

**LINGUISTIC ATTITUDES TOWARDS LEARNING ENGLISH AS A FOREIGN
LANGUAGE IN A BILINGUAL PRIVATE SCHOOL IN BOGOTA**



LIZZIE PAOLA RIVERA ARIAS

PONTIFICIA UNIVERSIDAD JAVERIANA

FACULTAD DE COMUNICACIÓN Y LENGUAJE

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ABSTRACT

The Colombian government requires all schools to teach English. Even though all students learn English as a consequence of this requirement, the result is different for everyone. There are several varying aspects when it comes to learning English such as teaching methods (Montoya, 2012), parental involvement (Fewell,2010), the motivation behind learning the language (Carulla, 2006), and the experiences pupils go through during their schooling years (C y Morales, H et al, 2015). These details render English learning as a unique experience for all students, and they influence the way that language is perceived. In this context, this research study aims to find out the linguistic attitudes towards English in a private school, and the elements that influence their point of view. With this aim, twenty-four pupils as well as their English teacher answered questionnaires, then six female students and six male pupils took part in a focal group and their teacher was interviewed. It was found that students have positive linguistic attitudes towards English. Even though they reported to like how English is pronounced, most of them recognize that they are unable to tell between English accents. Students stated to be satisfied with their English classes and, they give great importance to learning English to get a job and travel around the world. Even though parents are also involved in their children's learning, there still needs to be more motivation coming from them.

Key words: attitudes, English, private, school, linguistics.

RESUMEN

El gobierno colombiano exige que las escuelas enseñen inglés. Si bien todos los estudiantes aprenden inglés debido a este requisito, el resultado varía para cada alumno. Existen muchas variables relacionadas con el aprendizaje del inglés tales como: Métodos de enseñanza (Montoya,2012) , el involucramiento de los padres (Fewell,2010) , la motivación del aprendizaje del idioma (Carulla,2006), y las experiencias por las cuales pasan los individuos durante su escolarización (C y Morales, H et al (2015). Todos estos detalles hacen del aprendizaje del idioma inglés una experiencia única para cada estudiante e influyen en el modo en que este idioma es visto. En este contexto, el objetivo de este trabajo de grado es ver las actitudes lingüísticas de un colegio privado e identificar aquellos elementos que influyen en el punto de vista. Con este propósito, veinticuatro alumnos y su profesora de inglés respondieron cuestionarios. Después, seis alumnos y seis alumnas hicieron parte de un grupo focal mientras que la profesora de inglés fue entrevistada. Se encontró que los estudiantes tienen actitudes lingüísticas positivas hacia el inglés. Si bien informaron que les gusta la pronunciación del inglés, la mayoría de ellos admitieron que no pueden distinguir los acentos. Los alumnos aprenden inglés para conseguir un mejor trabajo y viajar al exterior y este idioma no lo usan en entornos académicos, sino también en el tiempo libre. Los estudiantes declararon estar satisfechos con sus clases de inglés. Si bien los padres se involucran en el proceso de aprendizaje de sus hijos, se necesita que ellos motiven más a los estudiantes.

Palabras clave: actitudes, inglés, privado, escolar, lingüística.

RÉSUMÉ

Le gouvernement de la Colombie demande aux écoles d'enseigner la langue anglaise. Même si tous les élèves apprennent anglais grâce à cette demande, le résultat est différé pour chacun. Il y a beaucoup des variables liés au apprentissage de la langue anglaise tel comme : Les méthodes d'enseignement (Montoya,2012), la participation des parents (Fewell,2010) , la motivation pour apprendre la langue (Carulla,2006) et les expériences que chaque personne a pendant son scolarisation (C y Morales, H et al (2015). Ces détails rendent l'apprentissage de la langue anglaise une expérience unique pour chaque élève et ils modifient le façon comme cette langue est vue. Dans ce contexte, cette mémoire vise à déterminer les attitudes linguistiques à l'égard de l'anglais dans une école privée, ainsi que les éléments qui influencent leur point de vue. Dans ce but, 24 élèves ainsi que leur professeur d'anglais ont répondu à des questionnaires, puis six étudiants et étudiantes ont pris part à un groupe focal et leur enseignant a été interrogé. Il a été constaté que les élèves ont une attitude linguistique positive à l'égard de l'anglais. Bien qu'ils aient déclaré aimer la prononciation de la langue anglaise, la plupart d'entre eux ont déclaré d'être incapables de reconnaître les accents appartenant à ce langage. Les étudiants apprennent l'anglais pour plusieurs raisons. Cette langue est utilisée non seulement dans les milieux universitaires, mais aussi pendant les loisirs. Les étudiants ont déclaré d'être satisfaits de leurs cours d'anglais. Même si les parents

participent dans le processus de l'apprentissage de la langue anglaise de ses enfants, il faut qu'ils leur motivent plus.

Mots clés: attitudes, anglais, privé, école, linguistique.

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Introduction

Linguistics attitudes are linked to how languages, accents, and their speakers are perceived according to Carulla, C (2006). Such opinions are varied, and they are founded on different elements. The variety of factors that influence these attitudes makes it possible for the linguistic-attitude shaping process to take place without being aware of. In this context, this topic is a concern for second language learning. The relationship between linguistic attitudes and performance during classes is a subject that has been researched on for several years, and even if research studies may have varying results, they all agree that a positive linguistic attitude is vital to thrive.

The aim to understand how these attitudes are shaped, and how they influence students' performance guided this research study, and in this context, an investigation in a private school took place. In order to show the material this was based on, the methods, and the results obtained, the research study was organized as it follows: literature Review, problem, justification, objectives, theoretical framework, methodological framework, data analysis and conclusion.

Literature Review

The aim of this section is to describe the research studies, which were all about linguistic attitudes to English in different populations, that contributed to this inquiry. In this context, each research study will be categorized according to the context they took place in as it follows: colleges, elementary and high school. The name of the researches that were mentioned, the countries they

come from, and the places they were taken from will all be mentioned in the beginning of each category.

Linguistic attitudes towards English language learning in colleges and universities

On this section, three research students done in colleges will be analyzed. These research studies were: De Manzanilla (2008) “Actitud de los Estudiantes Universitarios hacia el aprendizaje del inglés”, Melhim, A (2009) “Attitudes of Jordanian College Students towards Learning English as a Foreign Language” and Fewell (2010) “An investigation of attitudes and motivation of college EFL students in a Japanese University”. These investigations focused on revealing the linguistic attitudes or beliefs university or college students have towards learning English, and they took place in countries, such as Venezuela, Japan, and Jordania. These investigations are organized according to their resemblance to this research study. The most similar investigations to this study are placed first, and the least similar ones are shown last.

De Manzanilla, B (2007)’s research study will be the first one that will be described in this section. That author interviewed six venezuelan tourism students. Half of these pupils attended “Instituto Universitario de Tecnología del Estado Trujillo” university whereas others went to “Instituto Universitario de Tecnología de Ejido” university with the aim to know their attitude towards the English language. They learned English as part of the curriculum. The results revealed that they

all regarded English as an important language because it enabled them to communicate with foreign people, be knowledgeable and access the internet. One of the contributions of this research to this study is in relation to the theoretical framework as it explains the relevance of this language in our modern society. For instance, according to De Manzanilla (2008), English is the language used in order to write a great amount of scientific papers, 75 percent of newspapers write in the aforementioned language, and English is considered the international language for science and technology. The other contribution to this research study is that it also mentions the existence of the three components of linguistic factors (behavioral, cognitive and affective), and it explains how linguistic attitudes are shaped.

The next investigation to be reviewed belongs to Fewell, N (2010)'s research study. This author surveyed forty-two Japanese students that attended Okinawa Christian Junior College. They were taking compulsory English classes. In order for this researcher to know the motivations behind English learning in that group of students and to find out their attitudes towards the aforementioned language, he had them answer questionnaires. It was found that most of them claimed that English must be learned because it enhanced access to high-quality education as well as good jobs. However, reasoning as to why Japanese students like learning the English language is not provided.

The contribution of the theoretical framework that the research study analyzed in this section to this research study is that parents are highlighted as a factor that is significant on linguistic attitude building. According to Fewell, N (2010), “Studies investigating parental influence on the attitudes of language learners have revealed reflective attitudes of their parents toward speakers of the target language. In a research on Anglophone students learning French in Montreal as a second language, Gardner (1960) found that parental attitudes towards French Canadians were identical to that of their children.” (n.p) This means that parents play an active role in children’s linguistic-attitude shaping as they pass on their own beliefs to their offspring, which render it necessary to take their perceptions into account in order to understand student’s linguistic attitude towards English.

The last research study that will be covered belongs to Melhim, A (2009). This researcher interviewed and asked 45 students who were majoring in English language in a Jordanian college to solve a questionnaire to find out both students' linguistic attitudes towards the English language and the reasons why these students majored in that language. The article states that their linguistic attitudes vary and so does their reasoning to study English. One of the contributions of this study to this research project is that it explains why English language is important nowadays. According to Melhim, A (2009) “The importance of English doesn't lie in the number of people who speak it but in the way they use it. (...) With the world steadily heading towards economic globalization it is essential that English is taught and understood around the world so that the average person can

keep up with current world issues.” (n.p) This information can be used to justify choosing this language as an object to be researched as well.

Besides that, the text not only mentions several types of motivations but also links them to linguistic attitudes. Melhim (2009) states that “Gardner and Lambert (1972) identify two related types of motivation, which are called instrumental and integrative. Students with instrumental motivation acquire a language for such reasons as to get a better job, to read technical material, or to study in the country where the language is spoken. Integrative motivation is held by students who want to join with "the culture of the second language group and become involved in social interchange in that group" (Brown 2000, 162). Motivation is regarded "as a key component of a model of language learning" (Spolsky 2000, 158)” (n.p). This means that understanding the reasons behind the English language learning is important if we wish to understand how a language is perceived. Besides that, by understanding why students are actually learning English, lessons can be modified, and it could be possible to understand either why students are engaged with the class or why they put little to no effort into it.

Having dealt with the investigations done in colleges, investigations done in primary school will be covered below.

Investigations carried out in primary level

The first research study that will be listed is “Creencias de estudiantes de primaria sobre el aprendizaje del inglés en un establecimiento educacional chileno”, which belongs to Díaz, C y Morales, H (2015). The next research study that will be mentioned is “¿El castellano, el quechua o el inglés? El porqué de la actitud de los estudiantes peruanos hacia estos idiomas” whose author was Herzfeld, A (2008). The last research study that will be dealt with in this section is “Evolución de las actitudes de alumnos ante el aprendizaje del inglés mediante el uso de la pizarra digital interactiva”, which belongs to Machado; P et al (2014). These research studies are organized taking into account their resemblance to this research study.

All of these authors carried out studies whose aim was to determine the linguistic attitudes towards the English language in primary students. In order to do this, the first two researchers analyzed pupils’ experiences regarding language learning in classes whereas the last researcher used a new teaching method (electronical board usage) and looked for changes in linguistic attitudes towards English before and after these electronic tools were used in the classes.

To start analyzing the investigations listed in this category, the study research done by C y Morales, H et al (2015) focused on chilean fifth, sixth, seventh and eighth grade students of a semi-public

school who learned English as a part of the school's curriculum. The aforementioned school is semi-public because it receives funds from the government; however, parents still contribute to its maintenance. The aforementioned pupils were interviewed in order to know their attitude towards English.

The results of this study indicated all students agreed that English is an important language, but their reasoning behind this statement varies as they reach higher courses: whereas fifth and sixth graders learned for amusement purposes, students from higher grades learned it so that they could increase their chances of getting a good education as well as well-paid jobs. It was also found that the higher the course, the lower the motivation level. Moreover, seven and eight graders had more negative experiences in their English language learning process than their counterparts. They also reported being afraid of their peer's mockery; therefore, they preferred not to participate very much in class in order to avoid making mistakes.

The contributions of this research project to this one are associated to the theoretical framework of this study since it gives a definition for the word 'anxiety', and how that word is associated with the language learning process. In this context, they quote Martínez (2005) and Messakimove (2009) to explain that the experiences that pupils have cannot be ignored because they can either motivate students to learn a second language or convince them not to keep studying that language

anymore. The importance of motivation and expectations in the language learning is mentioned as well. The authors of this investigation claim that anxiety in foreign language classes is a topic that needs further investigation.

The next research that will be explained is authored by Herzf, A (2008). This researcher carried out an investigation that focused on peruvian students. Some of them attended school whereas others were college students. All of them answered a questionnaire composed by 23 questions in order to find out whether students were motivated to learn quechua or English. Students were divided into groups according to both their educational level and whether their native language was Spanish or Quechua. All of these groups had differences regarding how they perceived language; however, they all agreed that English must be taught because speaking this language has advantages such as being able to enter into the workforce.

This investigation offers two contributions to this study's theoretical framework. It highlights the value of context when analyzing linguistic attitudes, and it shows how the reasoning behind learning a language can affect the linguistic attitudes towards it. The weakness of this study is that it mainly focused on the effect that globalization had in both language usage and attitude as well as linguistic prestige; leaving behind other potential factors such as perceptions on the English learning experience.

The last investigation that will be described on this part belongs to Machado, P et al (2014). These authors researched the effect of electronic whiteboard usage. In order to do this, they used this tool during three classes in a primary class of a public school whose students were Spanish children who lived in Badajoz and whose age was eight years old. Those whiteboards were used as a tool to teach vocabulary. Students answered questionnaires before the lessons began and after the last class ended. These questionnaires employed opened questions. It was found that the majority of students had a better attitude towards the English Language. However, this did not apply to all pupils.

The contributions of this research study are related to the theoretical and methodological framework of this study. Regarding the theoretical framework, the contribution of this research study to this investigation is that both the definition of linguistic attitudes and the way its components can be used to enhance foreign language learning experience are mentioned. In order to do this, Hart (1898), Koballa (1988) and Dörnyei (2003) are quoted. This study contributes regarding the design of surveys meant for children, as it states that it is necessary to use short questions and simple vocabulary.

Having described the research studies done in primary school, this section will focus on the investigations carried out in high schools.

Investigations carried out in High School

The investigations listed on this category are: Uribe, et al (2008) “Las actitudes del alumnado hacia el aprendizaje del inglés como idioma extranjero: estudio de una muestra en el sur de España”; Uribe, D et al. (2013) “Attitudes of Mexican American Students Towards Learning English as a Second Language in a Structured Immersion”; Devia, J (2011) “Percepción de educación bilingüe y lengua extranjera de estudiantes de grado once en la I.E.D Colegio Cundinamarca” and Montoya, A (2013); “La construcción de las actitudes lingüísticas: exploración en dos colegios bilingües bogotanos”. All of these investigations analyzed students linguistic attitude towards English language by examining their experiences during English classes in high school in Latin American countries: Mexico and Colombia. These investigations are ordered depending on their resemblance to this research study: The research study that is the least similar is shown first, and the last research study that is shown is the one that shares the most traits with this research study.

To begin with, the investigation done by Uribe, D et al (2008) will be described. These authors applied surveys to 177 students in third and fourth level of ESO (mandatory secondary education) who attended different schools located in Granada, Almería and Murcia with the aim to find out

their attitudes towards the English Language. They learned English as part of the curriculum. Out of all factors that were analyzed (gender, socioeconomic background, grades, material and attitude towards the teacher), gender and grades were the factors in which a significant difference was found. Both students, whose grades were higher than average and women, had a much more positive attitude to the English language than did their partners. Even though the general attitude towards the English language is positive, the sole reason why most of them study that language is because it is mandatory.

The contributions of this investigation to the methodological framework of this study are that it shows an example on how to design a questionnaire; it explains why English language is important in our current society. It is then necessary to analyze whether gender differences regarding language attitude are innate or acquired. The research also does not explain why people who learned English at an earlier age had a better attitude towards the English Language than did their peers who learned later.

The next investigation that will be explained in this category as according to these researchers, learning English nowadays is needed in order to be able to get good working opportunities, better resources to amuse, and a tool to communicate efficiently. Another contribution of this research study is that resources used in class during English classes are considered as a factor that builds language attitudes. Because it was not stated why women had more positive language attitudes

towards English, it remains unclear whether gender influences linguistic attitudes. Uribe, D et al (2013) studied linguistic attitudes towards the English language in Mexican-American students who were learning English because they took part in an immersion program which banned usage of languages other than English. That program took place in California. Students from eight to twelve grade took part on this research by answering a questionnaire composed of 71 questions that examined the elements that belong to the English class, gender and grades.

This research finding matches the results of the investigation done by Uribe, D et al in 2008: “Girls showed more positive attitudes than boys towards class assignments. Students with better grades, showed more favorable attitudes toward the teacher than students with lower grades” (p.217-218). This matches with the fact that in the study previously mentioned by this same author, women had better linguistic attitudes. Also, the fact that students whose GPA was higher had better linguistic attitudes compared to their classmates with lower grades is similar to their previous study. The difference with the study research that was previously mentioned by this same author is that they focused on a different context: One study focused on Spanish students that attended a regular school and the other focused on Mexican students who attended an immersion program.

This research’s contribution is that it shows that questionnaires are a valid tool to gather data in linguistic attitudes. The weakness of this research study is that it does not say why women and

those with higher GPAs had a better attitude towards English than their peers; rendering the relation between gender and grades with linguistic attitudes a topic to study in the field of linguistic attitudes. This research study highlights the relevance of gender roles in linguistic attitudes.

The next investigation to be mentioned took place in Colombia, and was authored by Devia, J (2011). This researcher focused on eleventh graders of a public school in Bogotá, Cundinamarca. She interviewed seven eleventh graders who took English classes as part of their school's curriculum on their perceptions of both language learning and bilingualism. Students agreed that they were not taught under a bilingual program. They all stated that they knew what second language is, but each student had a different way to define it. Yet, they all agreed that learning English is needed in order to access the workforce. This investigation contributes to the definition of bilingualism. Devia (2011), states that there is no such thing as a concept that can cover all the possible scenarios where bilingualism may be present, so she gives several definitions. She states that Hornberger (1989) places bilingualism in a broad range of contexts that go from fully mastery of two languages to barely knowing them. She also explains the impact of linguistic attitudes toward the English Language.

Montoya (2012) gives several pieces of advice for those who want to do further research. She says it is necessary to do research with more students. Future investigators must explain clearly which

factor and elements are related to English Language, but she doesn't explicitly state any factor to research on. Also, it is necessary to use another method along questionnaires. The author regards enquiring about the categorization used in factors that originate linguistic attitudes towards English and Spanish as a definition given to the word bilingualism by the Colombian government in the national plan of bilingualism makes reference to the different degrees of domain in which an individual can communicate in a language and a culture. As that concept is compared with second language learning, it is possible to explain the differences among them through this research study.

The last investigation to be dealt with on the literature review section belongs to Montoya, A (2013). That author analyzed linguistic attitudes towards the English language and Spanish eleventh graders who were attending bilingual schools (Colegio José Manuel Restrepo I.E.D (JMR), and Colegio Bilingüe de la Universidad del Bosque) located in Bogotá. One school was public and the other private. In the second school, English was taught more frequently, and students belonged to a higher socioeconomic status. It was found that English usage in students who went to the private school goes beyond the English classes and they preferred that language over Spanish. The majority of people interviewed claimed that English was the most important language in the world. Not speaking that language is seen as a disadvantage in both schools. Whereas students in the private school learn English for practical purposes, pupils in the public school learn it due to its prestige. Media and Technology are elements of vital relevance in the shaping of

students pic that needs to be analyzed. As the study research that was explained in this paragraph shares many similarities with the objectives of this study, its contribution towards the study is that it works as a guide to set both the theoretical and methodological framework.

To conclude the literature review, it is possible to say that overall speaking the research studies contributed to this study by mentioning several factors that play a role in linguistic attitudes such as grades and the relationship between teachers and students. The methodologies used to do research on linguistic attitude were stated as well: Whereas some students, parents and teachers were chosen to answer questionnaires, others were interviewed. The same procedure took place in both schools. However, it was found that there are very few investigations that take parents into account when analyzing linguistic attitudes.

Statement of the Problem

The aim of this section of the research study is to describe the state of the art regarding English in Colombia. With this aim, the following order will be shown: The first topic to be covered is the relationship between linguistic attitudes and the quality of education. By doing this, it will be possible to identify if such a relationship exists at all, and if so, describe how it works. Then, English language proficiency among students in Colombian schools will be covered. This will make it possible to see both how fluent pupils are, and if this level matches expectations set by the

government. Having done this, English in private Colombian schools will be covered. Such procedure will render it feasible to compare students' English level in both public and private schools. Later, English teaching in Colegio Emilio Valenzuela will be analyzed. By doing this, the methodology used in the school as well as the expectations set for students can be dealt with. This section will end by covering the English level of seventh graders in this school so that their fluency can be known, and to find out if it fits Emilio Valenzuela's expectations.

To begin with, linguistic attitudes towards foreign languages are associated with the quality of education students receive. This quality is associated to both the amount of resources schools spend on language teaching and the excellence these elements possess. For instance, time invested on language learning plays an important role on language attitude shaping. Montoya (2012) states that: "if an individual is in touch with a particular language or dialect, he will show better linguistic attitude towards it than the attitude he would have shown if he had not had any contact with it" (p.20).¹ This means in order for a language to be relevant for pupils, it is vital that it be taught frequently, not sporadically. This relevance works as motivation to learn the language. For instance, if a student has to learn the language in order to get better opportunities when joining the workforce, living abroad or interacting with foreign people, then the language will be seen as a

¹Quote translated from spanish: "si un individuo está en contacto con una lengua o dialecto en particular, demostrará mejores actitudes hacia esa lengua o dialecto que si no han tenido contacto alguno con ella o él"

need. However, if a student does not get to use the language he learns, then the classes will be seen as pointless. It is possible then to affirm that schools in which positive linguistic attitudes towards English are prevalent, ongoing English usage is encouraged, and the relevance of this language for students goes beyond the classroom.

In the context of foreign language learning, the quality of the resources as well as the way that they are used are factors that influence linguistic attitudes. Moreover, according to Montoya (2012) “Students of medium and high socioeconomic status had better resources and facilities to learn languages in and outside the university; therefore, the learning process was pleasant to them and they were more motivated”² (p.20). This implies that in order for students to have positive linguistic attitudes, the resources that are present in an educational place must be used properly. They must arise interest in students and address their needs. As for the classroom, it must be a space that encourages learning. This means that there are enough chairs for each pupil, and all the elements in the classroom are neat, still work properly and are not outdated. It is possible then to say that resources can’t be overlooked when analyzing the linguistic attitudes towards a language as they are the tools used to make English learning in classrooms feasible.

² The original quote was written in Spanish: “los estudiantes de nivel socioeconómico medio y alto tenían mejores recursos e instalaciones para aprender idiomas dentro y fuera de la universidad, por lo cual el aprendizaje les parecía más agradable y estaban más motivados”

When it comes to Colombia, the English Language Learning process in schools is determined by The National Board of Education. Their goal regarding language is that all Colombians be bilinguals. According to the British Council (2015):

The PNB (Plan Nacional de Bilingüismo, which is the document used as a guide to set norms and standards to English Language teaching in Colombia) aimed to make Colombia a bilingual state by 2019. The reform differed from its predecessors in terms of its breadth and duration: this policy applies to all levels of education, from primary to university, and affects both teachers and learners (p.15).³

This implies that the goal is that Colombian people master both English and Spanish language. In the context of an environment where learning English is important, the goal will be accomplished by following the procedures in the National Bilingualism plan.

As for the regulation mentioned before, the text “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” (2006) explains the parameters regarding the learning and teaching of foreign languages in Colombia. The aim of teaching English according to the Board of Education is: “To introduce the country into universal communication processes; global economy and cultural

³ Quote translated from Spanish. The original quote says: “El reconocimiento de la importancia de una lengua extranjera, en este caso particular el inglés, llevó al Ministerio de Educación Nacional a implementar el Programa Nacional de Bilingüismo como estrategia para el mejoramiento de la calidad de la enseñanza del inglés en Colombia y como una estrategia para la promoción de la competitividad de nuestros ciudadanos”

openness” (p.6).⁴ This means that the idea is to render Colombians capable of thriving in a globalized world, and learning English is seen as a tool to achieve this. In this context, The Common European Framework of Reference for Languages is used in order to set standards regarding English knowledge. Students are expected to finish high school with a B1 level whereas those who are majoring in college to become language teachers are to reach at least C1 level. As for sixth graders, which is the grade of students whose linguistic attitudes toward English are to be analyzed in this research study, they are expected to reach A2 level.

In spite of the National Board of Education standards, English level in Colombia is low. According to Mejía-Mejía (2016): “Recent studies have shown that English Level in Colombia is very low,(...) ⁵Nowadays, most Colombian students belong to A- level in the Common European Framework. This means that student fail to reach a basic knowledge of English” (n.p). This shows that it is possible that the goals set by the National Board of Education will not be accomplished as there is still a huge gap between students actual level and the level that the board of education expects them to have. It can also be said that most Colombian students develop linguistic attitudes towards a language that they barely know.

⁴Quote translated from Spanish. The original quote says: “insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural”

⁵ Quote translated to English “Estudios recientes han reflejado que el nivel de inglés es muy bajo en Colombia,(...)”

Even though the PNB states the same standards for all schools, there is an inequality related to the students' English level. Those students who attend private schools have a higher level of English. According to Sánchez - Jabba (2013), Consistently, eleventh grade students that attend private schools get better results than do their counterparts that study in public schools, statistically speaking. This breach is significantly higher in any level, and it is associated with the difference in the quality of education between public and private schools as the last type of school generally speaking offers a better quality of education.(p.16)".⁶ This breach demonstrates that overall speaking, private schools use better quality resources and their students get to have more opportunities to use the language in their classroom, especially as these schools' curricula generally dedicate more hours to English learning and teaching certain subjects in English.

According to the British Council (2015): "Private schools generally have more and better resources, including better-qualified English teachers, language acquisition in these schools - as

⁶ Quote translated from Spanish. The original quote says: "Consistentemente los bachilleres de colegios no oficiales obtienen puntajes que se encuentran por encima de aquellos obtenidos por los estudiantes de colegios oficiales. Esta brecha es estadísticamente significativa a cualquier nivel de significancia y se relaciona con la diferencia en la calidad educativa entre estos tipos de colegios, ya que en Colombia generalmente los colegios privados ofrecen una educación de mejor calidad"

measured by SABER⁷ test scores - is generally more successful. Around 18 percent of primary students, 19 percent of lower-secondary students and 23 percent of upper-secondary students are in the private sector.” This means that a minority gets to have the best quality education. This minority gets to use English in classes and chances are they will use it to either travel abroad or get jobs when they finish their studies. Due to their resources and the quality of their teachers, it is possible to say that they study in an environment that sets pupils to succeed: having high-quality teachers means that pupils are taught by people who have the academic background to be able to properly plan and teach classes. Employing high-quality resources implies that students comfort is taken into account, and they have materials that can help them solve any question they may have outside English Classes.

Once English level in private schools was stated, Fundación Colegio Emilio Valenzuela, the place that is being enquired about on this research study will be covered. In this school, learning English is mandatory. This institution is a private school aimed at students whose socioeconomic status belongs to medium-income class or higher. Students take English classes since preschool. When they reach eleventh grade, they have to take proficiency tests in order to demonstrate that their English level matches the school’s expectations (B1 Level), which matches with the government’s

⁷ Saber is a multiple-choice exam that is taken by eleventh grade students. By doing this, they get to graduate and go to college. The government uses this test in order to asses schools and rank them according to how well their pupils did.

expectations. According to the Manual de Convivencia⁸, failure to achieve good results on this exam is punishable. Moreover, it allows the school to prevent those who don't accomplish that goal from graduating with their peers.

Because seventh graders are the population that will be studied, they will be described. In order to fulfill requirements to graduate, the researcher observed them for sixth months while they were attending sixth grade, and they were later taught by the author of this study twice a week for sixth months. The book as well as the materials used in the classroom made it possible to find out that they were expected to reach A1 level at the end of the course. Taking into account that the National Board of Education expects sixth graders to reach A2 level, it is possible to say that their English level is lower than the one expected by the government.

The situations described above serve as a guideline to ask the following research question:

Research Question

What are the students and teachers linguistic attitudes towards the English language at Colegio Emilio Valenzuela School?

⁸ "Manual de Convivencia" is a document in which the guidelines set to run any given school and the reasoning behind them are written; therefore, a description of the goal of the education that is given to the students; the rules that are to be followed, and the punishments that can be given to those who fail to comply are described.

Justification

The objective of this section is to prove reasoning to carry on with this research study. In this context, the text will be organized as it follows: First of all, the text will explain why analyzing students linguistic attitudes towards foreign languages is deemed as important. Then, reasons to inquire about linguistic attitudes towards English language will be provided. This will be followed by giving arguments to investigate about linguistic attitudes towards English in private schools. Finally, this section will end by focusing on why scrutinizing on linguistic attitudes toward that language in Emilio Valenzuela School and its seventh graders is done in this research study.

There are several reasons why analyzing linguistic attitudes towards second language learning is needed. To begin with, students are unique beings with different wishes and thoughts; therefore, all of them have different reasons to learn. According to Carulla, C (2006): “Research done when there is linguistic contact among two or more linguistic groups show that their motivation to learn a language determines their degree of fluency⁹” (p.124). This means that by identifying those motivations associated with higher grades, the curriculum could be modified in order to effectively address students needs and wants which would eventually result in an increase of English level

⁹ Quoted translated to English. The original quote states: “las investigaciones realizadas en situaciones de contacto lingüístico –de dos o más grupos lingüísticos–, muestran que el tipo de motivación que tienen los sujetos determina su grado de competencia lingüística.”

among all pupils and the fulfillment of the foreign language level required by the Colombian government.

Another reason to analyze linguistic attitudes is because they influence the student's learning process. According to Lambert quoted by Carulla (2006), the better the attitude towards a language is, the better the results students will obtain. This implies that students who have a positive view towards a certain language are settings to success whereas their peers that hold negative perceptions are risking failure. By identifying the attitude students hold, measures such as identifying the source of negative attitudes and looking for ways to fix it can be taken in order to implement changes. This could reduce the number of students who fail English classes due to their attitude by improving the way English learning is promoted. With this aim, language learning is associated with the elements that positively influence student's linguistics attitudes.

When it comes to English, it can't be left unsaid that it is the current lingua franca. This fact renders learning this language is a requirement for those who want either to thrive in the workforce or to communicate with people across the world regardless of their native languages or cultural differences. According to Melhim, A (2009):

There is absolutely no doubt that English is the international language in the world today, it is second (...) in terms of the number of people who speak it, but second to none in terms of the

number of people learning it. It is currently the primary language used on the World Wide Web, in the political and business arenas. It has even become the language of today's pop culture. Therefore, no one disagrees that learning English is important. (...) in many regions of the world where English is not the native language, it is still widely spoken and integrated in the curricula of educational institutions. (n.p)

The quote mentioned above shows that failure to speak English is a hindrance in several fields. For instance, because English is the primary language of the world wide web, those who speak other languages are forced to either wait to get delayed information or accept that there is data that won't be reachable to them. Due to the importance that the English language has in the business arena, an individual may risk being relegated for promotions as well as losing their current jobs. A business whose aim is to become international may lose several clients if its employers don't speak English. Not being able to communicate in the current lingua franca means that the chances of speaking to people across the globe will be drastically reduced.

When it comes to Colombia, the only foreign language that must be taught by law in schools and colleges is English. According to Colombia Aprende (n.d): "The article 21 of the General Law of Education (Law 115 of 1994) states that educational institutions must offer their pupils foreign

language classes starting from basic levels”¹⁰. The British Council (2015) adds that: “The PNB¹¹ required English teaching to begin in primary school and follow a chartered trajectory in terms of the attainment of different levels” (p.15). This bilingualism plan, mixed with the value of this language worldwide, are the reasons why English was chosen as the object of study instead of other languages.

This research focuses on a private school rather than a public one because bilingualism is more consolidated on private schools. According to Devia (2011): “It can be said that bilingual education is more associated to private schools because in some public schools bilingualism is promoted, yet what actually takes place is foreign language teaching. That type of teaching and bilingualism belong to two education models that are very different,”(p.20).¹² Studying English attitudes in private bilingual schools makes it feasible to check if bilingualism in the school influence on the student's linguistic attitude towards English. Because in private schools English is taught for more hours per week than public schools, pupils have more contact with the language as well as more experiences related to learning it, which are factors that are required to be able to develop a

¹⁰. Quote translated from Spanish. The original quote says the following: “El artículo 21 de La Ley General de Educación (Ley 115 de 1994) dispone que los establecimientos educativos deban ofrecer a sus estudiantes el aprendizaje de una lengua extranjera desde el nivel básico”

¹¹“ PNB: Plan Nacional de Bilingüismo”.

¹² Quote translated from Spanish. The original quote says: “La educación bilingüe se podría decir que está más asociada a los colegios privados ya que en algunos colegios públicos se promulga la educación bilingüe pero se imparte la enseñanza de una lengua extranjera, dos modelos educativos muy diferentes”

linguistic attitude. Besides that, analyzing linguistic attitudes in private schools also make it possible to estimate how these attitudes could be affected in public schools where English language is not taught with the same frequency, and materials used don't match those used in private schools. Taking this into account, the researcher wanted to analyze linguistic attitudes in public schools and compare them with those of private schools. However, it was only possible to reach out to a private school such as Fundación Colegio Emilio Valenzuela.

Having explained why this research will be done in a private school, the Fundación Colegio Emilio Valenzuela will be described. This school is a private and bilingual school. They co-educate pupils, which means that children are taught in separate classes according to their gender. The reasons to study the linguistic languages towards English in this school is that English language is taught daily and in all courses, students have ongoing contact with the English language; which means that they have enough time through the years to establish a solid opinion on the aforementioned language and the way it is taught. As it was previously mentioned, the school is bilingual; therefore, by determining the linguistic attitudes towards English, it is possible to check how successful bilingualism in this educational institution has been.

Students are to be taken into account when investigating whether a bilingualism process is successful. This is the reason why linguistic attitude towards English in seventh graders will be

checked on. It is important to highlight that at the age range students are currently located, attitudes start to solidify. Moreover, according to Baker, who was quoted by Carulla, C (2006) when people turn around twelve years old, their attitudes arise, and these attitudes are established during their teenage years. The age range of the students whose linguistic attitudes will be analyzed belong to this frame. This means that students are in the age where their linguistic attitude is shaping. Hence, teachers are still able to get students who have a negative linguistic attitude to modify it before it is fixed on pupils' mindset. Besides that, because parents interact with their children since their birth, they also influence linguistic attitudes. This is the reason why parental role will be investigated through the students and teachers' eyes.

Another reason to study the linguistic attitudes towards English in this population is that doing this can help to better understand both the way children shape their attitudes and the factors that play a role on them. Teachers are to be taken into account because according to Fawell (2010) "the teacher has a central and critical role, although extremely challenging, that can be used to promote positive attitudes and encourage and develop motivation leading to a more productive L2 learning environment." (n.p) This means that teachers influence on the linguistic attitudes of their pupils, whether it is positive or negative. It is necessary to find out if that attitude stems from a positive or negative perception towards the teacher when looking at the linguistic attitude of a student.

For Emilio Valenzuela School, this research is important due to the following reasons. Researching about student's attitudes towards English in that school enables their directives to find how the methodology employed in English classes influences students language learning. As this research takes into account several factors that affect the shaping of linguistic attitudes, the school can see both the aspects of the language learning process that are positive to them, and the elements that are regarded as hindrances.

This particular research also can help the school to find out how students perceive linguistic attitudes and have parents know them. This can be used so that parents support their children's English learning process. Also this research can help establish a relation between academic success and linguistic attitudes towards the English language. By doing this, the school can better analyse both success and academic failure cases. This could enable that educational institution to better tackle failure cases by modifying or avoiding the elements that are a hindrance to the English language Learning process.

To sum up, there are several reasons why doing this research is important for me as a future language teacher. This research allows me to acquire a theoretical framework to shape my teaching methods so that they encourage positive linguistic attitudes towards English in students. Also, by doing this research study, I aim to meet students needs without leaving the curriculum behind by

knowing their motivations to learn English. I also expect to identify both possible problems that are present among those who have negative linguistic attitudes and feasible ways to solve them as a teacher.

Objectives

General Objective

To determine the students and teachers linguistic attitude towards the English language in seventh grade students that attend Emilio Valenzuela School.

Specific Objectives

1. To determine seventh grade students and teacher linguistic attitude towards English Prestige.
2. To determine seventh grade students and teacher linguistic attitudes towards the learning of English as a second language.

3. To determine seventh grade students and teacher linguistic attitudes towards materials used in class.
4. To determine seventh grade students and teacher linguistic attitudes towards their teacher.
5. To determine seventh grade students and teacher linguistic attitudes towards their motivation to learn English.
6. To determine seventh grade students and teacher linguistic attitudes towards English Usage.
7. To determine seventh grade students and teacher linguistic attitudes towards parents role in learning English.

Theoretical Framework

In this section, the concepts as well as investigations this research study is based on will be explained. With this aim, the theoretical framework will be organized in categories, *applied linguistics* being the first of them. In this context, that concept will be explained. This will be followed by mentioning the branches that belong to it..Then, applied linguistics will be connected to the following concept: *linguistic attitudes*. In this grouping, an explanation of what they are will be given. Then, reasoning to inquire about this type of will be provided, and the text will mention the factors that influence them. Having done this, the section will end by covering the current situation of linguistic attitudes towards English in private colombian schools and analyzing

how the aforementioned language is taught at Emilio Valenzuela school, which is the institutional education chosen to do this research study.

Applied Linguistics

This concept is defined by the Eurasian Applied Linguistics Society (2018) as: “is an interdisciplinary field of inquiry that addresses a broad range of language-related issues in order to understand their roles in the lives of individuals and conditions in society.” (n.p). The extensive number of topics that applied linguistics covers has rendered it difficult to reach a unanimous definition during its history. However, the aspects mentioned in the definition provided above are generally accepted as characteristics.

This field of linguistics came into existence in 1949 according to Grabe (2010). He states that this is accurate as that was the year where the first issue of *Learning: A Journal of Applied Linguistics* was released. During this decade, applied linguistics was linked exclusively to second language teaching. The range of topics that this field of study covers broadened during the 1960s and 1970s. According to Grabe (2010), during that last decade the following topic made part of applied linguistics scope: language assessment, second language assessment, L2 literacy, multilingualism, language-minority rights, language policy and planning, and language teacher training. It was also during this time when a separation between applied linguistics, formal linguistics and sociolinguistics took place.

The aforementioned separation had four major consequences which according to Grabe (2010) were the following: Being aware of socially situated contexts was regarded as an element needed for inquiry and exploration purposes; there was an arousal in the need to regard language as functional and discourse-based ; and it was acknowledged that it was vital to recognize and apply a huge range of research tools and methodologies when addressing locally situated language problems. These consequences changed the way applied linguistics were perceived, and they modified the methodologies used in this discipline.

These consequences also impacted how applied linguistics were perceived during the 1980s, époque when this discipline further evolved. This evolution also took place in the 90s. In this decade, a new trend regarding applied linguistics perception took place. According to Grabe (2010), they were seen as a discipline that incorporated several subfields and relied on many supporting disciplines beyond linguistics. He also added that “combined with these two foundations (subfields and supporting disciplines) was the view of applied linguistics as problem driven and real-world based rather than theory driven and disconnected from real language use data.” (n.p) These perceptions lead the way this discipline is seen nowadays. Further evolution would take place in the 2000s.

As it can be noticed from the history of applied linguistics, several disciplines have been related to that discipline. According to Aziz (2008), bilingualism and multilingualism, computer-mediated

communication (CMC), conversation analysis, language assessment, literacies, discourse analysis, language pedagogy, sociolinguistics, second language acquisition, language planning and policies, pragmatics, forensic linguistics, and translation are the main branches that are associated to applied linguistics. According to Karaas (2008), historical linguistics, sociolinguistics, psycholinguistics, ethnolinguistics, computational linguistics and neurolinguistics are the most common interdisciplinary branches that belong to applied linguistics.

What all these branches have in common is that they solve daily life problems that are associated with language, and they require the aid of discipline different from linguistics, as linguistics itself cannot solve these issues. The variety of matters to be solved is wide, and they can be placed in several categories. In this context, because sociolinguistics is the discipline associated with linguistic attitudes, the text will later on focus on that discipline.

According to Grabe (2009), language assessment problems, language contact problems, language inequality problems, language learning problems, language pathology problems, language policy and planning problems, language teaching problems, language and technology problems, language translation problems, language use problems and literacy problems are problems applied linguistics works on.

All of the problems that were previously covered both highlight the interdisciplinarity of applied linguistics, and require the intervention of the different branches of applied linguistics that were

previously mentioned in order to be solved. It is possible that due to the nature of applied linguistics, more problems as well as major fields of studies are added to applied linguistics in the future.

Regarding linguistic attitudes, because these problems are interdisciplinary, it implies that linguistic attitudes influence in several fields. Furthermore, in any given situation where thoughts about a language or the way to handle it, linguistic attitudes are present. This means that even though this research study focuses on schools, linguistic attitudes can be analyzed in a variety of contexts.

Applied Linguistics and Second Language Teaching

Having described what applied linguistics is and its branches, the relationship between that field and language teaching will be briefly covered. As it can be seen above, the connection between them has existed ever since applied linguistics came into existence, and it has changed in two main ways. According to Wang, M (2014) applied linguistics gives the teacher the tools to decide the suitable approach to teach languages, and this discipline not also shows that there is a plethora of methods to teach languages, and but also makes it possible for the teacher to pick the most suitable one. This means there is a wide variety of teaching methodologies, and applied linguistics helps teachers to choose the right one for them.

Linguistic Attitudes

This part of the theoretical framework will focus on the main concept of this research study: linguistic attitudes. With this aim, an explanation of what these attitudes are will be provided. Then, the text will provide reasons to explain why these attitudes are studied, and the factors that influence them will be described.

To begin this section, the concept of linguistic attitudes will be defined. According to Moreno quoted by Carulla (2006): “Linguistic attitudes are a manifestation of individual’s social attitude, and is characterized because they focus on specifically to the language as well as the way society employs it. When we speak about “language”, we refer to any linguistic variety” (p.1). This quote shows that linguistics attitudes are collective, and individuals reflect the perceptions they acquire from the society they live in. These attitudes can be studied among students of foreign languages, their parents, language teachers, and native speakers of a language.

Such attitudes have been inquired about since the 20th century. Edwards and Potter (1992) explained that during the decade of the 1950s, it was believed that linguistic attitudes were steady cognitive representations that included opinions, feelings and predispositions. Only quantifiable variables that generated certain actions towards languages or accents were taken into account. In this context, Schiffman (1988) states that back then languages were not seen as a mental activity.

During that decade, the aim of the study of linguistic attitudes was similar. However, as perceptions on this topic changed, so did the tools used to research on them. The conception about these

attitudes as well as the techniques to study them have been modified in order to fit in with those changes.

When talking about language, a positive attitude is associated with having feelings such as pride for an accent or language whereas negative attitudes are associated with feeling rejection towards a language or accent. This can be present in just one individual or in a society as a whole, and this may have different sort of consequences. These attitudes, whether they are positive or not can be over or cover according to Schiffman (2013). In this context, in the first case, they are openly exposed whereas in the second case they aren't.

Linguistic attitudes have three components: affective, behavioral and cognitive. The first component makes reference to the feelings about the attitude object. Salazar y Pérez (s.f) state that “the affective component implies the regard and judgement of different accents of a speech community by expressing either positive or negative feelings towards them.” Such attitudes may arise due to different reasons, and they can either benefit a language or harm them.

The next component to be explained is the behavioral component. It deals with the way people react towards any given language or accent. Regarding this component, Salazar and Pérez (2012) state that “the behavior of the individual is not limited to the behavior. What is said, and what it seems that he will do.” (n.p).The behavior can be present not only in educational institutions but in any context where regards to a particular accent or language are implied. Behavior towards a

certain language does not arise spontaneously as it is heavily influenced by society. In this context, it is necessary for schools to take into account how society as a whole reacts to a language before teaching it. By doing this, potential problems can be spotted and solved before they become a hindrance for language learning.

The last component to be described is the cognitive component. It deals with beliefs about the attitude object. According to Makuc, (2011) quoted by Salazar and Pérez (2012) states that the “cognitive component implies the acknowledgement and usage of linguistic items that belong to the speech community.” (p.5) Arroyo (2002) quoted by Salazar and Pérez (2012) says that this component is the most important because knowledge, prejudice, linguistic conscience, stereotypes, beliefs and prestige belong to it. Because of what has been mentioned before, it can be said that the information gathered in this component is necessary to fully understand how language is perceived not only by an individual, but society as a whole. By comprehending this, a description of how language works in a society can be provided. When this is done, educators can implement strategies to modify society’s way of thinking as a whole if needed, and it makes it possible to design educational materials that better fit society's needs and mentality.

Why linguistic attitudes are studied

Having explained what linguistic attitudes are, reasoning to study them will be provided. Language is present in many fields, and so are linguistic attitudes. In this context, the reasons to

research on linguistic attitudes covered in this section are related to how these attitudes can influence in aspects where language is needed in order to solve an issue.

The first argument given to inquire about these attitudes is political. In this context, linguistic attitudes influence not only the status languages but also how language teaching will be approached in the future. According to Olate, A et al (2010): “Linguistic attitudes accomplish a significant role in the process of spreading linguistic changes; defining speech communities; shaping usage patterns as well as social evaluation, and, generally speaking, a wide board of phenomena regarding linguistic changes in society”(n.p). This implies that because language is associated with identity, it is feasible to understand a culture and the way it was developed by studying linguistic attitudes. Another deduction that can be obtained from the quote mentioned above is that those languages and accents that are judged positively will keep being used whereas those that are judged negatively may face disappearance. Because linguistic attitudes may change, people may swap from positive linguistic attitudes to negative ones. The opposite may also happen.

The next justification to study linguistic attitudes is also political: They affect language policies. According to Schiffman (2013) “attitudes that may not be overt may still be covert; they may affect the implementation of policy and cause it to fail. Or results may be obtained that were not anticipated or predicted (...), resources may be wasted, no changes result, with perhaps even backlash against the policy.” (n.p) This means that in order for a language policy to thrive, it has

to be coherent with the way it is perceived. Because linguistic attitudes are not generated spontaneously, their changes are not sudden. This has to be taken into account when implementing a policy that can potentially change how a language or dialect is perceived in a society. In Colombian context, the PNB (2006) states that the main objective to have students learn English is “to introduce the country into universal communication processes; global economy and cultural openness” (p.6) This means that the attitude towards English that is fostered by this programme is that this language is a vital tool to thrive in modern society.

The last reason to research on linguistic attitudes mentioned on this research study is related to education. influence how successful the language learning process can be. According to Carulla (2006), there is a relationship between attitudes and motivation: regardless of how smart a person is, motivation is related to higher proficiency levels. This means that in some cases, failure can be traced to a negative attitude towards the language that is being studied. No attitude arises spontaneously, but there are several reasons behind it. Studying linguistic attitudes is needed in order to both understand those reasons and to be able to design plans to turn them into positive ones. Depending on elements such as teaching methodology, educational institutions may engage students or may discourage them from learning foreign languages. For instance, it is important for any educational institution to reflect on its own role so that it actually becomes a positive linguistic attitude shaper. However, this doesn't always happen. Even though methods to teach English are

commonly enquired about, motivation and attitudes toward English are not generally researched on.

To sum up, linguistic attitudes heavily influence on foreign language policies and language learning. Taking linguistic attitudes into account would benefit the fields mentioned before, as Colombian foreign language policies could be more successful, and classes would thrive to better address student's needs and interests.

Factors that affect linguistics attitudes

Having explained why linguistic attitudes are studied, the research study will now focus on the factors that influence them. These factors are the following: Linguistic prestige, linguistic prejudice, teachers, parents and motivation.

The first factor that affects linguistic attitudes to be analyzed is *linguistic prestige*. This is defined by Hernández-Campoy, who was quoted by Salazar (2011) as it follows: "Prestige in sociolinguistic is a linguistic behavior that is motivated by social attitudes that are adopted towards specific linguistic usages that refer to the status that some dialects, accents and linguistic features acquire as a result of a subjective reputation that can be acquired or attributed" (n.p). This implies that those languages and accents that are regarded as prestigious may eventually take over those who are not considered as important. Because linguistic prestige is merely subjective, it is necessary to take into account the context where this topic is researched on.

The next linguistic factor to be analyzed is *linguistic prejudice*. Hudson, defines it as “the habit of employing social cues as a source of information (...) People evaluate others in a positive or negative way because values are usually associated with non-linguistic features that are implied”. Taking into account what has been stated before, it can be said that linguistic prejudice can negatively impact on both languages and accents, for if they are frowned upon, they risk being replaced and eventually dying out. Such is the reason why when this prejudice is present and actively encouraged, linguistic diversity becomes almost impossible. Because linguistic prejudice implies having a negative perception towards either speakers of a language or users of a certain accent, it can also lead to discrimination towards certain groups. Such rejection can be present in different ways, and it may range from mocking to open persecution.

The next factor to be analyzed is needed to understand how linguistic attitudes are spread, and it refers to *parents*. Adults that take on parenting duties not only provide shelter and clothes, but they also pass on their set of values. These foretasted values cover several aspects, language being one of them. According to Carulla (2006), the relationship between parental and children's linguistic attitude is important, and attitudes may be shaped before language teaching in schools take place. This means that the process of linguistic attitude shaping is not done by the school alone as children pick on values their parents teach them. Those are reasons why parental influence can either contribute to a student's success or failure; however, parents may be unaware of how this can influence their children's language learning process thus it is necessary for those who have children

to reflect on the message they send. When it comes to teaching, parental involvement is vital in order for pupils' language learning process to be successful.

The following factor that will be covered in this section is *motivation*. When speaking about language learning, this factor associated with the reasons why it takes place. According to Lambert, quoted by Carulla (2006), there are two types of motivation: instrumental and integral. The first type is present when an individual learns a language due to practical purposes, such as getting a job whereas the second type appears when the study of a language is done in order to connect with a culture. Integral motivation is associated with higher proficiency levels.

It can be said that learning is possible in both types of motivation, but feelings of identification with the language enable better learning. Because of this, even though instrumental motivation is valid, it is advised not to exclusively foster this kind of motivation when it comes to second language learning, for when the learning process is exclusively driven by instrumental motivation, it is prone to end the moment the objective to speak it is achieved.

According to Carulla (2006) parents may occupy an active or passive role when it comes to their offspring's motivation. The first type role is present when a parent actively encourages his children to learn a language. The second role is present when negative views about the community or the language that is spoken are passed on to children. This is the reason why parental support is needed in order for second language learning process to be optimal, and with the aim to completely

understand students perception on any given language, it is vital to understand how parents influence in their learning process. By understanding how engaged parents are in their language learning process as well as the role they fulfill in this context, it is possible to understand why students are motivated or disengaged.

The last factor that will be considered when assessing linguistic attitudes toward English is *teachers*. They are the professionals who are trained in order to effectively pass on their knowledge on a certain topic to a specific group of students, . Depending on the school's schedule, this means that a teacher could potentially meet their students several hours a week. This means that teachers and students may spend a considerable amount of time together through the school year. In this context, according to Fawell (2010):

“There is a broad range of features that characterize the ability of teachers to influence student motivation including varying combinations of personality, enthusiasm, professional knowledge/skills, and classroom management style. Any combination of these traits has exhibited equally effective results in the classroom. Based on the varying characteristics of teachers and the variety of means, in which they can exert influence on students in the L2 classroom, they have a complex and key role in shaping student motivation” (n.p)

This quote shows that teachers have traits that make their classes a unique experience for students. In this context, the effects of English teaching go beyond just learning words or grammar structures

as teachers stance on English is passed on. Due to this reason, they must be aware of the message they send when classes are taking place.

By analyzing the methodology used by the teacher and the interaction with students, it is possible to find out the message that the teacher is passing on to them, and it is also possible to determine the role that methodology plays in learning process success or failure.

To sum up, linguistic attitudes are studied because they influence several aspects were language is involved even though this research study only focuses on linguistic attitudes towards English. They can be positive or negative, and they're influenced by several aspects. Having described what linguistic attitudes are, the text will now focus on linguistic attitudes in Colombia, the country where this research study takes place.

Linguistic attitude towards English in Colombia

To begin, the aim of the National Bilingual Program will be stated. In this context, according to the British Council, the aim of this program is to ensure that Colombian people thrive in an English-speaking globalized world. This means that reasons for English to be taught are mainly economic. Economical growth is desired, and speaking that language is seen as a tool to achieve so.

In the context of bilingualism, Montoya (2013) says that “The National Bilingualism Program has promoted positive attitudes towards English Language in higher socioeconomic status, and it has also strengthened the perception of English as a language that has instrumental value” (p.33). Furthermore, it can be said that the foundation to achieve the policy’s objective is being established as students themselves are willingly preparing to take part in the English- speaking global economy. In the context of the national bilingualism program, it can be said that instrumental motivation is promoted, and students that belong to higher socioeconomic status feel that learning English is useful because they deem it as vital to thrive in the world after they graduate.

In the process of promoting English learning as an indispensable tool to join the workforce, the government may be promoting negative linguistic attitudes towards Spanish. According to Montoya (2013), “Some authors have pointed out that the aim of the linguistic policy suggests superiority of English over Spanish, and it perpetuates negative linguistic attitudes towards Spanish as a language that is not enough to join the modern world” (p.34). In the context of linguistic attitudes, it is vital that measures are taken in order to make sure that Spanish language not be dismissed or overshadowed by English . The government must take measures to provide schools with an ambiance in which speaking multiple languages takes place so that no language is favored, and students don’t have negative attitudes towards their native language. These aspects can be spotted by analyzing prejudice towards the English language, its accents and native English speakers.

Having described the relationship between linguistic attitudes toward English in Colombian students that go to private schools and the National Bilingualism Program, the relationship between linguistic attitudes and a survey done by the British Council with the aim to know the perceptions Colombians have about the English Language will be covered.

According to the British Council (2015), “the main reason people wanted to learn English was to improve their employment prospects (54%). Other reasons included the opportunity to study abroad (37%), to continue in their education (29%) and to get a promotion (27%),” (p.31). This quote demonstrates that instrumental motivation among Colombians as English language is present because this language is seen as a mean to improve life quality. The aforementioned language is not generally studied with the aim to be able to communicate worldwide or to travel abroad. This could mean that the relationship that Colombians have with the English Language is only limited to working environments.

It has been shown through this section that the relationship between English and working opportunities is well established in Colombians mindset. However, there is no link between English and social ladders at all. According to the British Council (2015): “Both learners and non-learners placed little to no value on the relationship between English and social status (5%)”. This means that speaking English is not a hindrance when it comes to associating with Colombian people, but it is not a benefit either, and it also shows that there are no stereotypes established

about those who study the aforementioned language. The lack of association, be it positive or negative, between the English language and social status along with the reasons why Colombia inhabitants learn English, also shows that the aforementioned language is only valued in terms of the material benefits it can provide to workers as well as employees. Those who consider English to be an important language due to other reasons are a minority in Colombia. In the context of Colombian attitudes towards English, this language is not promoted as a tool to understand, promote, and value Colombian identity.

To sum up, it can be said that the main reason why Colombians learn English is the opportunities it provides them to either get a better education or a better job. Even though this language is seen in a positive way, it does not hold any social prestige in Colombia, as its value only stems from the benefits people get from learning it, and it is seen as detached from Colombian identity and culture. Performing a research study in a private school makes it possible to identify if these attitudes remain.

Having explained the relationship between the national bilingualism plan and linguistic attitudes, and the reasons why Colombian people are learning English in Colombia, this research study will now describe English learning in Colegio Emilio Valenzuela, the educational institution in which this study will take place.

English in Colegio Emilio Valenzuela

Because Colegio Emilio Valenzuela is the school whose seventh graders are the object of study in this research, a brief description of the school, its academic calendar and its English program for seventh grade will be described.

Colegio Emilio Valenzuela is a private catholic school located in Bogotá. The school caters to students ranging from pre-kinder to eleventh grade. Its academic calendar belongs to “Schedule A”, according to the Colombian National Board of Education, which means that the academic calendar goes from January until December. In this context, the academic calendar is divided into four terms. Vacations take place between June and July. Each day of the week is assigned a number from one to six. Saturday, Sunday, and holidays are not given any number at all. Those digit determines the schedule for each day. Because the assigned numbers rather than the day of the week determines the amount of time that the English class is given as well as the moment of the day where it takes place, knowing the assigned number is needed to determine the schedule that will be followed in any given day.

When it comes to the material used in class, seventh graders use a book whose units are divided into two semesters. Each unit focuses on a particular communicative topic that is related to subjects such as science, geography and history. In order to deal with the sich subject different sections are

taught. Each topic introduces a different set of vocabulary, and the main goal of each section is to master it. In order to do this, the book contains the following activities: Reading comprehension questions, writing, audios in which students may be asked to either associate words or complete the information given on a text, and crossword puzzles. A different grammar topic is dealt with in each unit as well.

During the internship , it was found that students not only work on the book, but they also have to do a set of readings contained on a virtual program called “Myon”. Students are given a different set of text to go through during the semester. After they are done reading, the program assigns them a quiz to be answered. In order for a reading to be considered as finished, pupils must pass that quiz. Each text must be read before a specific date. The program allows the teacher to check students' progress on this task. Failure to complete each reading implies having a bad grade on “myon”. This program may be up to 20% of the final grade for the English class.

Regarding the way the final grade for the English class is obtained, students are quizzed weekly. Such quizzes are related to the new vocabulary learned in each section. Besides that, when a term ends, students take a test called “Bimestral exam”. This test resembles KET exam as the questions that are present in both exams are similar. When being assessed, pupils are given the exact amount of time per section they would be given if they were to take the actual KET exam. Besides that,

students have to take an oral exam in which they have to either answer questions or do presentations on any topic covered through the period.

METHODOLOGICAL FRAMEWORK

This section has two main aims: To explain how the data gathering tools were selected and to describe the procedure to use them in this research study. The methodological framework will start by describing the types of investigation this research study belongs to. After that, the instruments to be used will be mentioned. This will be followed by a description of the population that took part in this research study. After doing that, the way instruments will be applied on this research study will be described as well. Later on, their usage will be detailed. On the last part of this section, the process to analyze gathered data will be explained.

Characteristics of this research study

The first topic to be covered on this section is the characterization of this research study. The investigation carried out is at the same time qualitative, descriptive and exploratory. Each type of investigation will be analyzed separately, and reasoning to explain why they are associated with this research study will be provided.

The first type of research that will be analyzed in this section is qualitative research. According to the Qualitative Research Consultants Association, the objective of this type of research is “to reveal a target audience’s range of behavior and the perceptions that drive it with reference to specific topics or issues.” (n.p) In this context, this research study is a qualitative study because its

aim is to know the linguistic attitudes towards the English language in students of a school and the reasons behind that attitude.

The next trait to be described is that according to the Qualitative Research Consultants Association, qualitative research (n.d) “describes social phenomena as they occur naturally - no attempt is made to manipulate the situation - just understand and describe”.(n.p) Because the aim of this research study is not to modify Emilio Valenzuela School, but to describe phenomena related to linguistic attitudes, the aforementioned characteristic and this research study are related.

Another characteristic of qualitative investigation that will be covered is that according to the Qualitative Research Consultants Association, (n.d) “qualitative research data is used to help us to develop concepts and theories that help us to understand the social world” (n.p). This is associated with the research study as the objective is to understand how linguistic attitudes influence the way students think and behave in English classes.

Regarding descriptive research, according to Dudovskiy (n.d), this type of investigation can be defined as “the attempt to determine, describe or identify what is” (n.p). In this context, as the attempt is to describe an existing phenomenon (linguistic attitudes) this research study belongs to this kind of investigation.

The last trait of descriptive investigations to be explained is that according to The Office of Research Integrity (s.f), when there is interaction among the researcher and the community to be analyzed, surveys and interviews can become the tools used to gather data. On this research study, contact with the population with the aim to gather data will indeed be present, and both surveys and interviews will be used as tools to accomplish the aforementioned goal.

Regarding exploratory research, according to Dudovskiy (n.d) “exploratory research, as the name states, intends merely to explore the research questions”. (n.p) This implies that the aim of this type of investigation is to work as an enabling tool to work on a certain topic, which happens in this research study as the objective is to explore on certain questions related to Emilio Valenzuela in an specific community.

The last trait of this type of research is that according to Dudovskiy, “Exploratory research design does not aim to provide the final and conclusive answers to the research questions, but merely explores the research topic with varying levels of depth”. (n.d) In this context, this research study belongs to this type of investigation, as linguistic attitudes is a topic that can be inquired about in several ways and places different that Emilio Valenzuela School. Also, even if this investigation answers certain questions, it also provides opportunities to find a topic to further research on.

Data gathering tools

On this research study, three gathering tools were employed: questionnaire, focus group and semi-structured interviews. The aim of this section is to describe them.

Questionnaires will the first gathering tool to be covered. In this context, data is gathered by having a certain group answer specific questions. According to Dudovskiy (n.d), the nature of the questions included in questionnaires render them quantitative or qualitative. If the questions are closed-ended and include multiple choice answers, they are analyzed by employing quantitative methods whereas if the questionnaire is made of open-ended answers, qualitative methods will be employed as well as critical analyses without the use of numbers and calculations.

The last trait of questionnaires to be covered is that according to Dudovskiy (n.d): “information is gathered in a standardized way as the questions, the way they are worded and the instructions are the same for each person that takes the survey.” (n.p) This applies to this survey as students will have the same questions and instructions, and so will parents and teachers.

Once questionnaires were covered , the text will deal with focus group. According to The Ohio State University (2012) a focus group is a

“Carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. (...) The discussion is relaxed, comfortable, and often enjoyable for participants as they share their ideas and perceptions. Group members influence each other by responding to ideas and comments in the discussion.”

(p.1)

This implies that in order for this type of instrument to be successful, the interview must take place in an environment where interviewees feel comfortable to give honest answers. If it doesn't happen, the interview won't have reliable results as interviewees will say what they feel is expected from them and not what they sincerely think. In this context, the interviewer must make sure that all participants have approximately the same amount of time to speak.

The last tool to be covered is semi-structured interview. According to Keller and Conradin (2018) these interviews are characterized as they “are conducted with a fairly open framework which

allows focused, conversational, two-way communication. The interviewer follows a guideline but is able to follow topical trajectories in the conversation that may stray from the guide when it seems appropriate” (n.p). The flexibility in this type of interviews enables them to thrive as the order of the question may be changed if needed. Also, depending on the population, the same questions may be worded different.

Having described the tools that will be used on this research study to gather data, the population that will be analyzed will be described.

Population

The aim of this section of the research study is to describe the population that took part in it. In this context, a classification of two groups was done: a teacher and its students. The first group consists of the teacher that was interviewed. She studied B.A in Spanish and foreign language teaching with an emphasis in English and French in Pedagógica University, and she graduated three years before taking part of this investigation.

As for the second group, it is made of the students that took place on this research study. They attended seventh grade at the time they were interviewed.. Their ages varied from 10 to 14 years old, and according to what they reported on the questionnaire, most of them have been studying English for at least 8 years. All of them are native Spanish speakers.

Design and data gathering tools usage

This section of the of the research study both describes the way the instruments were designed and how they were implemented. This means that the procedure to write the questionnaire and the way the interview and the focus groups were carried out will be explained.

To begin with, the procedure to design the questionnaires will be detailed. Categorizations were made taking into account the concepts stated in the theoretical framework. In this context, the following were made to divide the questions belonging to the questionnaire: Attitudes towards English prestige, attitudes towards English Second Language Learning class, attitudes towards the teacher, attitudes towards materials, and attitudes towards parent's role. This categorization rendered it possible to inquire about student's experiences learning the English language as well as factors that influence on their linguistic attitudes. Meanwhile, the teacher was asked about her own experience as an Emilio Valenzuela teacher. This was the only significant difference as questions were tailored so that the categories previously mentioned would also apply to her.

Once the categories were set, questions were written down. 46 questions were designed for the teacher to answer, and 42 of them were prepared for students. Most of these questions were designed considering Likert's scale. This means that a statement was shown, and the answer would vary depending on how identified the individual felt with it Yes or no questions were present as

well. After this step was done, an expert checked on the questions to make sure that both they were properly worded , and they would fit in with the goals of this research study.

When it comes to administering the questionnaires, the researcher handed in the papers to the students who were willing to participate and had already been given parental consent (See Annex 1.) to do so. While this was taking place, the researcher gave instructions on how to answer the questionnaire properly, and she also explained that answers would remain confidential and would only be used for academic purposes. The researcher also made sure to clear any doubt issued had. In this context, 24 pupils answered the questionnaires. The English teacher that participated in this research study gave her approval to answer the questionnaire. She was handed in a questionnaire, and in this case the researcher also made sure to make sure that any doubt was solved.

Having spoken about the questionnaires, the way the interview to the teacher and the focus groups for students were applied will be explained. In order for the focus group to be carried out among students, they were divided according to the class they were enrolled in. This made it easier to both manage the groups previously mentioned and to make sure that students were comfortable while they were speaking. In this context, five seventh grade students from different courses who had been given parental permission to partake in this investigation were randomly chosen., and each course was interviewed separately. In both contexts, the researcher explained what a focus group

was, made sure that all pupils had a chance to speak up, and she got the interview back on track when necessary. In all these contexts, answers were recorded.

Regarding the teacher, the researcher asked for her approval to partake in the investigation. After this took place, the interview was done. This took place in the teacher's lounge, and answers were recorded.

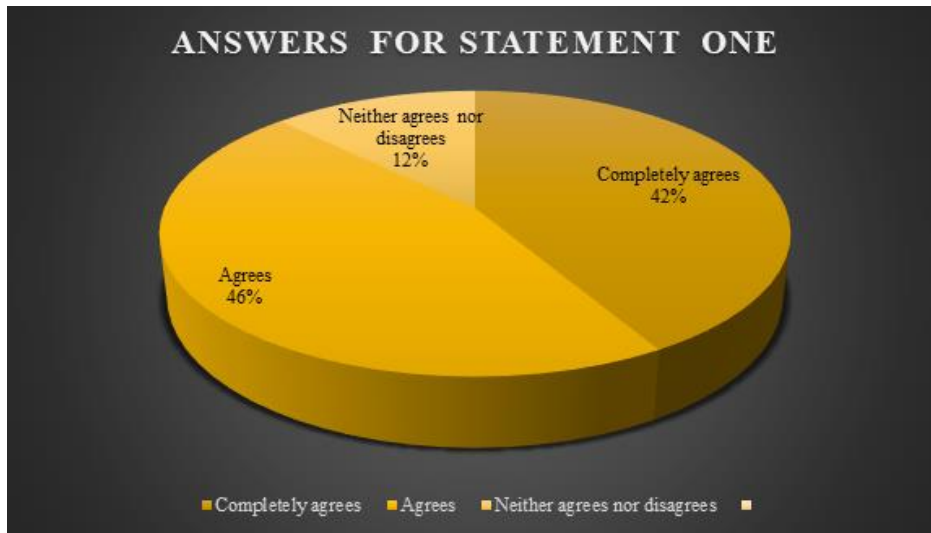
Data Analysis

The aim of this section of the research study is to show the results that were obtained. In this context, all the questions were categorized taking into account their relationship with the theoretical framework. This analysis will be presented according to the following main research categories: attitudes regarding English Prestige, the second language learning class, materials used in their class, their teacher, their motivation towards their English learning, English usage and parental role in English learning.

Attitudes regarding English Prestige

Questions one to seven belong to this context. The objective of this category is to find out how students perceive the English language itself, and to understand the reasoning behind that point of view. In this context, the questions center exclusively in the linguistic aspects of the English language and its value in the target population. Questions number one, three, six and seven are the questions which were also covered in the focus group and/or the interview.

1. English language is excellent.



Regarding the statement shown above, it was found that eleven students (46%) out of twenty-four students agreed with it while ten pupils (42%) completely agreed with it, and other three (12%) neither agreed nor disagreed with it. This shows that most students regard this statement to be true.

During the focus group, students were asked : *Do you like the English language?* They all said “Sí”. In order to understand why students like this language, they were asked *What aspects of the English language do you like and dislike?*

“Me gusta que el inglés sea un idioma universal.” [Seventh grade student. 2018] “Me encanta que sea difícil de aprenderlo (...)me gusta que las cosas sean difíciles.” [Seventh grade student. 2018] “Tras de que es difícil de aprender (...) Me gustan las cosas

*difíciles(...)*Es un idioma que uno puede hablar en cualquier parte del mundo y lo entienden.” [Seventh grade student. 2018] “No tengo ningún disgusto.” [Seventh grade English student. 2018] (See Annex 2 and 3.)

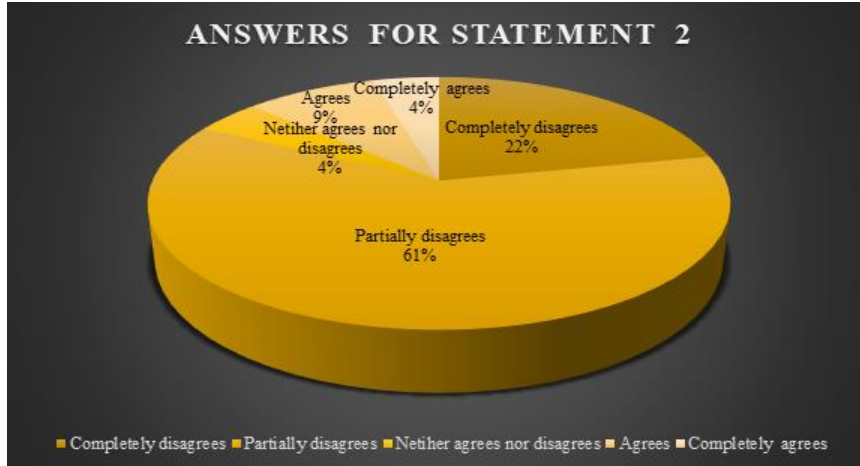
Regarding the teacher, she was also asked the very same statement, and she completely agreed with it. She was also asked to answer the statement *English language is attractive from a linguistic point of view*, and she agreed with it. (See Annex 6).

During the interview, she was asked *Do you like the English language?* She replied “Yes”. She then was asked the following question: *What aspects of the English language do you like and dislike?* Her response was:

“Me gusta la pronunciación y me disgusta un poco la gramática” [Seventh grade English teacher 2018] (See Annex 5.)

Answers show that overall speaking, English is liked in Emilio Valenzuela School, but the reasoning to like the language varies among everyone. It is shown that several students like it due to its status as lingua franca. This matches Melhim, A (2009) finding: He states that the value of English lies in its ability to serve as a tool to communicate worldwide. Unlike the other research studies that were inquired about, in Emilio Valenzuela school, specific linguistic aspects were stated as reasons to like it, and it is shown that it is possible to be fond of a language whether its learning is considered difficult.

2. Speaking English is only for those who belong to a high social status.

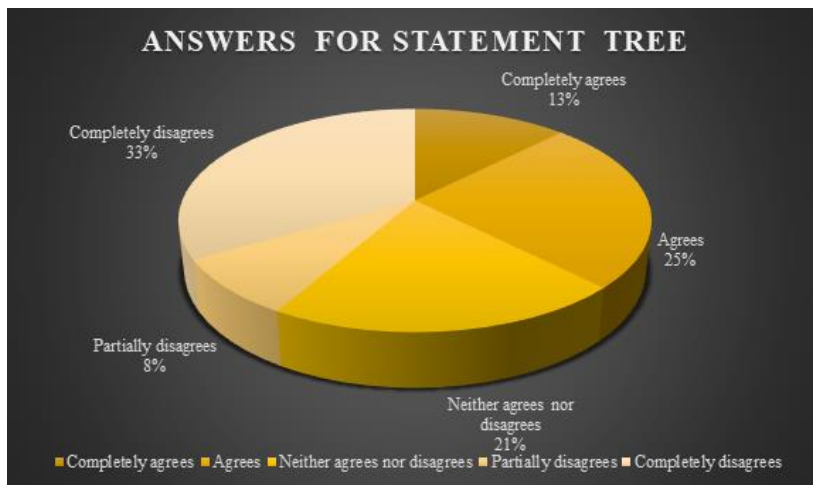


When it comes to the statement shown before, the following answers were given: Fourteen students (61%) out of twenty-four partially disagreed with it while five pupils (22%) explained that they completely disagreed with it whereas two students (9%) agreed with it; one student (4%) reported to completely agree with it, and another one (4%) claimed to neither agree nor disagree with it. This shows that most students regard this statement to be false. The teacher was also asked to answer the same statement as students did, and she completely disagreed with it (See Annex 4.). Answers show that in Emilio Valenzuela School being able to speak English is not associated with social status at all, which means that being able to belong to a certain social ladder is not seen as a motivation to learn the aforementioned language. This matches the results given by the British Council (2015): There is no association between English and social prestige for Colombians. It

can be said in Colombia the English language doesn't give any benefit when it comes to social ladders.

Results shown in this statement also coincide with researches done by Melhim, A (2009) and De Manzanilla (2008): The student who participated in these studies cited several reasons to study English, but social status was not listed among them, nor was any link between this language and belonging to certain social ladder found in the research studies listed in the theoretical framework.

3. English, American people or native English speakers are better than Colombian people.



When it comes to the statement mentioned above, the following results were found: Eight students (33%) out of twenty-four completely disagreed with it while other six (25%) agreed with it. Five pupils (21%) neither agreed nor disagreed with it whereas other three (13%) completely agreed

with it, and two (8%) partially disagreed with it. It is shown that opinions on this statement are quite varied.

During the focus group, students were asked the following question: *Have you ever met a native English speaker? If so, what was this experience like?*

“Una vez que yo estaba en México y habían (sic) dos personas de Estados Unidos y pidieron ayudar para saber por dónde ir y yo les dije, pero me dio pena porque no sabía hablar bien.” [Seventh grade student. 2018] *“Prácticamente toda mi familia es americana.”* [Seventh grade student. 2018] *“Yo tenía un primo que nació en Estados Unidos y lo conocí cuando tenía como ocho años. Fue una experiencia muy extraña porque yo no sabía nada de inglés entonces no le entendía casi nada de lo que decía.”* [Seventh grade student. 2018] *“Cuando yo fui a Estados Unidos me encontré a mucha gente nativa que hablaba inglés. Fue chévere, pero en este momento no sabía decir absolutamente nada entonces no entendía nada.”* [Seventh grade student. 2018] (See Annex 2 and 3.)

The teacher was also asked to answer this same statement, and she disagreed with it. (See Annex 4.)

During the focus group, she was asked *Have you ever met a native English speaker? If so, how was this experience like?* She replied the following:

“Sí lo conocí. Lo conocí por una página de internet. Fue una experiencia agradable porque me enseñó muchas expresiones que desconocía.” [Seventh grade English teacher. 2018] (See Annex 5.)

Answers show that students answers are diverse as they range from opposite spectrums; consequently, it is not possible to generalize their stance on this statement. It is shown that even though interaction with native speakers was deemed as positive and in some cases they are even related to them, this doesn't mean that there is an association between having English as a mother tongue and superiority over Colombians. It is shown that Emilio Valenzuela Students and teacher don't automatically favor native English Speakers, but neither is a bias against them.

4. It is important to learn English nowadays.

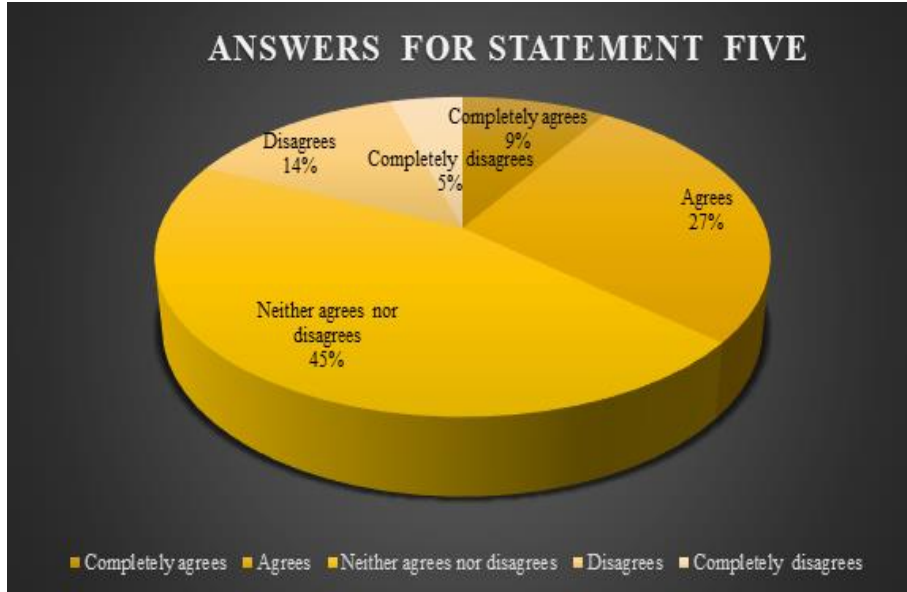


Concerning the statement shown before, it was found that twenty-four students (100%) out of twenty- four completely agreed with it.

The teacher was also required to answer that same statement, and she also completely agreed with it. (See Annex 4.)

Answers show that in Emilio Valenzuela school learning English is not seen as a whim, but this language holds prestige as a tool to achieve success in our modern society. Such perception coincides with that of the National Bilingual Program as the government considers it vital that English be learned. The association between learning English and success not only can become an instrumental motivation for students to speak this language, but also matches Uribe, D (2008) et al, Melhim, A (2009) Fewell (2010) , C y Morales et al (2015) results: All students consider it vital to learn English regardless of their likeness towards that language or their motivation to learn it. This means that such onlook on the English language is present worldwide, and it reinforces its category as a lingua franca.

5. It is important to be able to speak English in Colombia.



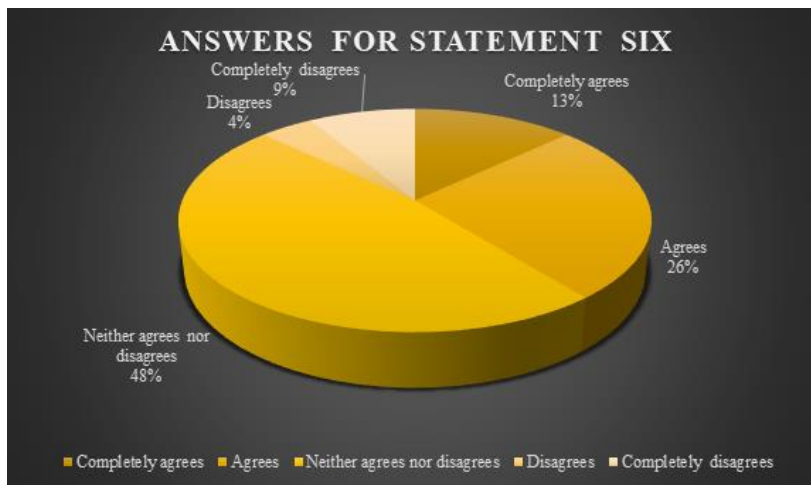
Concerning this statement, it was found that ten students (45%) out of twenty-four neither agree nor agreed with it while other six (27%) agreed with it whereas three pupils (14%) disagreed with it; the other two (9%) completely agreed with it, and another one (5%) completely disagreed with it. It is shown that opinions on this statement are quite varied although most of the students neither agree nor disagree with the statement.

The teacher was also asked about it, and she disagreed with it. (See Annex 4.)

Results show that although learning English is seen as a requirement in Emilio Valenzuela School, very few people see this language as a tool to thrive in Colombia, which means that most of them

regard this language as useful in English speaking countries. This shows that there is a match between Montoya's (2012) findings and these ones as in order for a language to be considered relevant, there must be ongoing contact with it, and this community gets very few opportunities to engage in English usage besides the English classes.

6. American accent is better than British accent.



When it comes to the statement mentioned before, it was found that eleven students (48%) out of twenty-four neither agree nor disagree with it while six pupils (26%) agreed with it whereas three students (13%) completely agreed with it. Meanwhile, two pupils (9%) completely disagreed with it, and another one (4%) disagreed with it, which means that overall speaking, students neither agree nor disagree.

During the focus group, students were asked: *What aspects of the English language do you like and what aspects do you dislike?* The following are some of the answers given:

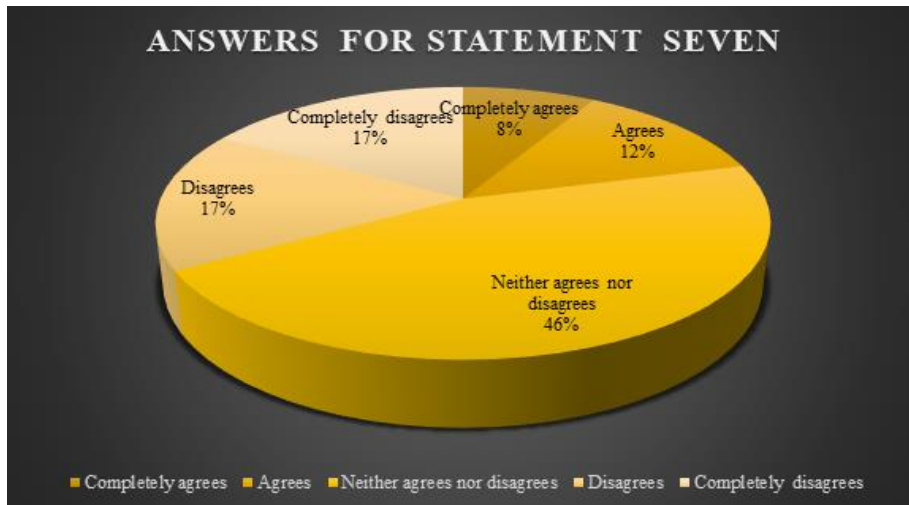
“El acento me parece muy bonito.” [Seventh grade English student. 2018] *“Me gusta el acento que tienen las personas que hablan inglés.”* [Seventh grade English student. 2018]

(See Annex 3.)

When it comes to the teacher, she agreed with this statement. (See Annex 4.)

Results show that overall speaking, even though students claim to like the English language accent, they don't have preferences for a specific accent at all. However, in the case of pupils who do favor one accent, most of them prefer the American accent as does their English teacher. It is worth highlighting that students who have reported to have had contact with native English speakers explained that they have met American people in several ways: either by travelling abroad, having American English teachers or having American-born relatives. This matches Montoya's (2012) findings: Being in contact with certain accent is linked with favorizing it over others.

7. British accent is better than American accent.



Concerning the statement shown before, the following results were found : Eleven students (46%) out of twenty-four neither agree nor disagreed with it while four pupils (17%) disagreed with it whereas other four (17%) completely disagreed with it; three students (12%) agreed with it, and another two (8%) completely agreed with it. This shows that most students consider that this statement does not apply to them.

During the focus group, students were asked *what aspects of the English language do you like and what aspects do you dislike?* A pupil replied the following:

“A veces me confundo entre el inglés británico y el americano.” [Seventh grade English student. 2018] (See Annex 3.)

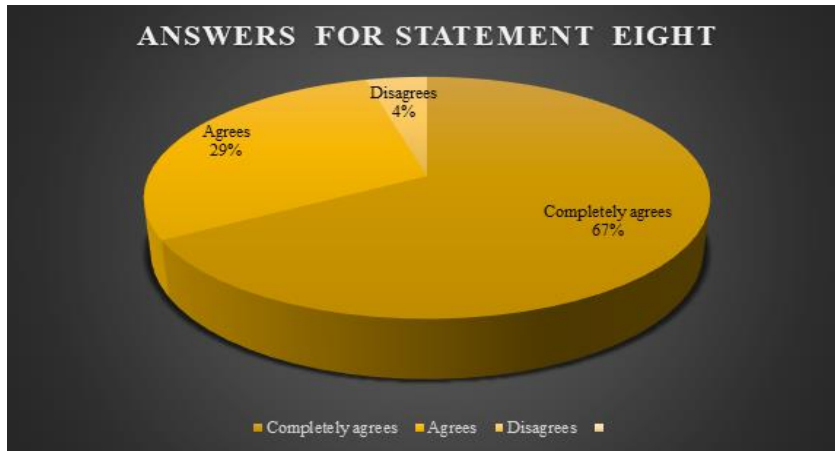
As for the teacher, she disagreed with this statement. (See Annex 4.)

Results reinforce the findings in the statement that was dealt with previously: Most students don't favor any accent at all, and there are cases where even though pupils acknowledge the existence of several accents, they are not able to recognize them. However, in the case of those who pick a specific accent the British accent is the least preferred one. Taking into account that the teacher reported to favor American accent over British one, which could imply that besides the exposure towards American people, it matches Fawell's (2010) findings: Teacher influence their student's attitudes. In this context, being taught by an educator who favors American accent influence how students perceive accents.

Attitudes towards the second language learning class

Questions 8 to 17 were asked because English classes impact students' linguistic attitudes towards English. In this context, understanding how Emilio Valenzuela students perceive their own English classes will render it easier to understand the way they regard the English language. All questions have answers obtained from the focus group.

8. English classes are nice.



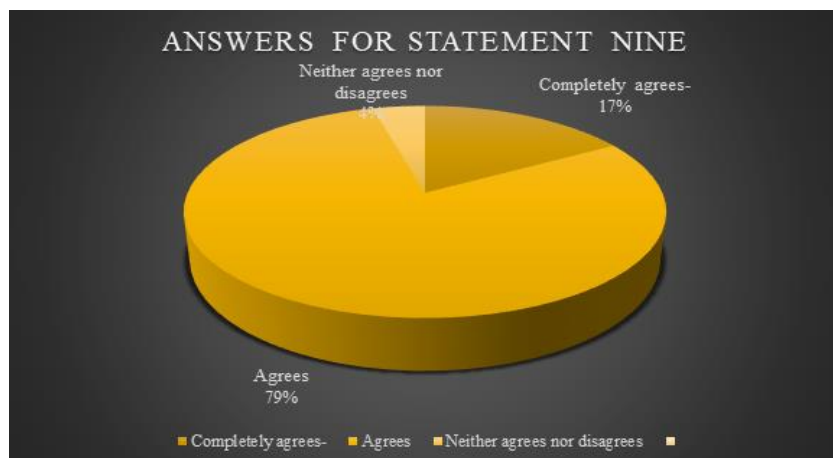
When it comes to the statement shown above, it was found that sixteen students (67%) out of twenty- four completely agreed with it while seven pupils (29%) agreed with it, and another one (4%) disagreed with it. This shows that almost all students deem this statement to apply to them.

During the focus group students were asked: *What aspect of your English classes do you like the most?* The following are some of the answers given:

“La profesora nos hace muchas actividades lúdicas.” [Seventh grade student. 2018] “Me gusta que las clases son súper dinámicas.” [Seventh grade student. 2018] “Me gusta que las clases son muy dinámicas y que no es solo llene el libro y caliente silla y ya.” [Seventh grade student. 2018] “El énfasis que tiene el colegio con el idioma es muy bueno.” [Seventh grade student. 2018] (See Annex 2 and 3.)

Answers show that twenty-three out of twenty-four students like their English classes, which means that overall speaking, these classes are enjoyed. Considering that students deemed the methodology used as enjoyable and ludic it can be said that the teacher has succeeded in finding a teaching method that students deem as interesting and engaging. This matches Fewell's (2010) research findings: Teachers can influence their students' perception through their teaching methods. In this context, the method used by the seventh grade English teacher impacted Emilio Valenzuela pupils positively as it makes them enjoy classes, and this can become a tool to encourage students to keep learning.

9. I feel motivated during English classes.

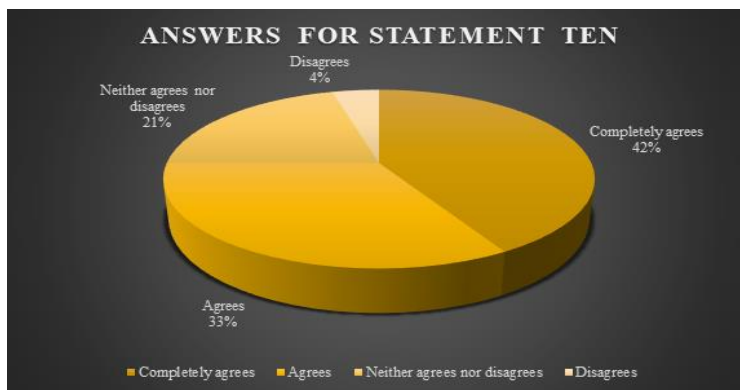


When it comes to the statement shown before it was found that seventy nine students (79%) out of twenty-four claimed to agree with it while four of them (17%) stated that they completely agree

with it, and another one (4%) reported not to agree or disagree with it. This means that overall speaking students deem this statement to apply to their own case.

Results show that twenty-three out of twenty-four students claim to feel motivated during the English classes. This shows that classes succeed in keeping students engaged. Such fact can benefit their English learning process as according to Carulla, C et al (2006) students that are motivated are prone to thrive. In this context, this motivation towards the classroom gives students a boost to willfully do well and learn.

10. I feel completely comfortable when I speak in English classes.



Concerning the statement that was previously mentioned, it was found that ten students (42%) out of twenty-four completely agreed with this statement whereas eight pupils (33%) agreed with it while five students (21%) neither agree nor disagree with it, and one student (4%) disagreed with it. Results show that the majority of students deem this statement to be valid to their own case.

During the focus group, students were asked: *What are the most positive aspects of the English classes?* Some of the responses were:

“Me gusta que podamos expresarnos y la profe dice que podemos hablar, pero en inglés.”
[Seventh grade student. 2018] To which a pupil added: *“Pero hablamos, eso es lo bueno.”*
[Seventh grade student. 2018] *“Hay muchos ejercicios como de speaking y listening.”* [Seventh grade student. 2018] *“Yo creo que he mejorado en séptimo porque la profe nos hace hablar más, nos hace participar más.”* [Seventh grade student. 2018] (See Annex 2.)

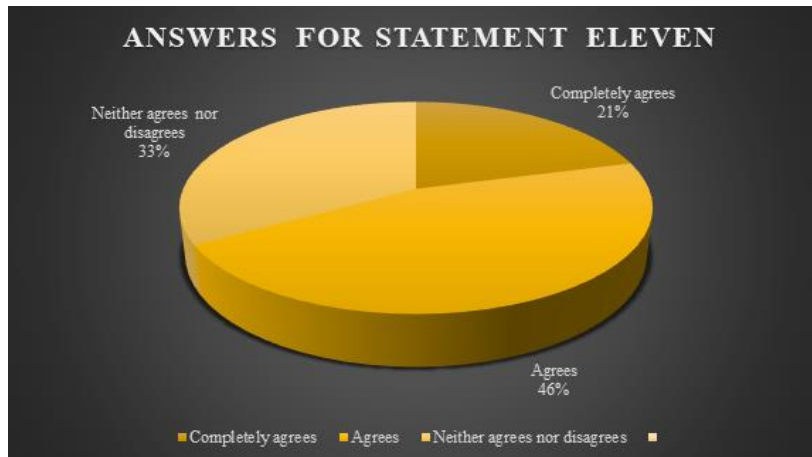
Concerning the teacher, she was also asked *What are the most positive aspects of the English classes?* The following extract of her answer can be highlighted here:

“Creo que una de las mejores habilidades que ellos tienen es hablar, lo que es speaking.” [Seventh grade English teacher. 2018] (See Annex 5.)

Answers show that students enjoy speaking in English classes as they like expressing themselves, and they are encouraged to do so by their teacher. Pupils also are fond of speaking because they consider that contributes to the improvement of their English level. The ambiance that is present in the classroom influence students choice to participate. This link between ambiance and participation in the classroom was also found in C y Morales, H et al (2015) research. However, unlikely that investigation, Emilio Venezuela feel calm when speaking in English, and they are

not afraid to being mocked at all. This highlights the value of creating a comfortable environment, and it can be said that students are going through positive learning experiences.

11. Resources used in English classes are excellent.



Concerning the statement shown before, it was found that eleven students (46%) out of twenty-four agreed with it whereas eight pupils (33%) neither agreed nor disagreed with it, and five students (21%) completely agreed with it. This shows that most students consider this statement to be true.

During the focus group, students were asked: *What aspects of the English classes do you like?*

Some of the answers were:

“... Myon.” [Seventh grade student. 2018] “La plataforma Myon ayuda bastante.” [Seventh grade student. 2018] “La plataforma Myon es muy buena.” [Seventh grade student. 2018] (See Annex 2.)

Students were asked: *How does Emilio Valenzuela School motivate students to use the English language?* The following response was given:

“Y también con Myon, que es una plataforma para leer libros, pienso que podría servir para inspirar a las niñas.” [Seventh grade student. 2018](See Annex 2.)

When it comes to the teacher, she was asked to the teacher, she was also asked to answer the same students as students did in their questionnaire, and she completely agreed with it. (See Annex 4.)

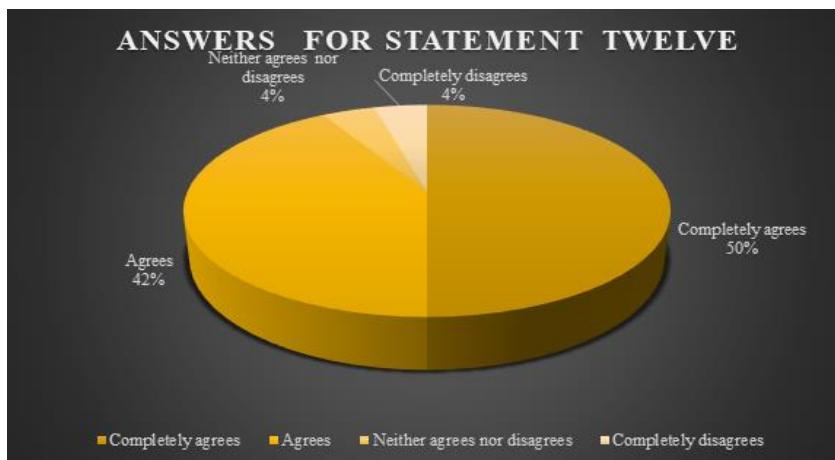
She was also asked the following statement: Materials used in Emilio Valenzuela English classes should be modified. She disagreed with it. (See Annex 4)

During the interview, the teacher was asked: *What are the most positive aspects of the English classes?* When answering, she stated the following:

“Hay herramientas tecnológicas que permiten crear un ambiente que es más inglés para ellos” [Seventh grade English teacher. 2018] (See Annex 5.)

Answers show that students as well as the teacher like the resources that are used in classes. Students regard it as a fun tool that indeed accomplish its goal to enhance English learning. The teacher likes the resources because she can use it to make classes appealing and make changes to English classes when necessary. In this context, resources accomplish their goal to motivate students to learn. Results match Montoya (2012) findings: When resources are adequate for their target audience, classes become enjoyable, and this demonstrates Machado, P et al results: Resources can indeed contribute to get students to like a language.

12. I learn a lot in English classes.



When it comes to the statement mentioned before, it was found that twelve students (50%) out of twenty-four completely agreed with it while other ten (42%) agreed with it whereas one student

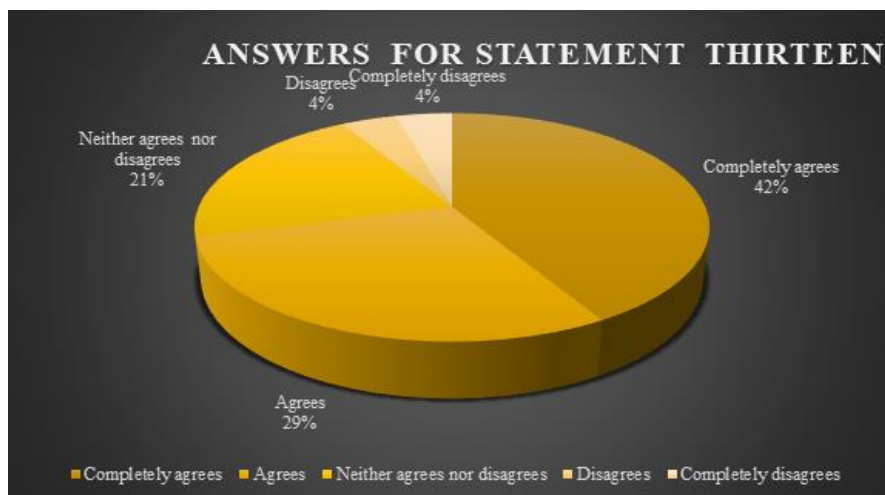
either agreed nor disagreed with it, and one student disagreed with it (4%) and another one nor agreed or disagreed (4%). This shows that most students consider this statement to be true.

During the focus group, students were asked: *What aspects of your English learning process have been the most positive for you?* Some of the responses given will be shown below:

“En séptimo hemos aprendido bastante” [Seventh grade student. 2018] *“Ahora ya tengo mucho conocimiento”* [Seventh grade student. 2018] (See Annex 2.)

Answers show that students consider that they are indeed benefiting from their English classes. This has been manifested in other questions, where they have shown that the strategies used to get students to learn as well as the resources employed with this aim are working. Taking into account that pupils claim to like the English language, there is a coincidence found between this and Carulla, C (2006) results: Being fond of a language is associated with thriving when studying it. In this context, it can be said that there is a mixture of elements that render Emilio Valenzuela students' English learning successful.

13. I love to go to English classes because of the experiences I went through in Emilio Valenzuela.



When it comes to the statement mentioned before, the following answers were given: Ten students (42%) completely agreed with it while seven pupils (29%) agreed with it whereas other five of them (21%) neither agreed nor disagreed with it; one student (4%) disagreed with it, and another one (4%) completely disagreed with it. It is shown that most students deem this statement to be true.

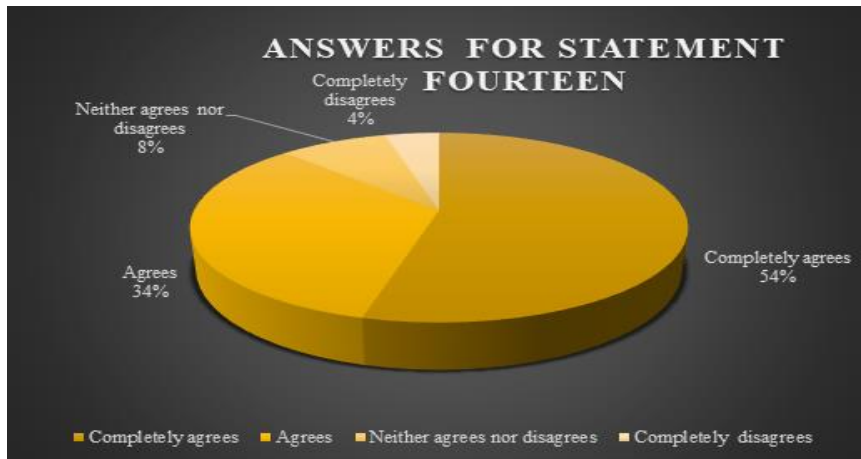
During the focus group, students were asked: *What aspects of your English learning process were the most negative to you?* The following are some of the answers given:

“Me inventó unas notas y no sé. Me sentí incómoda en la clase de X.” [Seventh grade student. 2018] *“En sexto no tuvimos la mejor profesora de inglés, entonces no aprendimos nada y los resultados están saliendo ahorita en séptimo.” [Seventh grade student. 2018]* *“No pudimos aprender casi nada y no reforzamos nuestro nivel de inglés en sexto.”*

[Seventh grade student. 2018] “La profesora del año pasado no nos enseñó nada y como a uno le enseñan, uno aprende.” [Seventh grade student. 2018] “En sexto no mejoré casi nada a comparación de lo que mejoré cuando estaba en quinto y lo que estoy mejorando en séptimo.” [Seventh grade student. 2018] (See Annex 2 and 3.)

Answers show that most students deem that their experiences have been positive. However, some flaws during this process have been found. In this context, students deem that they didn't learn in sixth grade as the methodology was seen as inadequate. In this context, there is a coincidence between this and Fewll's (2010) findings: Students can be influenced by their teachers methodology and personality. In this case, the influence was negative. Messikalove quoted by Morales, C y H (2015) findings were found to match as well: Experiences can indeed motivate or disengage students. For instance, their experiences in seventh grade motivate them to learn, but experiences in sixth grade turned out to be a hindrance in their English learning process. This is manifested in their results: While students deem their seventh grades results to be satisfactory, the same doesn't happen with those of sixth grade.

14. I feel satisfied with my own learning process.



When it comes to the statement mentioned before, eighteen students (54%) out of twenty-four completely agreed with it while other eight (34%) agreed with it; two pupils (8%) neither agree nor disagree with it , and another one (4%) completely disagreed with it. This shows that most students deem this statement to be valid to their own case.

During the focus group, students were asked *What are the most positive aspects of your English learning process?* Some of the answers given were the following:

“Antes por ejemplo venía alguien y yo medio lo miraba porque me daba pena hablar, pero ahora que tengo conocimiento me puedo expresar mejor.” [Seventh grade student. 2018]

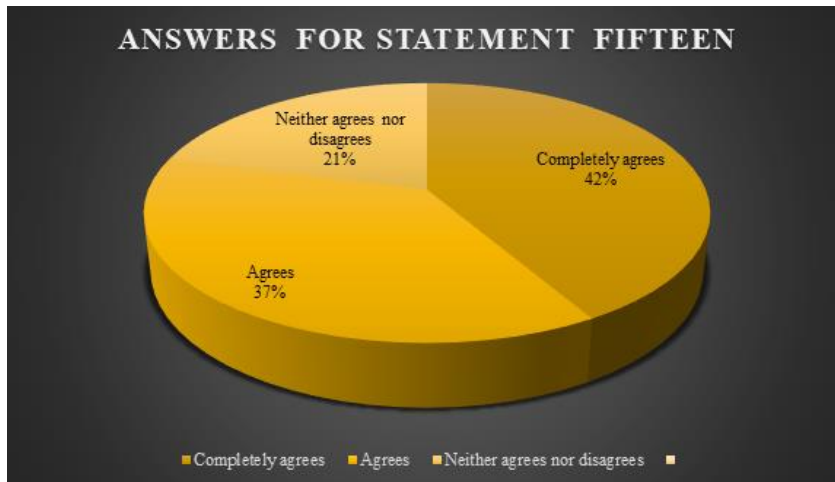
“Tampoco teníamos bien claro el orden de las palabras y las profesoras nuevas han ayudado mucho en ese proceso.” [Seventh grade student. 2018]

“Yo ya me puedo comunicar con mi familia en sí.” [Seventh grade student. 2018] (See Annex 3.)

Concerning the teacher, she was asked to answer the following statement: *My English language learning experience was excellent*. She disagreed with it. (See Annex 4.)

Results show that students are indeed satisfied as they perceive that their English level has risen, and this improvement is reflected in their ability to interact when using the English language; consequently, it is coherent with the answers given in statement thirteen: As they regard their experiences in Emilio Valenzuela School as positive, so is their learning process. In this context, Fewell (2010) findings coincide: Teachers can use their role in several ways, and in this case this role is employed in order to make sure that students go through a positive learning process. In this context, even though the English did not rank her own experience as well, but it can be said that she employs what she learned from it to make sure that students have more positive experiences that she did.

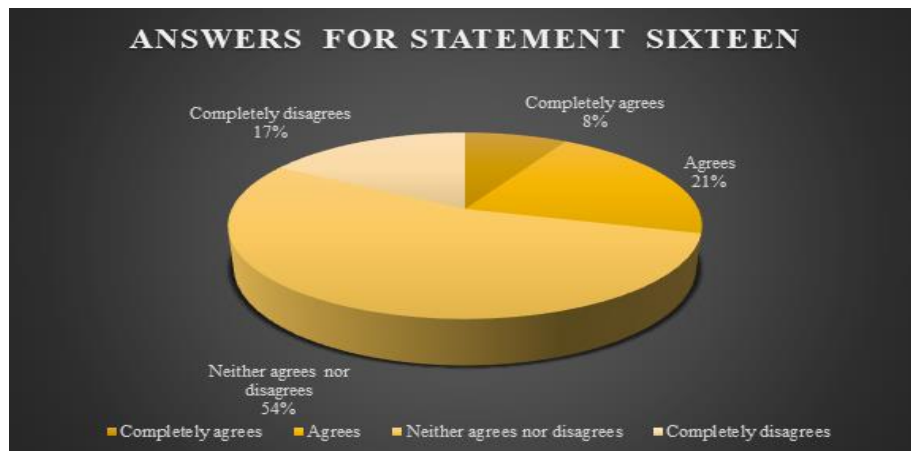
15. My English grades are good.



When it comes to the statement mentioned before, the following results were found: Ten students (42%) out of twenty-four completely agreed with it while other nine (37%) agreed with it, and five pupils (21%) neither agreed nor agreed with this statement. This means that most students deem this statement to apply to their own case.

Answers shown here are coherent with responses given in statement fourteen. Most students deem their own learning process to be satisfactory, and so are the results obtained by it. In this context, grades work as a tangible measure of how the learning process was like for each individual. There was a coincidence found with Uribe, D et al (2008) and Uribe, D et al (2013) results: The better the results, the better the attitudes toward English, which means that how a language is perceived does influence performance in classes.

16. Gender segregation is needed in order to avoid disciplinary issues in the classroom.



When it comes to the statement shown before, the following answers were found: Thirteen students (54%) out of twenty-four neither agreed nor disagreed with it while other five (21%) agreed with it whereas four pupils (17%) completely disagreed with it, and other two completely (8%) agreed with it. Results show that most students deem this statement not to be valid.

During the focus group, students were asked: *What would you change about the English classes?*

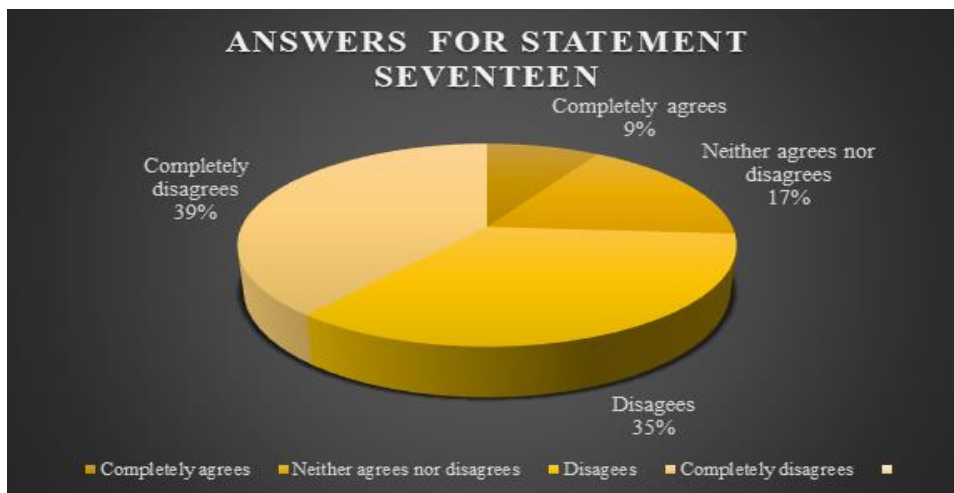
The following conversation took place:

“Es que sería más chévere digo porque niños y niñas aparte. Niños son un caos y las niñas son como más pacíficas.” [Seventh grade English female student. 2018] “Es mentira, porque hay niñas que de verdad son un despelote.” [Seventh grade English female student. 2018] (See Annex 2.)

When it comes to the teacher, she disagreed with that statement. (See Annex 4.)

Answers show that most students as well as the teacher don't consider that co-education guarantees discipline. It is demonstrated that even if students consider that boys and girls act differently, being a female doesn't guarantee good behavior, and pupils consider that mixed classes would be beneficial to their learning process. Taking into account that students speak based on their own experience, this reinforces Messikalove quoted on C y Morales et al (2015) results: Experiences influence how students perceive their own classes, and in this context their perception on girls behavior is influenced by it.

17. Children need to be separated according to their gender in order for English learning to be successful.



When it comes to the statement mentioned before, it was shown that nine students (39%) out of twenty-four completely disagreed with it while eight (35%) disagreed with it, four pupils (17%) neither agree nor disagree with it and the other two (9%) completely agreed with it.

During the focus group. Students were asked: *What would you change about Emilio Valenzuela English classes?*

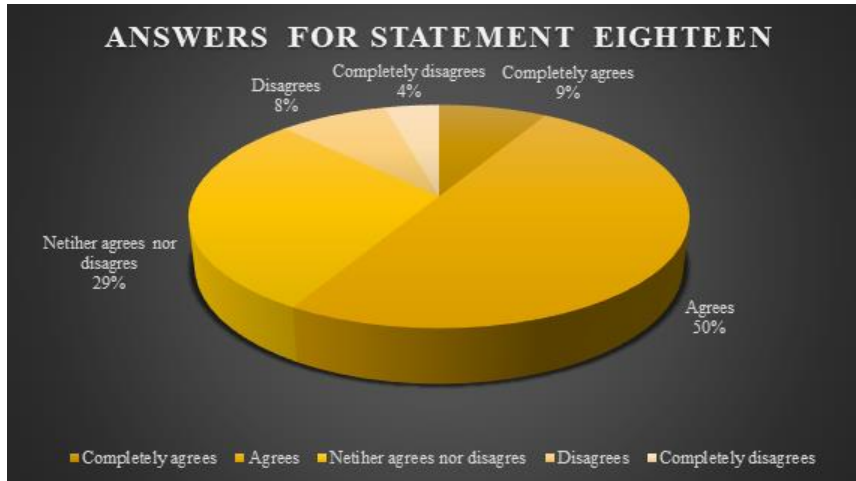
“Que fueran juntos. Que fueran niños y niñas” [Seventh grade female student. 2018] “Que fueran niños y niñas” [Seventh grade female student. 2018] “Con los niños es más divertido porque ellos como que también tienen otros puntos de vista, entonces hacemos las clases más divertidas con ellos” [Seventh grade student. 2018] “Sería chévere que estuviéramos niños y niñas en el mismo salón” [Seventh grade female student. 2018] (See Annex 2.)

Results show that even though English classes are gender segregated, most students don't deem this separation as a requirement for successful classes; moreover, some of them believe that classes would be enriched by making them mixed. This reinforces Moreno quoted by Carulla, C (2006) theory on linguistic attitudes: These attitudes are social, and they are not exclusively relegated to a sole environment. Students are not only influenced by the school they go to, but they are influenced by other aspects as well.

Attitudes regarding materials used in class

Questions 18 to 20 belong to this category, which seeks to find out how students perceive the resources that are used in class. Questions 18 and 20 include extracts from the focus group.

18. Books used in English classes are excellent.



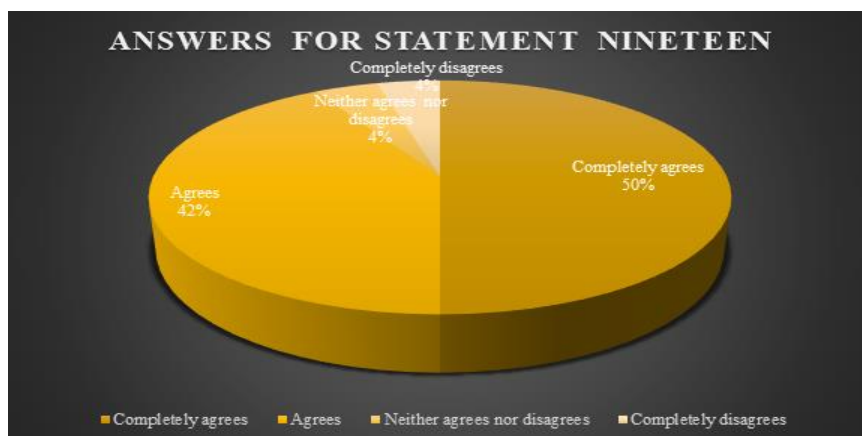
Concerning the statement shown before, it was found that twelve students (50%) out of twenty-four agreed with it while seven pupils (29%) neither agreed nor disagreed with it whereas two students completely agreed with it; other two (9%) of them completely agreed with it, and one student completely disagreed (4%) with it. Results show that most students deem this statement as true.

During the focus group, students were asked: *What aspects of your English learning process were the most positive to you?*

“Pienso que el libro es positivo.” [Seventh grade student. 2018] (See Annex 2.)

Results show that most students see the book as a tool that does enhance English learning. This, along with the answers found in statement eleven shows that the resources employed by Emilio Valenzuela School are appealing to the students as they accomplish their purpose. This is coherent with Montoya’s (2012) findings: Suitable resources are important. This happens as they make the English learning process easier thus improving students English level and giving tools for the teacher to use.

19. Computers and tablets should be used during classes more frequently.



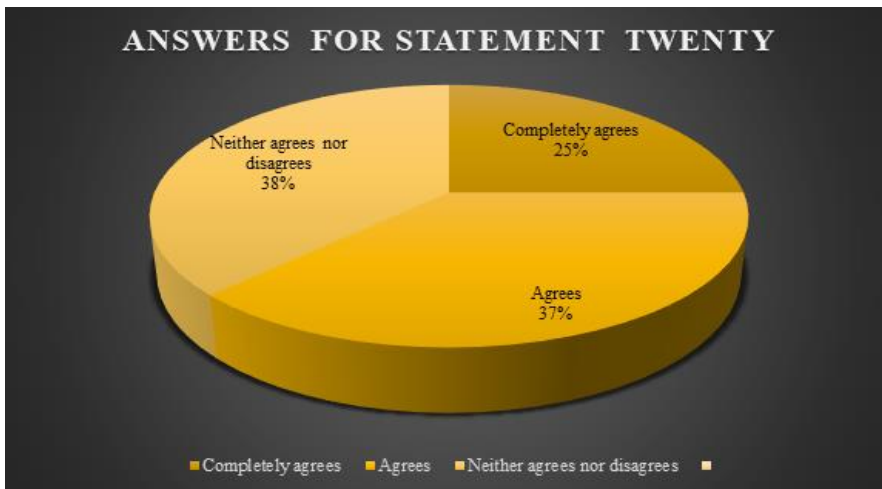
When it comes to the statement previously mentioned, the following results were found: Twelve students out of twenty-four (50%) completely agreed with it while ten pupils (42%) agreed with

it; a student (4%) neither agreed nor disagreed with it, and another one (4%) completely disagreed with it. This means that overall speaking, students regard this statement to be true.

The teacher was asked to answer that same statement, and she agreed with it.

Results show that even if the book is seen in a positive light, the student as well as the teacher would like technological devices to be used more often. This is coherent with the fact that students love Myon, which is a virtual platform. In this context, there is a match with Machado. P et al findings: Resources can be used in order to get students to love the language and be willing to learn.

20. Classroom is an environment that fosters learning.



When it comes to the statement shown before, it was found that nine students (39%) out of twenty-four neither agree nor disagree with it while other nine (38%) agreed with it, and six pupils (25%) completely agreed with it. This shows that most individuals deem this statement to be true.

During the focus group, students were asked: *What would you change about Emilio Valenzuela English Classes?* Below are some of the answers given:

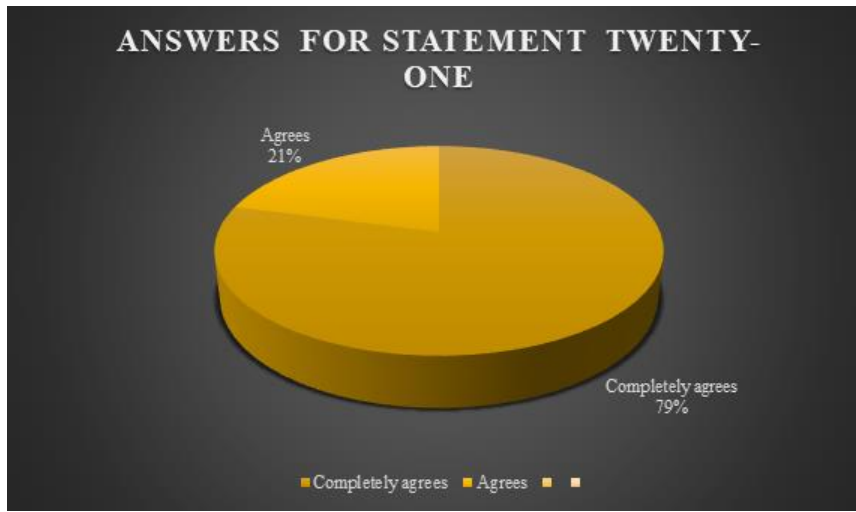
“Que las clases fueran al aire libre.” [Seventh grade student. 2018] “Yo pienso que se podrían usar diferentes espacios para las clases de inglés y no siempre el mismo espacio.” [Seventh grade student. 2018] (See Annex 2.)

Answers reflect that even if students suggested teaching classes in other areas, it doesn't mean they don't like their classroom. Taking into account that students have reported not only that they are motivated but also that they have got satisfactory grades, it can be said that the classroom has accomplished its goal as an environment so that students learn. This coincides with Montoya's (2013) findings: good facilities contribute to a successful learning process, and get students to be motivated. It can be said that the classroom succeeds in addressing students' needs.

Attitudes regarding the teacher

Questions 21 to 25 belong to this category. The aim of this section is to find out how students perceive the following aspects: The teacher herself, her classroom management and her teaching methods. Questions 21 to 24 have extracts from either the focus group or the interview.

21. My English teacher treats her students well.



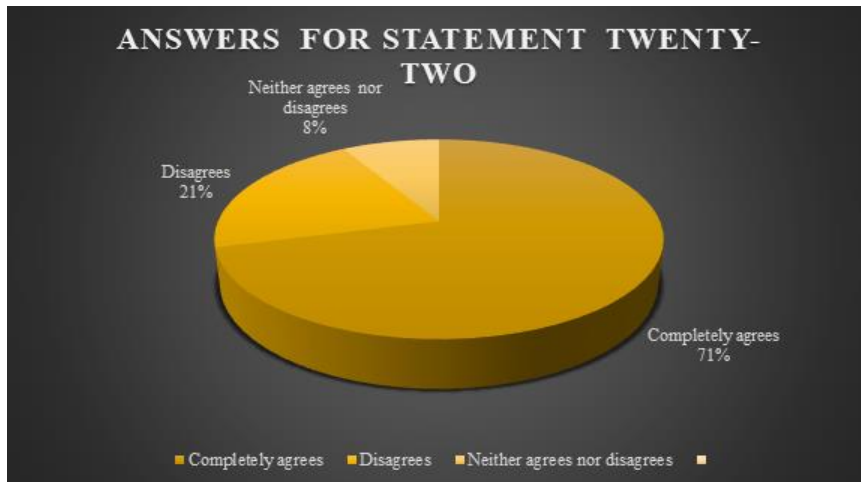
Concerning the statement shown before, it was found that nineteen students (79%) out of twenty-four completely agreed with this statement while five pupils (21%) agreed with it. This shows that all students regard this statement as true.

During the focus group, students were asked: *What are the most positive aspects of English classes in Emilio Valenzuela for you?* Some of the answers given to this question were the following:

“Me gusta que la profesora se preocupa por nosotros.” [Seventh grade student. 2018] “La profesora de este año nos da muchas oportunidades.” [Seventh grade student. 2018] “La profesora de este año nos ha ayudado mucho.” [Seventh grade student. 2018] “Es una profesora que tú tienes problemas aprendiendo inglés, siempre va a intentar ayudarte.” [Seventh grade student. 2018] (See Annex 2 and 3.)

Answers show that all students consider that their teacher does treat them well as she cares about their learning; consequently, she aids them, and she gives them opportunities so that they can get good results. In this context, it can be said that this support works as a motivation for students to keep learning, which matches Fewell’s (2010) results: Teachers can use their role to create a comfortable language learning environment. In this context, students feel pleased as they consider that their teacher provides them with the support they need.

22. My English teacher explains properly.



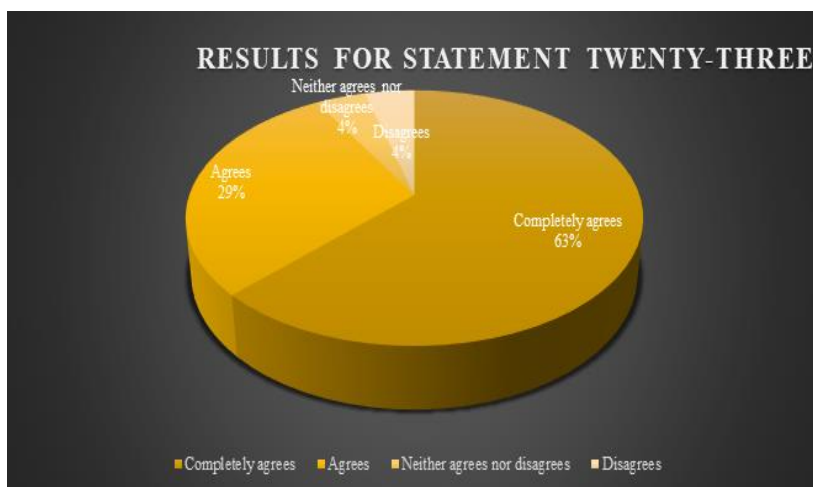
Concerning the statement shown before, it was found that seventeen students out of twenty-four (71%) completely agreed with this statement while five pupils (21%) agreed with it, and two (8%) neither agreed nor disagreed with it. This reflects that for most pupils this statement is valid.

During the focus group, students were asked: *What are the most positive aspects of English classes in Emilio Valenzuela for you?* Pupils gave diverse answers, among of them we can quote here the following:

“La profesora es muy buena explicando y enseñando.” [Seventh grade student. 2018] “La profesora explica muy bien.” [Seventh grade student. 2018] “La profesora de este año opino que ha sido de las mejores porque su manera de enseñar es muy buena.” [Seventh grade student. 2018] (See Annex 2 and 3.)

Answers show that students like their teacher's explanation. Considering that they claimed to observe an improvement in their English level, it can be said that those explanations are properly given. They are understood, and they are effective. In this context, the explanations accomplish their goal, which is to get students to learn. The fact that pupils stated that they are motivated demonstrates Fewell's (2010) findings to be true: Teachers can use their role to influence students. In this case, the English teacher uses her role not only to have them learn, but also to keep them encouraged.

23. My English teacher motivates me to learn English.



Concerning the statement shown before, it was found that fifteen students (63%) out of twenty-four affirmed that they completely agreed with it while other seven (29%) claimed to agree with it

whereas one pupil (4%) reported to neither agree nor disagree with it, and another one (4%) disagreed with it. This shows that most students deem this statement to apply to their own case.

During the focus group, students were asked: *What aspects of your English language learning experience are the most negative to you?* on answer claimed that:

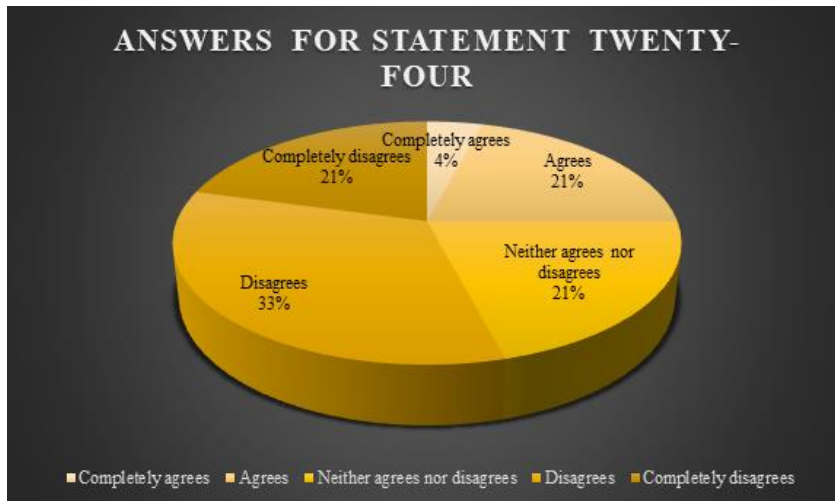
No nos alentaba a aprenderlo. [Seventh grade student on her sixth grade English teacher. 2018] (See Annex 2 .)

Students were also asked: *What aspects of the English classes do you like?* Among the answers, it was said that:

Me gusta que la profesora nos motive cuando estamos tristes. [Seventh grade student. 2018] (See Annex 2.)

Answers show that students consider that their teacher motivates them. It can be said that both the way the teacher treats students, which is considered as proper, and the explanations given in class, which are also seen in a positive light, are aspects that contribute to the teacher's ability to motivate pupils. In such way Fewell's (2010) findings match this research study: Teachers can use their role to impact pupils. In this case, the teacher uses her role to inspire her students to love the language.

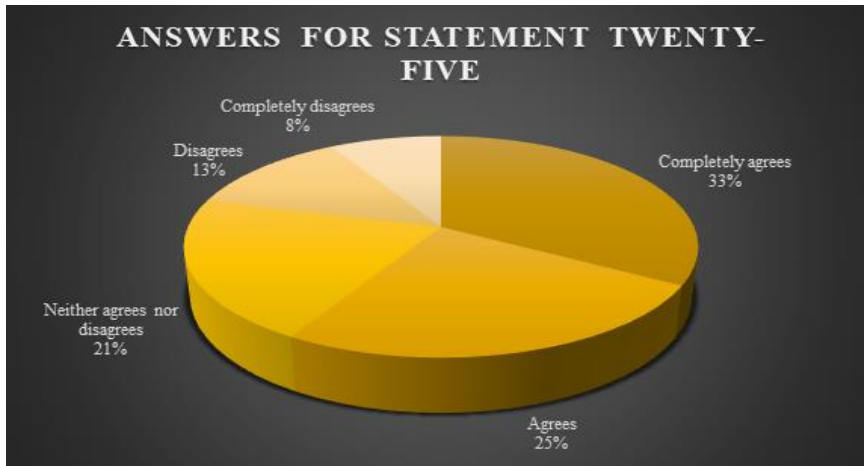
24. My English teacher is excessively strict.



Regarding the statement shown before, eight students (33%) out of twenty-four disagreed with it while five pupils (21%) completely disagreed with it whereas other five students (21%) neither agree nor disagree with it. However, five students (21%) agreed with this statement while another one completely agreed (4%) with it. Answers show that most students consider that this statement doesn't apply to their teacher.

Results are coherent with the information given in previous statements: As the students consider that their teacher treats them well, gives them several opportunities and motivates them, it can be assumed that pupils consider that the expectations set upon them are fair. Thus, they end up performing well and being encouraged. This matches Fewell's (2010) results: expectations can influence students' perception. As students see their teacher in a positive light, so is their perception towards her.

25. There are students that are naturally more skilled to learn English than others.



When it comes to the statement shown before, it was found that eight students (33%) completely agreed with it while six pupils (25%) agreed with it whereas five students (13%) disagreed with it, and two of them (8%) completely disagreed with it. Results show that students deem this statement to be true. Concerning the teacher, she agreed with this statement. (See annex 4)

During the interview, the teacher was asked: *What would you change about Emilio Valenzuela English classes?* She replied the following:

“Modificaría el desnivel de los estudiantes. Organizaría a los estudiantes por niveles.”

[Seventh grade English teacher. 2018](See Annex 5.)

The teacher was also asked *What methodology would benefit seventh grade Emilio Valenzuela students the most?* She stated that:

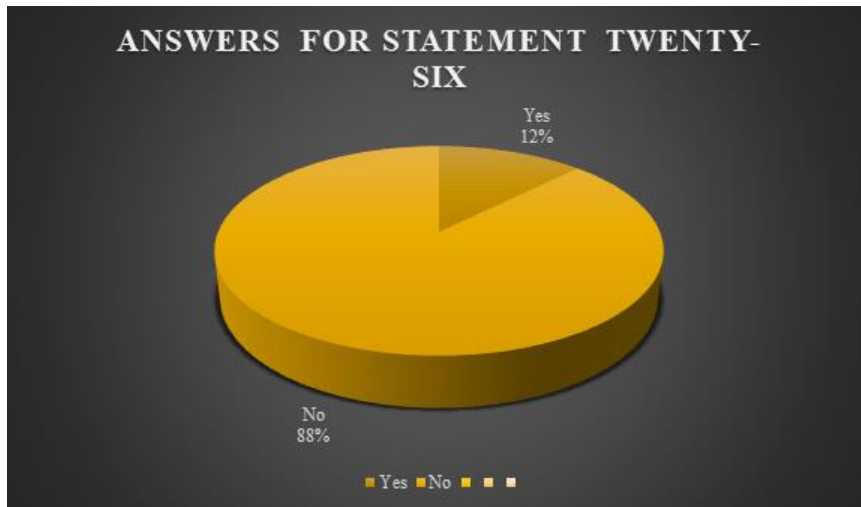
“No creo que haya una metodología específica por lo que es tan heterogéneo el curso se hace necesario crear diferentes metodologías y estrategias incluso de una clase a otra.”
[Seventh grade English teacher 2018] (See Annex 5.)

Answers show that the students as well as their teacher consider pupils are unique individuals beings, and such fact is reflected when learning languages as they may react in a different way to the same teaching method. In this context, this belief makes it essential for the teacher to be able to tailor lessons thus coinciding with Fewell (2010): Teaching methods can influence students. As a consequence, the English teacher has to suit them so that pupils are able to learn successfully. This ability to modify the methodologies makes it possible for the teacher to explain things well and make her classes appealing.

Attitudes regarding motivation

Questions 26 to 31 belong to this category. The aim of this section is to find out the reasons why students learn the English language.

26. I study English in a place different to my school.



When it comes to the statement shown before, it was found that, twenty one (88%) out of twenty-four students reported that they disagreed with it while three pupils (12%) claimed to agree with it. This means that most pupils disagreed with this statement as the fact of learning English outside the school doesn't apply to their own experience.

During the focus group, students were inquired about studying English aside from their classes at school. In this context, pupils were asked the following question: *“How much time do you practice English outside school?”* and they were encouraged to specify how this time was spent.

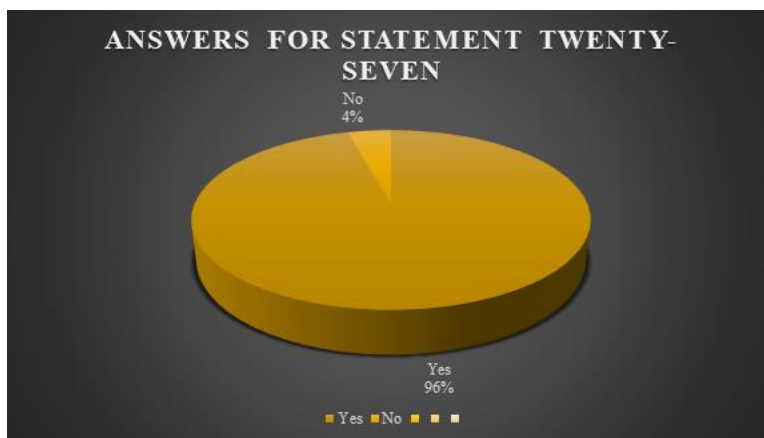
Answers varied:

“Yo practico inglés todos los sábados (...) Voy a un curso.” [Seventh grade student, 2018]. Other students mentioned that they use English for entertainment purposes such as:

“Uso inglés cada vez que veo Netflix.” [Seventh grade student. 2018] “Juego videojuegos.” [Seventh grade student. 2018] (See Annex 2 and 3.)

Taking into account the results previously described, it can be said that for most students their English learning process takes place exclusively in Emilio Valenzuela School, which is important because this means that this educational institution is the only place where the experiences regarding English, and exposure to ideas about English and its accents take place. This shows that in this case Uribe's (2013) ideas apply in this context as he says that experiences in school heavily determine how students perceive the language they are studying. This means that it is crucial that Emilio Valenzuela students provide positive English learning experiences to its students.

27. I study the English language because I like it.



Concerning the statement shown before, it was found that twenty-three students (96%) agreed with it while one pupil (4%) didn't. This means that almost all students consider this statement to be valid to their own experience.

During the focus group, students were asked: *Do you think it is important to like a language when learning it?* Several of them agreed, and gave reasons such as the following:

“Sí me parece importante porque tienes que tener todo el interés.” [Seventh grade student, 2018] “Es importante que te guste la lengua porque si no te gusta, jamás la vas a aprender.” [Seventh grade student, 2018] (See Annex 2.)

In this context, even if saying “yes” was the most common answer, it doesn't mean that all pupils think that way. In this context, the following answer can be highlighted:

“Yo pienso que no es necesario que te tenga que gustar, pero sí es necesario que tengas una motivación para hacerlo.” [Seventh grade student, 2018](See Annex 2.)

During the questionnaire, the teacher was required to answer the following statement: *I studied the English language because I liked it.* She agreed with it, which means she considers it relevant to her own experience. (See Annex 4.)

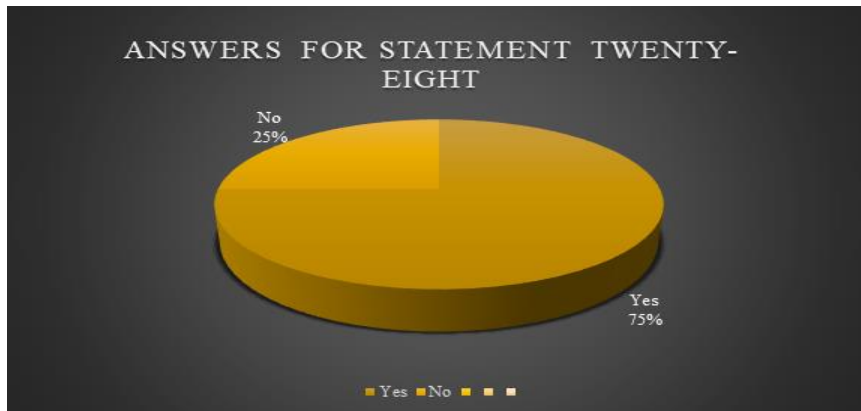
During the interview, she was asked the same questions as the students, and her response was:

“Sí, porque cuando les gusta el idioma unido a eso comienza la disciplina, el interés, la autonomía. Considero que es difícil aprender un idioma si no te gusta.” [Seventh grade English teacher, 2018](See Annex 5.)

It was found through the answers that most students as well as the teacher have what Lambert quoted by Carulla (2006) calls integral motivation, as they learn English because they are fond of that language.

As most students deem their own learning process as successful, and they claimed to be okay with their grades, two analyses can be done. On one hand, this matches Carulla, C's (2006) findings: It is possible to like a language whether it is liked or not, but being fond of it is associated with better results. On the other hand, there is an association between doing well in classes and liking the language, which is also found in Uribe D, et al (2013) research. This shows that likeness of a language is an aspect that cannot be overlooked, and it is important to cherish it when teaching English or any other language.

28. I learn English because I want to travel to an English speaking country.



When it comes to the statement that was previously shown, it was found that eighteen students (75%) out of twenty-four agreed with it while six pupils (25%) didn't. This shows that most students deem this statement to be valid to their own experience.

During the focus group, students were asked: *How does Emilio Valenzuela School motivate its students to use English?*

“Con las excursiones del colegio que a veces cuando uno va en los lugares hablan inglés.” [Seventh grade student. 2018] “El plan de intercambio que tiene el colegio a Canadá, Reino Unido o Estados Unidos.” [Seventh grade student. 2018] “Hacen eso para que tú aprendas a la vez que viajas y conozcas entonces está súper divertido.” [Seventh grade student. 2018] (See Annex 2.)

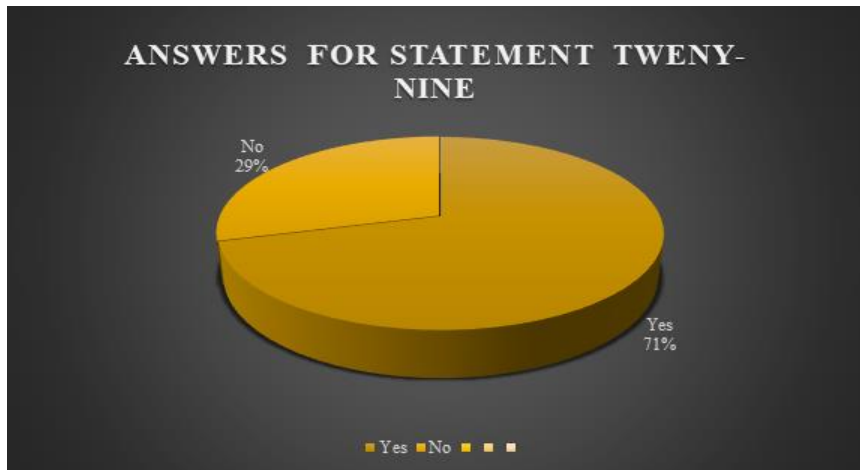
The teacher was also asked the same question students answered during the focus, and she said that:

“Con las excursiones y los planes de intercambio.” [Seventh grade English teacher. 2018]

(See Annex 5.)

It is shown that students are indeed interested in travelling abroad. Such fact is manifested in the student exchange programs, which are seen as a motivation to learn English as they provide pupils with an enjoyable opportunity to practice English in a native-speaking country. In this context, there is a match with Manzanilla's (2008) findings: Travelling becomes a motivation to learn English. Also this is what Carulla, C (2006) calls an instrumental motivation as the aim is to make themselves understood.

29. I study the English language because I want to live in an English speaking country in the future.



When it comes to the statement shown before, it was found that seventeen students (71%) out of twenty-four agreed with it while seven (29%) disagreed with it. This means that most students deem this statement to apply to their own case.

The teacher was asked to answer the statement *I studied the English language because I wanted to live in an English-speaking country*, and she said no. (See annex four)

Answers show that most students indeed wish to leave the country; therefore, what Carulla, C (2006) calls integral motivation as they learn English in order to be able to successfully fit in the country they chose to live in. In this context, there is a match with Melhim's (2009) findings as some students also learn that language for the same reasons. It can be said that the desire to live in English speaking countries is present worldwide even if the reasons to emigrate vary.

30. I study the English language because it will allow me to get a good job when I grow up.



Regarding the statement shown before, it was found that twenty-two (92%) out of twenty four students agreed with it while two (8%) claimed that they didn't. This means that most students consider this statement to apply to their own case.

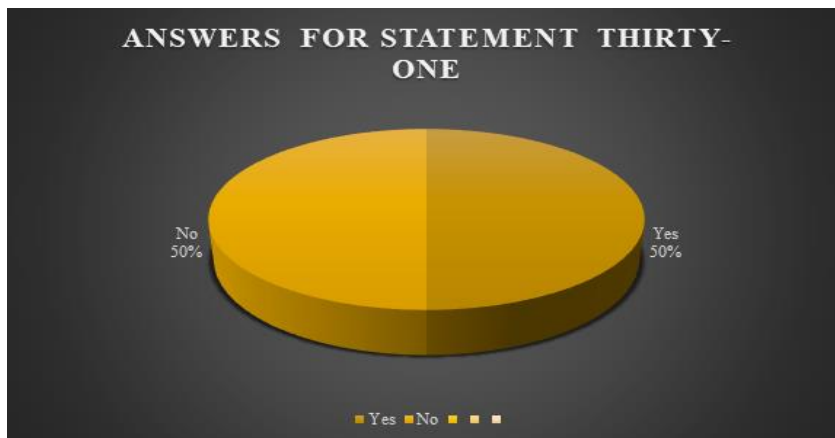
During the focus group, students were asked *Do you like English?* In this context, one pupil replied: "Siento que si sigo aprendiendo, si sigo en el proceso en el que estoy puedo conseguir cuando grande una vida mejor." [Seventh grade student, 2018] (See Annex 3.)

Having shown student's answers, the teacher's response will be covered. She was asked to answer the following statement in the questionnaire: *I studied English because of the working opportunities this language gave me.* She agreed with it. (See annex four)

Taking into account the responses given by the students and the teacher, it can be said that in this case what Lambert quoted by Carulla (2006) calls instrumental motivation is present as English is learned to achieve a certain benefit, in this case being able to get a job.

The link between English and good working opportunities is present in this context, and it was also found in Manzanilla (2008), Herzf, A (2008), Melhim, A (2009) , Montoya (2013) and C y Morales, H et al (2015) research studies. Even though these students belonged to different countries and varying educational levels, they all conceive learning English as a tool to succeed in the workforce and cited this belief as a reason to study the aforementioned language. This means that English is perceived as an important tool to obtain economic success regardless of the background students belong to.

31. I study English in order to make friends.



Concerning the statement shown before, it was found that twelve students (50%) out of twenty-four agreed with it while twelve (50%) students disagreed with it. These results show that opinions are divided equally.

Results show that there are students that deem English as a tool to establish a bond with others. In this context, there is also integral motivation present as they don't seek to get material benefits from their English learning. The fact that making friends is a motivation to learn English renders Herzf, A's (2008) findings true: English is a global language. In this context, it is possible to interact with English speakers regardless of the place they live in.

Questions regarding English usage

The following questions were made in order to find out how English language is used by Emilio Valenzuela students and their English teacher.

32. I use the English language when listening to music.



Regarding the statement shown before, it was found that 10 students (42%) out of twenty-four frequently listen to music in that language while other nine (37%) claimed to always perform that activity whereas four pupils (17%) mentioned that they sometimes listen to music in English, and another one (4%) reported to seldom listen to music in English. Results show that this statement applies to all students with varying degrees of frequency. However, they all listen to music in English.

During the focus group students were asked *What strategies have been useful to you when learning English?*

“Escuchar música en inglés.” [Seventh grade student. 2018] “Escuchar música en inglés y luego intentar entenderla o traducirla.” [Seventh grade student. 2018] “Toda la música

que escucho es en inglés y siempre busco la letra y la intento leer y la canto.” [Seventh grade student, 2018] “Yo escucho música en inglés y intento traducirla al español.” [Seventh grade student, 2018] (See Annex 2 and 3.)

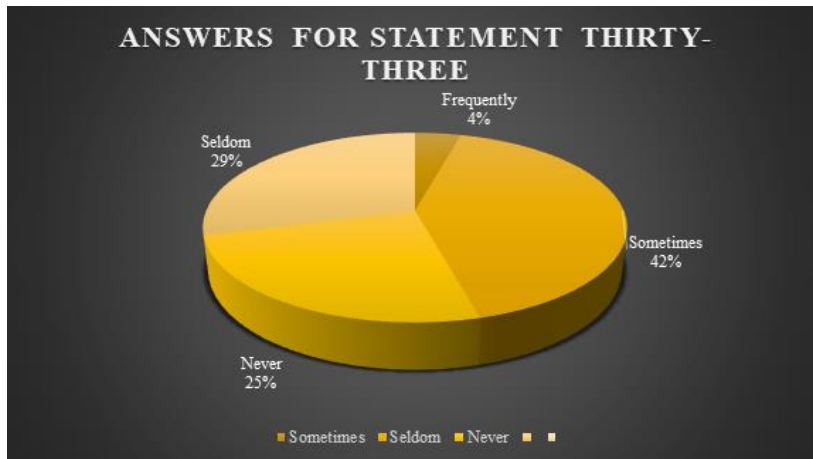
The teacher was also asked to answer the same question as students, and she replied “frequently” (See annex 4)

During the focus group, she was asked *What strategies have been useful to you when learning English?* She stated the following:

“Me ha servido escuchar música en inglés.” [Seventh English grade teacher 2018] (See Annex 5.)

Answers show that listening to music is a common place among Emilio Valenzuela community. In this context, music is not only used in leisure time, but is also used as a tool to actively learn English. In this context, as students read the lyrics, sing along to it and translate them, they not only reinforce their listening skills, but they also practice their pronunciation and acquire vocabulary. Such activity contributes to the fact that their speaking and reading are their strongest skills.

33. I use the English language when speaking with my friends.



Concerning the statement shown before, it was found that ten students (42%) out of twenty-four answered sometimes while six (29%) claimed that they seldom do that whereas seven students (25%) reported to never speak English with their friends, and another one (4%) reported to do this frequently. This means that most students deem this statement to apply to their own experience.

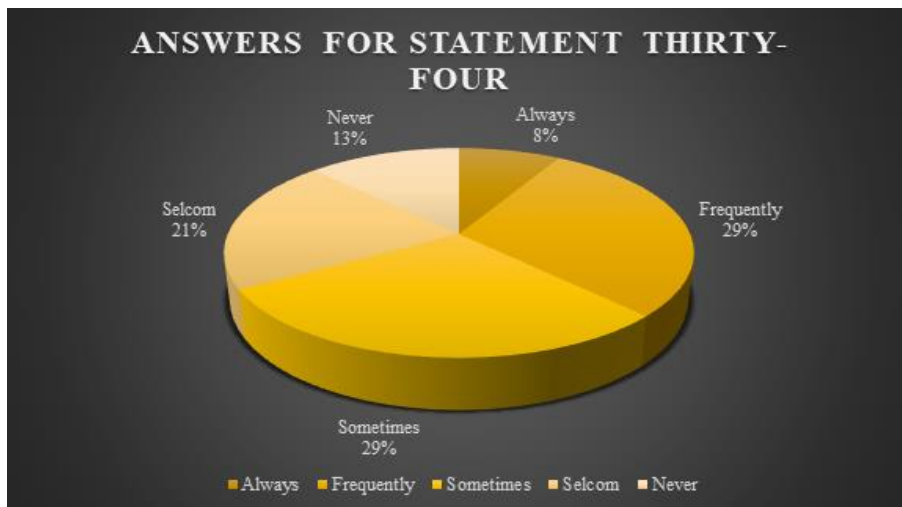
During the focus group, students were asked: *What strategies have been useful to you when learning English?* One student replied that:

“Tus amigos te ayudan resto.” [Seventh grade student, 2018] (See Annex 3.)

The teacher was also asked to answer the same statement as students, and she replied rarely. (See Annex 4)

Answers show that unlike the teacher, most students indeed use English to speak with friends. However, this doesn't happen frequently even if pupils regard this activity as helpful. For instance, students observe a betterment in their speaking skills, which is enhanced by this activity.

34. I use English in social media.

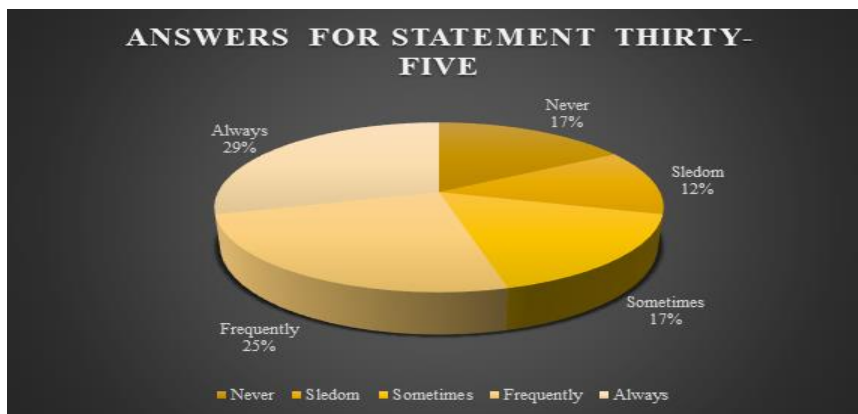


Concerning the statement shown before, it is shown that seven students (29%) do this activity frequently while other seven (29%) perform it sometimes whereas for five pupils (21%) seldom does this happen. Three (13%) claim that this never takes place in their case, and two students (8%) reported that they always engage in that activity. Results show that most students deem this statement to apply to them with varying degrees.

The teacher was also asked to answer this statement, and she replied: sometimes. (See Annex 5.)

Results show that using English in social media is a common activity in Emilio Valenzuela community. By doing this, writing and reading skills are exercised with varying degrees. This contributes to the fact that according to the teacher, reading is one of the students best English skills. In this context, as most of them claim to use social media, and they also stated that they want to use technological devices more frequently, which could become a tool for Emilio Valenzuela to use.

35. I use English when playing video games.



Concerning the statement shown before, it was found that seven students (29%) always do this activity while other six (25%) reported to engage in this frequently whereas four (17%) explained that this sometimes applies to them. Other four pupils (17%) never do that, and three pupils (12%) stated that seldom do they play videogames.

During the focus group, students were asked: *How much time do you spend using the English language apart from the English classes?* One student said that:

“Juego videojuegos.” [Seventh grade student 2018] (See Annex 3.)

Students were also asked: *Which strategies have been useful to you when learning English?* The following answer can be highlighted:

“Las mejores formas de aprender para mí son los videojuegos.” [Seventh grade student 2018] (See Annex 3.)

The teacher was also asked the same statement, and she replied: “Sometimes”. (See Annex 4.)

Answers show that playing video games is common in Emilio Valenzuela School. In this context, students practice their English during leisure time. Through this activity, students reinforce their listening skills, and they can possibly exercise their reading skills while they also acquire new vocabulary.

36. I use the English language when reading.



When it comes to the statement read before, it was shown that seven pupils (29%) frequently do this while other seven (29%) claimed to seldom read in English whereas six students (25%) sometimes perform this activity. Other three (13%) never engage in this activity, and another one (4%) always performs it.

The teacher was also asked to answer this statement, and she replied: Sometimes. (See Annex 4.)

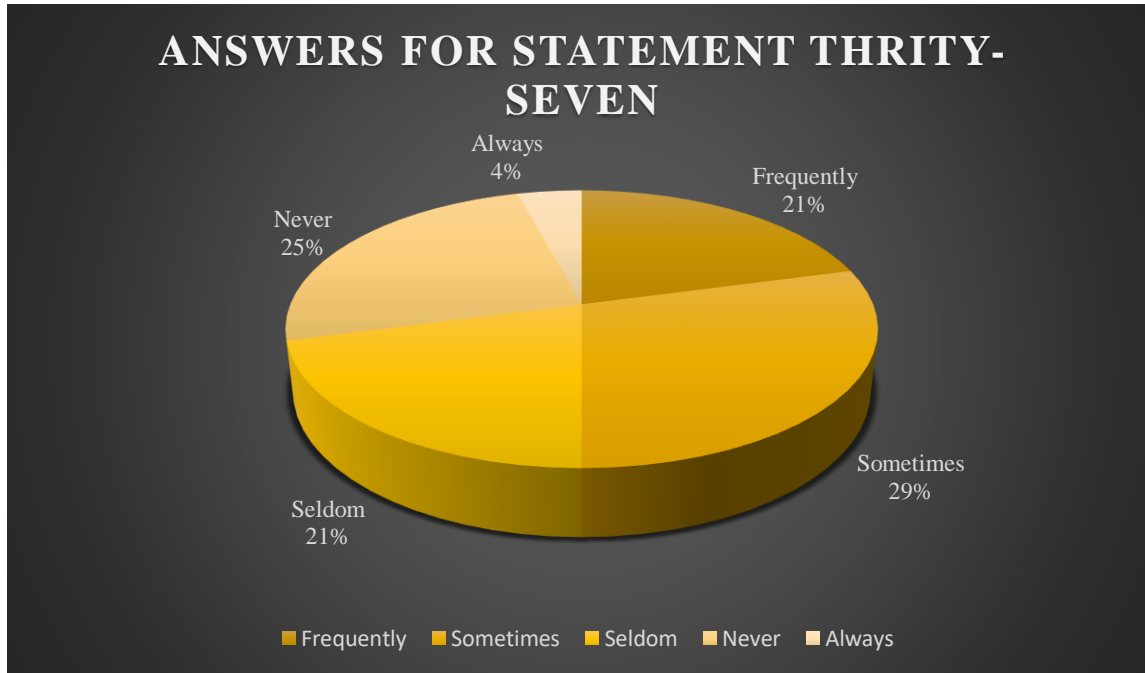
During the interview the teacher was asked *What strategies have been useful to you when learning English?* This part of her answer can be highlighted:

“Leer periódicos en inglés.” [Seventh grade English teacher 2018] (See Annex 5.)

It can be said that reading in English is an uncommon activity. In this context, it can be said that students prefer to exercise their reading skills by performing other activities in which this ability

is required. As their reading skills are rated to be among their better skills, it can be said that these activities are working.

37. I use the English language when looking for information to do my homework.



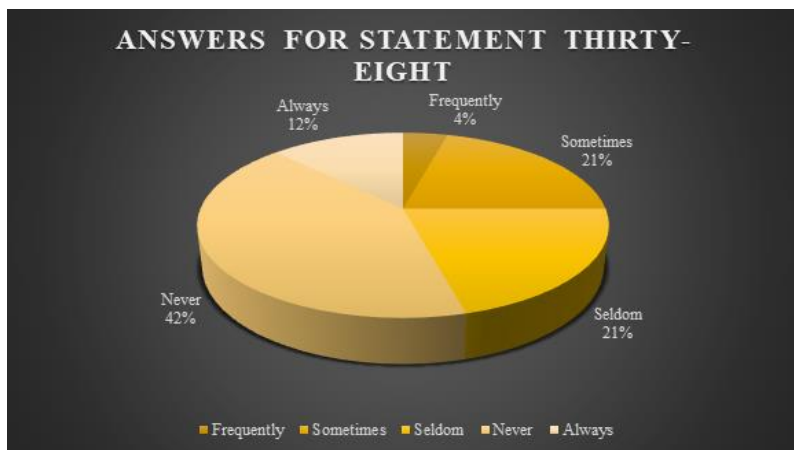
Concerning the statement shown before, it was found that seven students (29%) out of twenty-four sometimes do this while other six claimed to never perform this activity whereas five students reported to do this frequently. Other five (21%) stated that they seldom do this, and another one (4%) always engages in this activity. Results show that most students deem this statement to apply to them with varying degrees.

Answers show that most students use English to seek out information for their homework, but they do this with different degrees of frequency. In this context, English is used with academic purposes. In this context, they take advantage of the amount of information found in that language.

Questions about attitudes towards parental role in children's learning

Questions 38 to 42 belong to this category. The aim is both to understand how parents influence their children's linguistic attitudes, and to inquire about their involvement in Emilio Valenzuela students English learning process.

38. My parents speak English with me.



Concerning the statement shown before, it was found that ten students (42%) out of twenty-four claimed to never speak in English with their parents while five of them (21%) reported to sometimes do this while other five pupils (21%) explained that seldom do they engage in this

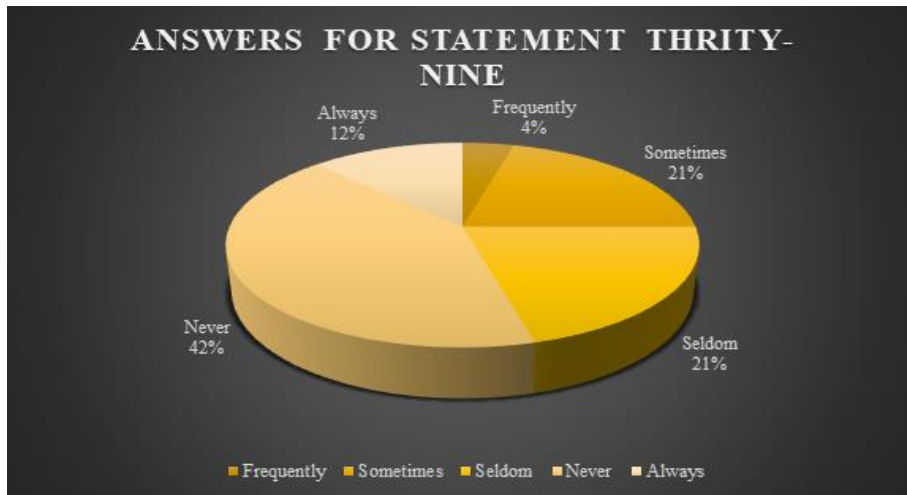
activity while three pupils (12%) reported to always do that activity. Another one (4%) affirmed that they speak English with their parents frequently. This means that for most pupils, this statement is true to different degrees.

During the focus group, students were asked: *Have you ever met a foreigner? If, so, how was this experience like?* Some of the answers given were:

“Mi padrastro es belga sabe varios idiomas y a veces me ayuda a estudiar inglés.” “Mi papá me regaña en inglés. Mi mamá hay veces o intenta, pero no le sale.” [Seventh grade English teacher. 2018] (See Annex 3.)

Answers show that most Emilio Valenzuela parents indeed speak English with their children. However, the frequency they do this changes. In this context, Carulla C's (2006) findings match: Parents perform an active role when it comes to motivation. This happens as by employing that language, students are encouraged to use it and pass positive feelings towards English even if neither the students nor the parents are aware of this process taking place.

39. My parents motivate me to speak English.



When it comes to the statement *My parents motivate me to speak English*, it was found that nine students (38%) out of twenty-four claimed to always be motivated by their parents while other nine (38%) reported that this happens to them frequently. Whereas three pupils (13%) explained that this never happens to them, and other three pupils (12%) said that their parents sometimes motivate them to learn English. Results show that most students deem this statement as valid to their own case.

During the focus group, students were asked *Do Emilio Valenzuela parents encourage you to learn English? If so, how do they do it?* Most pupils answered positively, and they gave diverse answers when describing how parents encourage them:

“Mis papás sí, porque hablamos mucho en inglés.” [Seventh grade student. 2018] “Mis papás sí, porque nos dejan una recompensa si aprendemos el inglés.” [Seventh grade

student. 2018] “Mis papás andan pendientes de mis notas no porque me vaya mal, sino porque les gustaría que cuando grande estudiará afuera o algo así.” [Seventh grade student. 2018] “Mi papá quiere mandarme a estudiar fuera.” [Seventh grade student. 2018] (See Annex 2 and 3.)

Having seen what students reported, the answers given by the teacher will now be covered.

The teacher was also asked to answer the same statement as students. The teacher neither agreed nor disagreed with it.

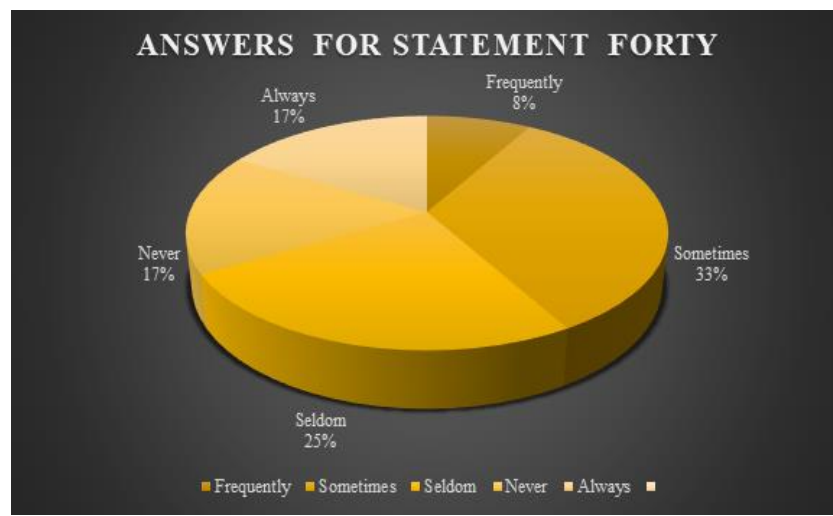
During the interview, she was asked: *Do Emilio Valenzuela parents encourage foster English learning? If so, how do they do that?* She explained that it is hard to generalize, but parents that do motivate their children accomplish this by following steps such as:

“Compartiendo sus conocimientos (...) otros los incentivan de pronto diciendo que van a viajar a otro país y pueden aplicar el idioma sentándose a estudiar con ellos y estando pendientes del proceso de la materia.” [Seventh grade English teacher. 2018] (See Annex 5.)

Results show that most parents do motivate their children, and they do this actively by using several methods. In this context, it can be said that parents consider important for their children to be able to speak English. There is a match with Fewell’s (2010) findings: Parents pass on their

linguistic attitudes to their children. For instance, as Emilio Valenzuela parents use travelling abroad to motivate their children, students end up wishing to perform this. This motivation is also one of the reasons why students have a successful English learning process.

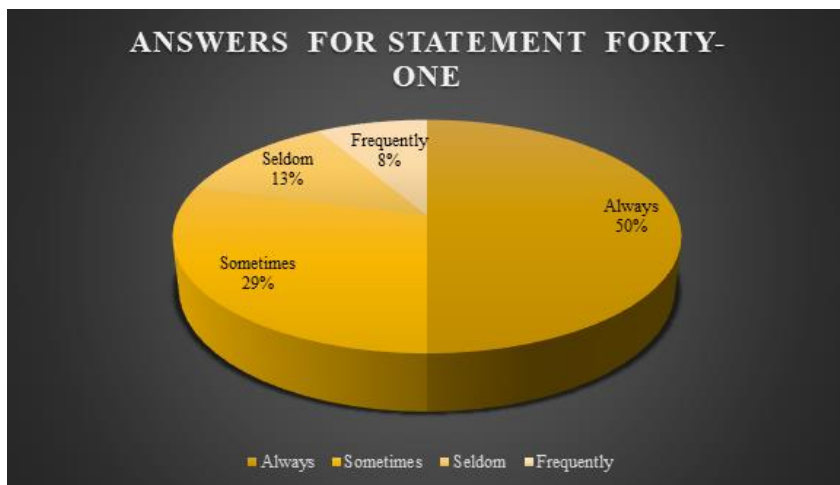
40. If I have doubts regarding the English language, I can have my parents clear it up.



Regarding the statement shown before, it is shown that for eight (33%) out of twenty-four this happens sometimes while six of them claim that seldom do they get to do that. On one hand, four pupils (17%) explained that their parents always clear their doubts. On the other hand, the other four (17%) reported this never takes place, and two students (8%) claim that this occurs frequently.

Results show that most parents don't clarify their children's doubts. This means that parents offer support so that the English learning process goes well, but that process itself is mostly left to the school. In the case of parents who do teach the language, offer ongoing contact with the language. Taking into account that students have positive perceptions of the English language, there is a language with Montoya's (2012) matches: The more contact, the better the attitude. In this context, as students use English in several fields rather than limiting it to one place, they are motivated to learn thus getting good results.

41. My parents keep tabs on my performance during English classes.

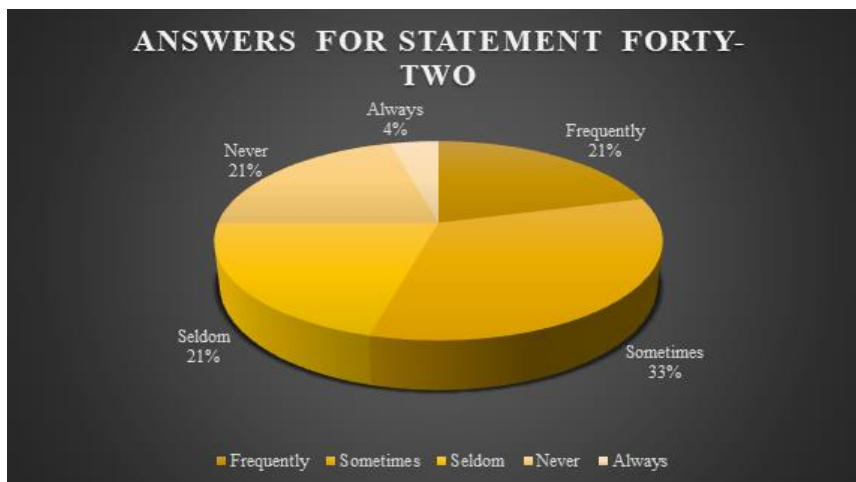


Taking into account the statement shown before, the answers obtained were the following: Twelve students (50%) out of twenty-four stated that their parents always check on their performance while seven pupils (29%) reported that this activity happens sometimes. Whereas the other three

(13%) affirmed that seldom does this take place in their case , and the other two (8%) mentioned that frequently do their parents see how they do in English classes. Results show that for most students this statement is valid to their own case with varying degrees.

Results show that parents indeed check how their children perform. This both shows that parents are involved in their children's learning process, and confirms that they consider that it is important that their children learn English. In this context, it can be said that this involvement benefits pupils, as it gives them support and makes it possible to spot hindrances, should they appear. As students do well, there is a match with Carulla, C's (2006) findings: Parental encouragement is linked with success, as also shown in statement thirty-nine.

42. My parents buy materials for me to practice at home.



When it comes to the statement shown before, it was found that eight (33%) out of twenty students reported that this sometimes happens, five (21%) consider that their parents frequently engage in this activity whereas other five (21%) said that seldom does this take place in their case; yet other five pupils (21%) explained that this never happens, and a student (4%) said this always happens. Answers show that for most students this statement applies to them, with varying degrees.

Answers show that most parents indeed buy materials for their children; however, in the majority of cases this is not commonplace. This action is one of the methods parents use to encourage their children and make sure that their learning English process is successful. Parents see as their responsibility to make sure their children perform well, therefore, measures like this are taken.

Conclusion

Seventh grade Emilio Valenzuela students as well as their English teacher have positive linguistic attitudes towards that language. This conclusion will be presented according to the specific objectives of this study: to characterize attitudes regarding English prestige and usage, the second language learning class, materials used in class, their teacher, their motivation and parental role in English learning.

In this context, regarding students and teacher attitudes towards English prestige and usage, it is possible to state that English is liked, and this fondness is shown in two perceptions: its aesthetic

and its utility. Regarding the first one, English is seen as beautiful. In this context., the pronunciation is the most liked aspect. Despite students being aware of the fact that several accents exist, most of them recognize that they are unable to tell between them. Those who indeed can recognize them favor American accent over British accent as does their teacher. This preference can be determined by the fact that several pupils have American relatives, and they are more in contact with American culture than that of other English-speaking countries. Concerning the second one, English is learned as is seen as a tool to achieve goals such as: To get access to working opportunities; to travel abroad, to live in other countries and to make friends. In this context, the aforementioned language becomes a tool to thrive in modern society, and it is deemed as useful in many contexts.

Concerning their English classes and the materials used in them, pupils like them for several reasons. To begin with, they consider that their English level is indeed improving, and according to them, this fact is reflected in their grades. Also, they feel comfortable and encouraged to participate during classes. Such participation is linked with satisfactory resources, and they deem the resources they use as engaging and learning enablers.

When it comes to the teacher, she is seen in a positive light. In this context, the way she treats her students is seen as appropriate by them, as they claim that she gives her several chances to learn

and support struggling pupils. Her methodology is seen as fun, effective and engaging. Many students linked having classes with her with improvement in their English level.

When it comes to parents, they support the learning English process by encouraging students to learn the language by employing several methods like rewarding them for good results or convincing them to speak English so they can travel abroad. Parents also make sure their performance in classes is satisfactory, and some of them buy materials for their children to practice English with certain frequency.

All these positive attitudes can be explained due to Fundación Colegio Emilio Valenzuela has put a lot of effort in the learning of English as a foreign language in the last years. This probably can also explain the situation regarding private schools in Colombia that was mentioned in the problem of this study by Montoya, 2012). It is still important to highlight that these are the actions that can serve as a role model to other institutions, as well as to the government, in order to improve the attitude students can have towards the learning of English. However, as it was seen in the observation classes were it was identified that seventh grade students at this institution were achieving a level below than the requirement of the government's national bilingualism plan. It is to reckon that in Colombia there still is a lot of effort from the government and educational institutions to achieve high standards towards the learning of English as a foreign language. Despite the positive attitudes that this community has, there is still a great quantity of actions to

take into account in the foreign language policy of the country in order to guide academic institutions in this path.

Limitations and further research studies

There were several limitations in this research study. To begin with, the researcher couldn't get access to the participation of parents in the questionnaires, which made it necessary to modify the scope as well as the goals of the research study. Another constraint was the reduced number of students who were given permission to participate as this number is small compared to the total amount of students in Seventh grade. These constraints should also guide students in further investigations regarding attitudes of Colombian school students towards the learning of English as a foreign language. Another possible topic to do research on is the comparison of attitudes of Colombian private school students with those from public institutions.

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