries in English about sociocultural conflicts in Colombia?

How would you feel discussing in English topics related to pronouns, gender roles, or stereotypes?

How would you feel about describing and interpreting in English an urban art piece from your city?

Have you had experiences where people from other countries have opinions about Colombia? What do you remember about those situations?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 8: Cultural Reflection

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What cultural learnings do you think can be worked on in English from Colombian gastronomy?

Do you think talking about conflict and diversity in English can help you see these topics from another perspective? How?

What advantages do you see in working on gender and diversity themes in English within a university course?

What social or political themes do you think current Colombian art expresses that could be discussed in English?

How do you feel when speaking in English about stereotypes others have about Colombia?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 9: Practical Activities

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What type of activities would motivate you most to work on gastronomy in English (presentations, videos, reviews, etc.)?

What risks do you see in addressing conflict and violence topics in English (misunderstandings, discomfort, simplification)?

What support would you need from the teacher to feel comfortable talking about gender and diversity in English?

Do you think working with Colombian art in English helps you develop a more critical view of your environment? Why?

What resources (articles, videos, news) would you like to use in class to analyze how Colombia is represented from abroad?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 10: Cultural Valuation

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Do you think describing and explaining Colombian dishes in English helps you value your culture more? Why?

How would you like to participate in English activities addressing displacement cases or ethnic diversity?

What risks do you perceive in talking about gender and diversity in a second language like English?

What type of project about Colombian art in English would you be interested in developing (podcast, video, blog, virtual gallery)?

How would you like to respond in English to negative stereotypes about Colombia in front of students from other countries?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 11: Digital Resources

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

How would you like to use digital resources (videos, recipes, AI) to learn English through Colombian gastronomy?

What role do you think the teacher should play in guiding discussions about Colombian conflicts in English?

What skills do you think you can develop by discussing gender and diversity topics in English (empathy, listening, argumentation)?

How would you compare in English Colombian urban art with that of some city in an English-speaking country?

What strategies would you like to learn in English to respond critically and respectfully to stereotypes about your country?

Interviewer Notes: \_\_\_\_\_

GUIDE 12: Collaborative Projects

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What type of final product would you like to create about Colombian gastronomy in English (blog, video, brochure, etc.)?

Do you think working on sociocultural conflicts in English can strengthen your empathy toward other realities in Colombia? How?

Do you think these discussions about gender and diversity in English can change the way you relate to other people? Explain.

How would you like to present in English a contemporary Colombian artist you admire?

Do you think participating in English debates or collaborative projects with students from other countries could change their view of Colombia? How?

Interviewer Notes: \_\_\_\_\_

GUIDE 13: Linguistic Challenges

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What difficulties do you encounter when trying to explain in English cultural concepts related to Colombian food?

What limits would you set on the type of materials used to talk about conflict and violence in English?

What type of activities (forums, case studies, role-plays) do you consider most appropriate for talking about gender and diversity in English?

What feelings does seeing Colombian murals, graffiti, or performances explained in English generate in you?

What would you like international media to change in their way of representing Colombia?

Interviewer Notes: \_\_\_\_\_

GUIDE 14: International Comparisons

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

How would you compare Colombian gastronomy with that of some English-speaking country in an English discussion?

What personal learnings do you think you could gain from listening to Colombian conflict testimonies in English?

How does your personal experience influence the way you understand gender diversity when it's discussed in English?

How do you think Colombian art could help explain the country's reality to an international audience in English?

What role should Colombian voices play versus international sources when studying the country's image?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 15: Personal Stories

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What family stories related to food do you think could be useful for English writing or speaking activities?

How would you like the emotions that arise from working on conflict topics in English to be handled in the classroom?

What do you think about using examples from English-speaking media to talk about gender diversity and sexual orientations in class?

What type of artistic resources (videos, photographs, virtual exhibitions) would you like to explore in English?

Have you noticed differences between how Colombia is narrated from within versus from abroad? Which ones?

Interviewer Notes: \_\_\_\_\_

#### GUIDE 16: Evaluation and Reflection

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What type of evaluation do you consider fair when working on Colombian gastronomy topics in English (rubrics, projects, self-evaluation)?

Do you think addressing sociocultural conflicts in English can help you express your opinions more argumentatively? Why?

Do you feel heard when you share your opinion on gender and diversity topics in class (in any language)? What would you change when switching to English?

How would you feel about creating an "artistic tour" project of your neighborhood or city narrated in English?

What activities would help you critically question international news about Colombia?

Interviewer Notes: \_\_\_\_\_

GUIDE 17: Cultural Vocabulary

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What challenges do you face when using specific vocabulary for Colombian gastronomy in English?

What differences do you feel between talking about conflict in your native language versus doing it in English?

Do you think the language (Spanish/English) influences the words you choose to talk about gender and diversity? How?

What personal experiences would you relate to Colombian artworks that you'd like to explain in English?

How would you like students from other countries to describe Colombia after interacting with you in English?

Interviewer Notes: \_\_\_\_\_

GUIDE 18: Pedagogical Approach

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

How would you like the class to combine recipes, stories, and vocabulary in English to work on Colombian gastronomy?

How would you feel about participating in peace, memory, or reconciliation projects where part of the work is done in English?

How does the university context influence the way gender and diversity topics are addressed in English?

What role should creativity (videos, photos, texts) play when working on Colombian art in English?

How important is it to you to be able to explain the "other Colombia" that doesn't always appear in international news?

Interviewer Notes: \_\_\_\_\_

GUIDE 19: Technology and Learning

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What type of technological support (platforms, videos, AI tools) would you like to use to learn gastronomic vocabulary in English?

How do you see the relationship between learning English and better understanding Colombia's internal conflicts?

What positive or negative experiences have you had talking about gender and diversity in academic settings?

What relationship do you see between Colombian artistic movements and social struggles when analyzing them in English?

How would you like an international collaborative project in English about Colombia to be organized?

Interviewer Notes: \_\_\_\_\_

GUIDE 20: Professional Projection

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

In what way could working on Colombian gastronomy in English appear in your future professional life (teaching, tourism, business)?

Do you think conflict, displacement, and diversity topics should be mandatory in university English courses? Why?

What changes would you like to see in your English courses to address gender and diversity more deeply?

Would you like Colombian art to be a central axis in some English course in your program? Why?

If you could design a final English project to "retell" Colombia to the world, how would it be and which theme would you prioritize?

Interviewer Notes: \_\_\_\_\_