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## Trabajo de grado

Identify Adolescents' Attitudes when Learning English as a Foreign Language in  
10th Graders

Henry Nicolas Quijano Barrera

School of Education and Social Sciences, Fundación Universitaria Juan N. Corpas

B.A in Foreign Languages: English - Portuguese

Director

Magister Aura Cristina Leon Castro

Codirector

Dra. Marta Osorio de Samiento

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## Abstract

This study aims to investigate the influence of teenagers' attitudes in English language learning and what is behind those attitudes to improve the student's willingness to learn. To achieve the goal and answer the problem question "How do attitudes impact the learning process of a second language in 10th-grade students at Gimnasio Los Pinos?", this study follows the qualitative paradigm in which the low information regarding the importance of attitudes in English learning in Bogota highlighted the need for this monograph. Thus, the sample consists of 26 ten graders in Gimnasio Los Pinos who are students from 14 to 16 years old. The students are interviewed and observed within the context; in this sense, the data collection focuses on how the previous experiences affect their current attitudes toward English and whether there is any other factor that can affect the attitude, such as the aptitude or ability to develop activities in the target language. The preliminary conclusions will focus on understanding the students' attitudes and their perspectives on the language. Thus, by understanding those attitudes the English learning process would be facilitated based on the factors that shape the students' attitudes.

*Keywords:* Attitude, aptitude, learning process, English learning.

## Introduction

During my long experience learning English, I saw many adolescents who began to learn English and stopped in the middle of the process; besides, it seems they started getting bored of learning the language. Those attitudes lead to wondering what attitudinal difficulties

adolescents have when learning English as a second language and why they assume that behavior. However, there is no information about how to improve the students' attitudes when learning English, the information found explained what aspects make an attitude, such as religion, family, teacher's attitude, experiences, etc. (Samanhudi, U. 2019) and how these factors affect the students' learning in different subjects (Zainol, M. 2012). Thus, this monograph is important since it focuses on understanding the students' attitudes and looking for ways to improve them to ease the English learning process.

Therefore, the project to be developed is to identify the attitudinal difficulties in teens learning English with interviews. In this way, attitudes can be identified from the most important to the least important through open questions that facilitate identification. It is worth highlighting the qualitative paradigm, which investigates natural situations, in this case, the students' attitudes in trying to make sense of them and interpret the phenomena in terms of the meaning people give them (Creswell et al. 2007). Thus, the qualitative paradigm will allow analyzing the perceptions of adolescent students regarding a second language, e.g., English.

In the same vein, this monograph will use the approach of phenomenology, which according to Fuster (2019), seeks to interpret and answer a question through the study of people who carry out daily experiences in the required studied contexts. Then, this approach will allow interaction with 10th-grade students from the Gimnasio Los Pinos (GLP hereunder) institute, which will help provide more concrete information and understanding of positive and negative attitudes when learning English.

In this order of ideas, the research will be developed within the qualitative paradigm with the phenomenological approach. Besides, this monograph will reference the institution Gimnasio Los Pinos, specifically, a group made of twenty-six students in 10th grade from the institution, and their experiences with the language. The information will be collected

through semi-structured interviews. Also, this project will use different articles on adolescents' experiences and their influence on attitudes. Thus, this research will help explain how an attitude could be improved and how it improves the learning of the person. This knowledge will ease the process of learning English, bearing in mind adolescents' experiences and motivating them to be willing to learn this language by dealing with attitudinal problems.

### Justification

This work will be carried out based on the need to learn English as a second language and the lack of information on adolescents' attitudes and their influence in learning English (Chart 1 in state of the art). Therefore, adolescence is part of human development where attitudes toward language learning might significantly influence their success in acquiring a foreign language. In the same vein, studying 10th graders' attitudes when learning English as a foreign language is essential as it is the stage where they are expected to have developed a certain level of proficiency in the language since the GLP is a bilingual school. Besides, Osorio de Sarmiento, et al. (2020; 2020a) indicates that in this grade the proficiency in the language is based on the cognitive process complexity that students express in different subjects. For this reason, this research aims to identify possible attitudinal problems when learning English and how those attitudes influence the students' language learning.

Moreover, conducting a study to identify teens' attitudes when learning English in 10th graders can provide valuable insights into their language learning experiences and attitudes toward language learning. Thus, the experiences and attitudes the students adopt can enhance language learning outcomes. Additionally, this study can help policymakers and curriculum developers design language programs that meet the specific needs of adolescents and enhance their language learning experiences based on their attitudes.

In summary, this research will provide important knowledge in learning English based on how adolescents' attitude influences their learning process. Therefore, this research and the results can contribute to improving teens' attitudes when learning English by bearing in mind some possible attitudes that might complicate the learning process, such as boredom, lack of interest, and misbehaving. In other words, this monograph seeks to understand the root of those behaviors and see how those attitudes can be changed for better ones and consequently improve students' learning. For example, in this case, the monograph focuses on GLP, the research would be a base on which the institution could create a curriculum based on attitudes, and not just on emotional intelligence.

#### Research question

How do attitudes impact the learning process of a second language in 10th-grade students at Gimnasio Los Pinos?

#### Objectives

##### General objective

To analyze the attitudes that impact the English learning language process in 10th-grade students of Gimnasio Los Pinos

##### Specific objectives

- To collect the students' experiences when learning English through semi-structured interviews.
- To identify the attitudes that students present when learning English.
- To analyze the students' results in the process of learning English.



## State of the art

The analysis of the theoretical framework achieved here considered three categories, bearing in mind the research question, "*How do attitudes affect the learning process of a second language in 10th-grade students at Gimnasio Los Pinos?*". Bearing in mind the problem question, the categories are I attitude, ii aptitudes, and iii English learning process. To focus on these categories, several documents and the most recent findings were taken from different databases to find various perspectives regarding the research topic and what has already been investigated regarding the proposed phenomena.

Chart 1:

Compilation of studies related to my research topic.

Author	Title	Year	Scope
Samanhudi, U.	Northern Irish adolescents' attitudes towards learning a foreign language: what can we learn from them?	2019	International
Akay E, & Toraman Ç	Students' attitudes towards learning English grammar: A study of scale development	2015	International
Abidin, M, Pourmohammadi M, Alzwari, M	EFL students' attitudes & towards learning the English language: The case of Libyan secondary school students	2012	International

Ferrel, F; Velez, J; & Ferrel, L	Psychological factors in low performing school adolescents with academic: depression and self-esteem	2014	National
Bobbio, R	Actitudes de los estudiantes frente al aprendizaje de la química	2019	International
Alirio, J. & Muñoz, G.	Factores que influyen en el aprendizaje del inglés de los bachilleres de Pasto Colombia.	2020	Nacional
Chairat, P.	Attitudes and motivation of non-English major students towards English as a foreign language: A case study	2015	International
Karunaratne, P.	The impact of attitude on second language learning and improvement: A case study in Peradeniya	2017	International
Sohbani, A. & Ahmed, Y.	The Role of attitudes and motivation in Learning English as a foreign language among Yemeni Rural Secondary School Students	2015	International
Rodriguez, N., Hernandez, G., Fernandez, T. & Loy, J.	Factores cognitivos y afectivos en la enseñanza del inglés como lengua extranjera.	2020	International
Ghonchepur, M; Pakzadmoghaddam, M; Kalantari, E. & Hasan, M.	A socio-demographic study of attitude/motivation in	2020	International

	learning English as a foreign language.		
Orfan, S.	Afghan undergraduate students' attitudes towards learning English.	2019	International
Mazana, M. Montero, C & Casmir, R.	Investigating students' attitude towards learning mathematics	2019	International
Jimenez, P.	Exploring Students' Perceptions about English Learning in a Public University.	2018	Local
Getie, A.	Factors affecting the attitudes of students towards learning English as a foreign language	2020	International

Source: Own creation.

The first article, entitled "Northern Irish Adolescents' attitudes towards learning a foreign language: what can we learn from Them" (Samanhudi, 2019), focused on measuring the relationship among five categorical variables as gender, residential location, school type, family affluence, and religion related to under age students' attitude. This research project explained that gender and residential location were significant factors relating to the attitude of underage students. Thus, the previous research helps this monograph understand different viewpoints that can shape an attitude.

The second article by Akay and Toraman (2015) aims to determine English language learners' attitudes from a university towards grammar and to analyze these attitudes in the framework of several variables. In the article, the authors explained that the variables more important that shape an attitude were the faculties of the students and how those faculties use

grammar for teaching the subjects. The latter is closely related to the objective of this monograph, with the difference that this article is focused on grammar and the monograph seeks for studying how attitudes influence language learning.

An article related to this research project regarding the understanding of attitudes and how they can be favorable or not with language learning. In the same vein, Abidin. et al. (2012) the authors of the next article sought to explore whether there is any significant difference in the student's attitudes towards the English language depending on the demographic profile of the students. According to the authors, the students may have a negative attitude towards English because they are unaware of the importance of the language and learning itself. Thus, this monograph agrees with the idea that a positive attitude should be the umbrella of language learning (Abidin et al. 2012) because, in this way, a positive perspective will ease language learning.

Following the previous idea, the next article, *Psychological factors in low performing school adolescents with academic: depression and self-esteem*, tried to describe how the levels of depression and self-esteem in high school would affect the performance in the school. This article showed how students with high levels of depression and low self-esteem had negative physiological factors that go beyond any learning difficulty. Despite not being related to English learning, this article helps to understand how those attitudes can cause positive and negative effects on the person and his/her performance and the importance that is behind students' attitudes.

As can be seen, so far, attitudes can be shaped by different factors, and those attitudes certainly affect the student's learning process, not only in English but also in other subjects. Thus, Bobbio (2019) claimed that self-esteem and the students' beliefs on what they can do, which is the students' aptitude, greatly impact their chemistry learning. It is important to add

that this book focused more on the cognitive aspect than others. However, this research is enclosed in chemistry does not mean that it cannot apply just to this area. This book certainly helps also for easing the English learning process.

In a national context, there is little information; however, Alirio and Muñoz conducted research in Pasto, Colombia. This research sought to identify different factors that influence English language learning. Their findings showed that the main factors influencing the learning process are motivation and attitude toward English. Thus, this monograph focuses on understanding the students' attitudes in the learning process and what is behind those attitudes.

As mentioned before, an important factor that is connected to attitude is motivation, and this is the case of Chairat (2015) in his article *Attitudes and motivation of non-English major students towards English as a foreign language: A case study*, where he aimed to identify attitudes and motivation of non-English students towards learning English as a foreign language. As this article is related to motivation, the author focused more on what motivates the students and causes a positive attitude. Thus, the findings were related to students' interests rather than what is behind the attitude. Nevertheless, this previous article helps the monograph to remember that motivation is indirectly connected to attitude.

Considering what has been said, it is important to mention the relationship between attitude and learning, and the aspects that shape an attitude. Following Karunaratne (2017), students with low proficiency and a neutral attitude present an improvement when learning the language. Still, the students with low proficiency and a negative attitude did not depict an improvement in the language regarding the faculty of science. Therefore, the author recommended paying attention to the students' attitudes in the course of language teaching, which is the field of this monograph and, to a certain extent, the objective of this project.

The next article follows the idea of Pornpan related to motivation; however, instead of how motivation affects attitude, Sohmani and Ahmed (2015) focused on the relationship and the difference between motivation and attitude, bearing in mind a third factor: an achievement in English. In this article, the authors found that when the attitudes are positive, the motivation is high and, consequently, the achievement in the language is great. Still, there is not any relationship between these two factors. Then, there is a contradiction between these two different authors, which leads this monograph to focus on one more aspect: motivation.

Besides, as was mentioned at the beginning of this monograph, English is a language that is asked for in different institutions or jobs. Rodriguez et al. (2020) stated that English for communicative purposes is a demanded capacity. In this sense, the authors claimed that the objective is to socialize cognitive and affective factors that favor this process based on their teaching experiences. However, for this project that focuses on the students, the idea is to foster English learning by understanding the previous experiences that shape the students' attitude, which is related to the cognitive factor (Rodriguez et al., 2020; Bobbio, 2019).

Ghonchepur, et al. (2020) aimed to investigate the relationship between age, motivation, attitude, and learning English as a foreign language to see whether there is any relationship between participants' motivation and their language proficiency. The authors concluded that students' attitudes and motivation depend on the desire to learn the language, which would be an important aspect when implementing and analyzing the participants of this monograph. For this reason, more information about attitude and motivation was sought.

The next article, *Afghan undergraduate students' attitudes towards learning English*, by Orfan (2019), had the same point of view related to the first two articles found. This author focuses on different factors that shape an attitude and how these factors influence the students' cognitive, affective, and behavior toward English. However, in this case, the author

agreed with Akay and Toraman (2015) that gender, age, and field of study are insignificant. However, the students in the study were more influenced by the demographic profile and the cognitive aspect. Hence, this project will be based on how the students present different attitudes (positive and negative) depending on the cognitive aspect and the demographic profile, which in this monograph will consider the demographic location.

In the next article, despite being related to math, the author focuses on the student's attitudes and how these attitudes affect mathematics learning and performance, which is similar to this monograph's objective yet in the English field. However, explaining deeper into the students' attitudes was found that the teachers' instructional practices influence the students (Mazana et al. 2019). In the same vein, the author explained how the strategies that teachers implement would motivate and reinforce the students' attitudes toward mathematics. Nevertheless, there is the risk that the student fails to understand instruction and, consequently, adopts a negative attitude towards the class.

Regarding local information, a study related to the students' perceptions of English learning in a Colombian university showed that motivation, autonomy, and language skills are the most important aspects when learning a language. According to Jimenez (2018), some students had good attitudes during their studies. Still, some others were indifferent with low levels of commitment to demonstrate that they did not care about English but had the knowledge and a certain domain of the language. For this reason, this monograph would be relevant to pay attention to this additional factor in case some students with good performance had a negative attitude toward the language or the class itself.

Finally, the last but not least important article was related to deep research of factors that affect students' attitudes by Getie (2020). In this article, Getie (2020) suggested that social factors have the greatest influence on students' attitudes toward learning English.

Specifically, the study found that the English book and how teachers use it play a significant role in reinforcing language learning and reducing students' stress levels. This article is particularly valuable because it focuses on the attitudes of tenth-grade students and examines the various factors that shape them, which is similar to the objective of this monograph.

To sum up, most of the information found was international, and it was difficult to find articles or projects related to this monograph; still, just one article in local scope was found, as can be seen in Chart 1. In this sense, this monograph will have relevance in the studied context and even the field in the local and national scope. Regarding the methodology, most articles used qualitative and quantitative paradigms to differentiate the different factors. Nevertheless, this monograph uses just qualitative and based on the information sought, this project will be based on the student's experiences with the language. Regarding the instruments, it was found that the most common are the interviews, questionnaires, and observations, instruments that are taken into consideration in this study.

### Problem Statement

English has been an essential language in Colombia since it started appearing in advertisements, billboards, airports, and ATMs. English institutions have gained importance since higher education institutions in Colombia have required a certain proficiency in the language, and some jobs demand English language proficiency. Besides, according to the Ministry of National Education [MEN for its acronym in Spanish] (2016), learning English builds cognitive, affective, and social capacities that allow students to develop their personalities. In this sense, it requires a big effort and a great attitude from students to learn the language, but not everyone is willing to learn the language with the best attitude during the whole process.



For instance, from my experience, the students' attitudes towards language learning significantly impact their language outcome; a person who enjoyed and kept positive in English classes performed better than one who considered the class boring. In addition, there is a big relationship between the students' attitudes and their learning, in accordance to Oroujlou and Vahedi (2011), students with negative attitudes have low motivation, and as a consequence, these students have low performance in English learning. For this reason, it is important to analyze and understand the students' attitudes and what is behind the 10th graders in Gimnasio Los Pinos to ease language learning. Different literature (e.g., Samanhudi, 2019; Akay and Toraman, 2015; Bobbio, 2019) shows that an attitude toward something is made of beliefs, family, teacher's attitude, and experiences, among others. These aspects of English learning are important when analyzing students' attitudes because their language learning will depend on the mentioned aspects. For this reason, when the students have a negative attitude towards the English class or the language itself, it is necessary to understand what happened with the students and try to change their beliefs or improve their experience to ease learning the target language.

For instance, during observations conducted at GLP, it was noted that students appeared to be unconcerned with their English learning, despite the fact that GLP is a bilingual school where many subjects are taught in English. This lack of interest in English classes can be detrimental to the school's objectives, as GLP aims for its students to attain C1 or B2+ levels in the IELTS exam, which is taken by 11th graders. Additionally, since parents pay a substantial amount of money for their children to receive the best possible education at Gimnasio Los Pinos, the school also tries to ensure that its students learn effectively. However, the primary issue is that students did not appear to be motivated to perform well in their English classes, even though they were already proficient in the language. The reason behind their disinterest remains unclear (Annex 1).

Besides, some interviews were done in which it seems the students presented a kind of low self-confidence with the language because they did not like to speak so much in English; however, I noticed that they speak English. Thus, the majority of the interviews were done in Spanish, as can be seen in Annex 3. However, they had a great English level because they constantly traveled to English-speaking countries, which means that they probably did not pay attention to the subject as they already understand and know how to communicate with the target language. Furthermore, those students who do not like to speak in English may have low self-confidence because they do not travel so often and do not want to show that aspect to their classmates. Moreover, Manegre (2021) stated that learning a foreign language is considerably improved when the student has exposure to the culture, the language, and the context in which the student is immersed.

Considering the previous aspect, interacting with the target language in a real context would foster the English outcome. During the practicum, the students with high performance in the subject were the ones that had traveled in different situations to the United States; meanwhile, the students with low performance hardly ever traveled. Thus, students who like to speak in English and frequently participate in class in GLP are the ones that travel to another country, practice, and reinforce their language. Nonetheless, students who do not pay attention or do not participate in classes are usually students that rarely travel, and they would not want to show that to their classmates. Consequently, these students showed a lack of interest. As a result, low performance in the English class and the pressure of their classmates would cause negative attitudes such as boredom, disinterest, and pessimism in the student.

Those previous attitudes would cause a problem for GLP since the school focuses on developing bilingualism in the students and is committed to meeting the needs and expectations of its students through a PEI under current and future needs, with better performance of its institutional processes and with qualified teachers. However, as can be

seen in the literature review, the student's attitude plays an important role in their learning. Thus, attitudes are an important factor that would help GLP to achieve its objectives with the students and the school itself.

### Referential framework

The following referential framework was based on the main categories that emerged from the problem question and general objective exposed before; considering those categories, there is also a short definition of how these terms will be understood during this monograph.

#### Attitude

Despite handling such a broad topic, Bobbio (2019), in her research on students' attitudes toward chemistry, offers three different theories to explain the attitude in the development of research activity. The author explained the theory by citing Azjen and Fishbein (1980), who considered behavior as the best indicator of attitude, bearing in mind the outlook towards demeanor and the subjective norm of the individual or their beliefs. According to this theory, behavior is conceived as the result of a thought, elaborated, rational and logical process. (Bobbio, 2019)

Regarding the second theory, Bobbio (2019) explained this theory as an experimental procedure that consists of the repeated presentation of a stimulus. The attitude will be positive if more stimulus that generates a positive response is promoted. In addition, the author explained that repeated exposure to a new stimulus is enough for people to increase their affective and evaluative responses towards the said object, and therefore the attitude will be in the same positive way.

As the third and last theory, there is the approach of cognitive dissonance, which Lei Festinger developed in 1957; this theory is related to the first one since people voluntarily expose themselves to information that follows their beliefs and their mindset, trying to avoid information that could question their way of thinking or living. Based on the three theories, to this monograph can be concluded that attitude is a complex concept that involves cognitive, affective, and behavioral aspects. Cognitive factors are related to an individual's knowledge and beliefs, while affective factors refer to the emotional response generated by a particular stimulus or action. Behavioral factors, on the other hand, pertain to how a person processes rational and logical ideas. In other words, a person's attitude is influenced by their thoughts, feelings, and actions, all of which are interconnected and contribute to shaping their overall attitude. Thus, these factors allow us to understand how attitudes influence the learning process of students being aware of the attitude as a process that goes hand in hand with learning.

### Aptitude

Bearing in mind the literature review, for this monograph, the aptitude concept refers to the person's ability to understand and develop certain grades of activities depending on his/her knowledge. Besides, according to Li (2019), aptitude is a strong predictor of learning outcomes, even in language learning, since aptitude involves memory, language analytic ability, and phonetic coding, which are the main bases of language aptitude. For example, the student is asked to develop a writing activity in which s/he must write an essay about his neighborhood and then explain it, and the student needs to use memory to use grammar, vocabulary, and so on. Therefore, the student needs to have the ability to analyze the text to see whether it has coherence in the target language and use phonetic coding ability to pronounce what s/he writes correctly.

Additionally, aptitude is something that can be reinforced and is not a static ability; in accordance with Zólyomi (2021), language aptitude is stable and cannot be changed easily from one day to another; it requires constant practice with the language to foster the learning in the target language. In this sense, language aptitude could be taken as an ability that can be improved through practice and would predict the students' learning outcomes. However, language aptitude is based on what it measures, which is the outcome of the four language skills related to speaking, writing, listening, and writing (Zólyomi, 2021).

To sum up, aptitude could be understood as an improvable ability of any person that can be reinforced through constant practice and requires certain components to get better learning outcomes. Also, the concept of language aptitude refers to a student's ability to use and understand a language, which involves various components such as memory, analytical skills, and phonetic coding. Depending on how well the students master these components, their language learning can be significantly improved, and it becomes easier to predict their learning outcomes. Therefore, by understanding the students' language aptitude, educators can provide more effective instructions that address their strengths and weaknesses and help them achieve greater success in learning a language.

### Learning process

For this research, the term *process* refers to the students' learning experiences with the language. Following the Ministerio de Educacion Nacional [MEN] (2016), learning at the educational level involves developing cognitive, affective, and social skills that enable students to be recognized as endowed people with developing personalities. In other words, the learning process is not just about acquiring knowledge but also about developing different skills in the process. Thus, learning is the process through which new abilities, skills,

knowledge, behaviors, and values are acquired. For this reason, educational interventions must be conceived regarding capacity development.

Learning and memory are the superior fundamental functions that allow adaptation to the environment, building history as unique beings. In this sense, to generate learning, it is important to bear in mind the acquisition of knowledge through experience and memory. Hence, Loubon and Franco (2010) expressed and considered that learning is the process by which organisms modify their behavior to adapt to the changing conditions of the environment that surrounds them. Therefore, the author stated that the learning process could be considered as a change in the nervous system that results from the student's experience inside and outside the educational context, and that causes lasting changes in their behavior and knowledge system.

From another perspective, Romero, Valenzuela, and Vidal (2016) focused on learning a second language, which is profitable, meaningful, and effective when used in the knowledge system as a communication skill, which is why it is the responsibility of the students. Thus, students can lay the solid and necessary foundations from the first levels of foreign language education. However, as Rueda (2014) suggested, the learning rate for the social English language differs from that for the academic language. Under ideal conditions, the learning process takes the average second language learner two years to acquire basic interpersonal communication skills.

These skills enter into the context-integrated everyday language that occurs between interlocutors. However, as the focus is English as a foreign language instead of a second language, it would take more time for the student to learn the language. On the other hand, under ideal conditions, it takes five to seven years to cultivate cognitive academic linguistic

competence or the academic language of little context to a level equivalent to that of those who study in their native language.

Considering what was said in the introduction, English has become an important language. According to Chávez et al. (2017), English is the language most taught in the world; it is taught as a foreign language in more than 100 countries. This information indicates that the process of teaching English is seen as a necessity and an urgency since in higher education, at least from my experience in Colombia, students are generally expected to understand complex texts within their area of knowledge.

As a consequence, a deep approach to teaching English must be shown, however; Following Chávez et al. (2017) indicate that studying a foreign language is limited to a few hours established academically or promoting language schools or voluntary courses are insufficient measures. Hinting that English needs to go beyond teaching a class in a specific space of an institution. The authors added a context based on using scholarships and courses that require knowing English. Through this, the students are motivated and appreciate the need-to-know English. They can study and be instructed thanks to their interest and do not depend only on the didactics implemented by the English teacher.

### Methodology

The methodology section of this monograph outlines the paradigm qualitative used, bearing in mind the general objective *to analyze the attitudes that impact the English learning language process in 10th-grade students of Gimnasio Los Pinos*. Also, the approach (phenomenology) to achieve the objective mentioned above, then the method (non-participant observation and semi-structured interviews) with its respective techniques for collecting data or instruments (Field diary and semi-structured interview questions). Besides the

triangulation to get more reliable results. In addition, this methodology included the population, the schedule with its specific phases to develop the project, and the ethical aspects.

## Paradigm

With the objective sought to be achieved in the research, this monograph focuses on the qualitative paradigm, which allows approximating the subject of study from different approaches that broaden and improve the analysis taken from it. For Vasilachis (2006), the qualitative paradigm is an interpretive process based on certain methodological "traditions" such as biography, phenomenology, and ethnography, among other research methodologies that allow building a complex image study for analysis in a natural situation. Thus, by focusing on the cognitive, affective, and social aspects of the learning process, this paradigm makes it possible to gain a more nuanced understanding of the students' attitudes toward English and how these attitudes affect their language learning in Gimnasio Los Pinos.

In the same vein, an investigation must enter reality to know the context and contain true results thanks to the researcher's approach to the phenomenon being studied. Additionally, qualitative research, according to Creswell et al. (2007), qualitative research is divided and structured into certain approaches, which are established according to the objectives of the investigation of the phenomenon to be studied; this paradigm will lead to the use of a phenomenological approach which has specific strategies to build knowledge and analyze it correctly.

## Approach

According to the general objective of this research, the approach that will be used will be phenomenology, which according to Fuster (2019), seeks to interpret and answer a question through the study of people who develop daily practices in the required contexts.



According to the author, the main thing about this approach is to understand that the phenomenon is part of a whole and that there is no possibility of analyzing it without bearing in mind the relation to the experience in which it is part of the phenomenon.

In addition, emphasis should be placed on the different strategies and techniques used in the phenomenological approach to collect the data and information necessary for this research, emphasizing their relationship with the objective of this study and explaining why they were chosen. The strategies that stand out in this approach are the multiple, semi-structured, or open interviews with the participants to understand the phenomenon, the observation of daily practices, and the historical narratives of the practices according to their perspectives (Bizquera, 2004). These strategies allow more effective development of the study by using established parameters with the population and interpreting the interactions of the students in the context that is developed to support the research.

In conclusion, the phenomenological approach used in this study aims to fully comprehend and describe the essence of a phenomenon, which in his case is the attitudes of 10th-grade students toward the English language learning at GLP. This approach involves investigating the everyday experiences of individuals to gain a deeper understanding of how they interpret and make sense of those experiences. To study these experiences, the research instruments used in this study were non-participant observation and semi-structured interviews to better understand the phenomena.

#### Method

It is necessary to mention the methods used to collect the information. These methods are the means or procedures that try to obtain the information and record the most relevant results for the research study to explain and respond to the phenomenon being studied.

(Bisquerra, 2004). Thus, the semi-structured interview will be used for this research to record and study the information collected.

It should be noted that the semi-structured interview is one of the most important methods for this research. According to Bisquerra (2004), it is a technique for collecting limited questions through which the questioned people provide information about themselves and/or their environment. In this way, the semi-structured interview will be based on open questions, making it semi-structured for a better description and prediction of adolescents' attitudes concerning English. Additionally, the interview questions will focus on the exact information to be collected and based on the context of the students. Besides, to answer the problem question and meet the objectives set out in the research, a second technique will be considered: non-participant observation. Campos and Lule (2015) indicate that the researcher is only a spectator of the phenomenon and limits himself to note what happens to achieve his ends. Continuing with the above, the non-participant observation will help to analyze the methodology of the English classes in Gimnasio Los Pinos and to analyze the attitude of the students to answer the problem question *How do attitudes impact the learning process of a second language in 10th-grade students at Gimnasio Los Pinos?*.

## Instruments

Considering the methods mentioned previously, the semi-structured interview (Annex 4) is the first instrument to be explained. According to McGuirk and O'Neill (2016), an interview is a research instrument composed of a series of questions used to collect participant data. Besides, Rodríguez (2016) claimed that this instrument allows to gather information about the valides, opinions, and perceptions of the interviewed. In this sense, the semi-structured interview seeks to gather information from the interviewer that can be

analyzed and used to gain insights into the attitudes and their influence on language learning, which is the main objective of this monograph. However, to make the interview reliable, Goodell, et al. (2016) suggested that any interview must have some protocols that can be divided into three different phases, the pre-interview, during the interview and the post-interview.

This, this monograph follows what Goodell, et al. (2016) suggested and the protocol would be like this:

#### Pre-interview

1. Schedule the interviews to have enough time to get concrete information from the participants.
2. Explain the interview process, how long it will take, and how the information will be used.
3. Organized the equipment to record and save the information.
4. Choose a quiet and neutral space to develop the interviews.
5. Test the interview guide to see if the questions are clear and effective for the participants.

#### During interview

1. Ask permission to record the interview.
2. Introduce yourself and explain the purpose of the interview.
3. Ask the open-ended questions to allow the participant to expand on their answers and provide more details.
  - How would you describe your attitude in English class? Why?
  - Do you consider that your attitude toward English has a relationship with your previous experiences with the language? Why?

- Based on your experience do you believe that your partners' attitudes can influence yours? why?
  - Have you ever felt indifferent in English classes? like you don't want to do anything and you have a negative attitude? If so, why do you think it is the reason?
  - If any of your partners has a negative attitude, do you or your partners try to motivate him to learn the language? If so, how?
4. Listen actively to the participants' responses and ask follow-up questions to clarify any points that are unclear.
  5. Take notes in case of relevant answers that will help to answer the research question.

#### Post-interview

1. Transcribe and analyze the interview data.
  - Look for patterns and themes in the data that will help to answer the research questions.
2. Summarize the findings of the interview in a concise and clear manner.
3. Use the findings to draw conclusions, and make recommendations for future research on action.
4. Thank the participant by sending a note or email thanking them for their time and contribution to the study.

Regarding the second instrument which is non-participant observation, Newbury (2001) explains that the field diary is a written record of the researchers' observations, experiences, and reflections during their study. Hence, the field diary aims to record personal reflections based on the phenomena studied in the English classes, which could be considered an essential part of the research process to generate new insights and other forms of data. Therefore, the second instrument that this monograph will use can be seen in Annex 5. These two instruments will help the study to understand the phenomena better and get reliable results bearing in mind the triangulation and population.

## Triangulation

It is based on the three aspects mentioned above and can be achieved using multiple data collection methods. In this case, the non-participant observation and semi-structured interviews, as well as drawing on theoretical frameworks, inform the research design and analysis. These aspects will provide different perspectives of the phenomena, and the triangulation of data in this study can help to increase the validity and reliability of the research findings and provide a complete picture of the 10th graders' attitudes toward learning English as a foreign language.

## Population

Bearing in mind that the aim of this monograph is teens, this research project will focus on 26 students in 10th grade who are around 14-16 years old and their attitudes toward English classes. As they study in Gimnasio Los Pinos, a bilingual school with the mission of educating and training people who can transform society through meaningful experiences that build the student's being, their knowledge, and their achievements, as well as proactivity in the new generations to promote the well-being of the world. Likewise, as the school is committed to meeting the expectations of its students, it seeks that its students are aware of the influence of their actions

In the same vein, GLP seeks that the students are informed of their local, national, and global reality to take responsibility by assuming with character and conscience, personal decisions and demonstrate high performance in English as a second language. Thus, this monograph focuses on understanding these students' attitudes and how they influence their language learning in the school context.

## Chronogram

The chronogram presented for this study is organized by months calculating the time spent in each action, each action of the chronogram will ease the development of this monograph and will help to answer the research question.

Chronogram		
Month	Actions	Responsible
June 1 <sup>st</sup>	Invitation to participate in the project	Researcher
July 1 <sup>st</sup> – 30	Non participant observations	Researcher
July 1 <sup>st</sup> – 30	Filling out the field diary of the observations	Researcher
August 10 <sup>th</sup> – 14 <sup>th</sup>	Selection of participants	Researcher and participants
August 15 <sup>th</sup> – 17	Sending the informed permission	Researcher and students' teacher
August 18 <sup>th</sup> – 30	Semi-structured interviews	Researcher and participants
September 1 <sup>st</sup> – 10	Transcription of the interviews	Researcher
September 11 <sup>th</sup> – 15	Data collection of the scripts	Researcher

To sum up, the previous schedule describes how this monograph will be developed, bearing in mind each action. Thus, each action will have a different period for developing the activity thought, depending on how extended the activity is. Finally, the final phase is the most important one since it is related to the results and conclusions of the study.

### Ethical Aspects

This project is based on semi-structured interviews with students learning English that participate in the project. However, it is important to mention that no teen or teacher was physically or emotionally injured in implementing these instruments. Besides, the information was handled under complete confidentiality, and no name of the participants was exposed or mentioned during the investigation.

Therefore, it is essential to point out law 1581 of 2012, in which the Ministry of ICT (MinTIC for its initials in Spanish) claimed that each personal information that is susceptible to treatment used in databases, research, or entities of a public or private nature must be protected. Thus, every information of the participants must be anonymous when publishing the research results. Besides, permission is asked by sending the informed permission to the student's parents since they are underage to fill in and make people aware that their information will be managed under privacy and confidentiality, as seen in Annex 3.

### Preliminary conclusions

The aim of this research is to investigate the influence of teenagers' attitudes toward English learning. Through a review of the literature, the study aims to answer the research question: How do attitudes impact the learning process of a second language in 10th-grade students at Gimnasio Los Pinos? The literature review identified that attitudes play an important role in the students' language learning and some factors such as family, beliefs, and

experience shape the attitude toward the language. However, there is low information focused on the experience with the language and how it affects the attitude negatively or positively.

To answer the research question, non-participant observations, and semi-structured interviews will be implemented for 26 students in 10th grade in Gimnasio Los Pinos. The interview questions will assess the self-perception of the attitude, previous experiences with English learning, how those previous experiences influence students' attitudes toward English class, students' ability with the language, and whether school partners' attitudes influence their own student's attitudes.

Regarding the results, it is expected to understand how the students' previous experiences would be a base on which students develop their ability with the language and how those experiences influenced their performance in the language. Besides, it is expected to observe whether there is any additional remarkable factor that shapes the students' attitude toward the language.

Additionally, the limitation of this monograph would be that the students could not be willing to participate in the project and as a consequence, they would not participate in the interviews. Furthermore, students could be shy and would not like to talk about their previous experiences with the language making it difficult to get the information necessary to answer the research question.

Finally, research on English learning is an evolving field that is needed to understand the students' attitudes to ease the language learning process since these two factors go hand in hand. Nonetheless, this study provides important insights into the influence of students' attitudes on English learning, it is important to research deeper in this field of students' attitudes especially in Bogota where the information on language learning is more related to the didactics.



Consequently, the expected result is going to be based on GLP the idea is to help the institution to reinforce language learning bearing in mind that attitudes as a key factor in the learning process. Besides, as there is low information in this field, this monograph seeks to provide insights into the relationship between attitudes and language learning, and language learning and previous experiences in the students' process. Thus, different studies and institutions would consider attitudes as a crucial role in language learning or learning in general.

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## Annexes

## Annex 1 Interview sample: Transcription of an interview

Interviewer - Int

Student - St

**Int:** Buenos días

**St:** Buenos días

**Int:** Te voy a hacer unas preguntas específicas relacionadas a las clases de inglés, unos aspectos relacionados a las clases de inglés y tus experiencias con el idioma ¿Está bien?

**St:** Dale

**Int:** ¿Consideras que la actitud del profesor es esencial para el desempeño en la clase?

**St:** Sí claro, la actitud del profe hace la clase

**Int:** ¿Por qué?

**St:** Porque cuando hay un profesor que no tiene una buena actitud o un profesor distante la clase no es amena, entonces uno le pierde mucho el interés a la clase cuando el profesor no tiene una buena actitud

**Int:** ¿Consideras que la actitud de tus compañeros influye en tu aprendizaje del inglés?

**St:** Sí porque no se hacen las actividades como se deberían hacer

**Int:** ¿En qué sentido te refieres?

**St:** Cuando molestan o interrumpen mucho la clase influye la manera en la manera que me interrumpen a mí y las actividades que toca hacer para la clase entonces me irrito y no hago nada.

**Int:** ¿La actitud negativa te afecta en tu forma de actuar en las clases?

**St:** Puede que me disponga mucho porque si un estudiante está así y se nota que está así puede que llegue a afectar al profe y el profe puede hacer una charla y eso indispono mucho

**Int:** ¿Has tenido clases en las que te has sentido indispuesta que no quieras trabajar en lo absoluto?

**St:** Sí

**Int:** Podrías describir esas situaciones

**St:** Siento que a veces no quiero hacer nada y rechazo todo tipo de ayuda porque no se tengo pereza o algún tipo, aunque el profe casi siempre intenta da ayudar, pero no le entiendo por más que lo intente

**Int:** ¿Crees que esa actitud es por la materia o por tus compañeros?

**St:** Creo que es más personal, como los compañeros, algunos comentarios que hagan indisponen bastante

**Int:** ¿Tú crees que ese tipo de rechazo y actitud se deba a alguna experiencia anterior?

**St:** He tenido varios profesores de inglés en toda mi vida, siempre he estado en un colegio bilingüe, yo no estaba en este colegio, en sexto, yo ya estaba mamada de tener inglés todos los días, no me gustaba, pero ya en séptimo en otro colegio, el profesor tenía esa actitud de que el inglés es un reto personal y te puede traer beneficios entonces me ayudo cómo a tener otra perspectiva del inglés.

**Int:** ¿Consideras que esa experiencia que tuviste en sexto te haya afectado al momento en que hablas inglés o usas el inglés?

**St:** Sí, pero no a un nivel muy alto, probablemente sí genera que me sienta más insegura al momento de hablar inglés porque no siento que sea un gran nivel de inglés el que tengo, hay momentos en los que me siento más segura hablando en inglés y hay otros en los que no me siento en la capacidad de poder hacerlo, por ejemplo, en casos así no puedo prestar atención y no entiendo el tema del que se está hablando.

**Int:** Listo muchas gracias por tu colaboración

**St:** Dale hasta luego

Fin del documento

## Annex 2 Observation sample: Observation describing how students were indifferent toward English class.

**RECORD OF THE CLASS OBSERVED**  
**FUNDACIÓN UNIVERSITARIA JUAN N. CORPAS**  
**ESCUELA DE EDUCACION Y CIENCIAS SOCIALES- ESECS**  
**Licenciatura en Lenguas Extranjeras-Inglés-portugués**  
**Practicum III**

FORMAT: 004  
 OBSERVER: Henry Nolas Quiroz Barrera  
 SCHOOL: Gimnasio Los Pinos  
 CLASS: English  
 DATE: 21<sup>st</sup> / 10 / 2021 TIME: 7:00 AM - 10:00 PM

Observations	Comments/reflection problematic questions upon: methodology, class management, use of materials, learning strategies, student-student interaction, student-teacher interaction
<p>Students were writing on report sheets during the week. They need to have a process that needs to be demonstrated on their workbooks, students were working on their workbooks during the whole class, the teacher was answering question and talking with his students one by one about their progress in the English classes.</p>	<p>Students were bored working on the books, it was clearly seen that they hated it. They got distracted so easily, and they started doing different things such as, gossiping with their classmates, they began playing to sleep, draw. The teacher did not care as long as they were speaking in English and doing some of the activities of the pages seen.</p>

Annex 3 Informed permission: Document to be signed by parents.

[Bogotá, [27], [10], [2022]

### Entrevistas semiestructuradas

Según las facultades que me confiere la ley colombiana (Decreto 1546/98, artículo 9) o por delegación del usuario directamente hago constar que:

Una vez informado sobre los propósitos, objetivos, pruebas/procedimientos que se llevarán a cabo durante la investigación denominada “Identify adolescents' attitudinal difficulties when learning English as a foreign language in Gimnasio Los Pinos” y los posibles riesgos que se puedan generar de la prueba o procedimiento, autorizo mi participación o la de la persona bajo mi responsabilidad, en la misma, así como el uso de los datos obtenidos con fines estrictamente académicos e investigativos.



Declaro, adicionalmente, que se me ha informado que:

1. Mi participación en esta investigación es completamente libre y voluntaria y puedo retirarme de ella en cualquier momento.
2. No recibiré beneficio personal de ninguna clase por la participación en este proyecto/producto, ni retribución económica alguna. Sin embargo, se espera que los resultados obtenidos permitan incidir positivamente en los procesos de mejoramiento de personas con condiciones similares a las mías, o a las de la persona bajo mi responsabilidad.
3. Toda la información obtenida y los resultados de la investigación serán tratados confidencialmente; en virtud de ello, esta información será archivada en papel y/o medio electrónico. Los archivos del estudio se guardarán en la Fundación Universitaria Juan N Corpas, Sede Bogotá, bajo la custodia del grupo de investigación, adscrito al programa académico de Licenciatura en lenguas extranjeras Inglés-Portugues, perteneciente a la Facultad de Ciencias de la Salud de la Fundación Universitaria Juan N Corpas y la responsabilidad de los investigadores participantes en el proyecto/producto.
4. Puesto que toda la información en este proyecto de investigación es llevada bajo condición de anonimato, los resultados personales no pueden estar disponibles para terceras personas como empleadores, organizaciones gubernamentales, compañías de seguros, medios de comunicación u otras instituciones educativas. Esto también aplica al cónyuge, miembros de la familia y médicos (o profesionales de salud tratantes) de los participantes.
5. En caso de requerir mis datos personales, las fotografías, los videos y otra información, resultantes de la aplicación de la prueba o procedimiento para presentación con fines estrictamente académicos o científicos en eventos tales como seminarios, congresos,

cursos, simposios, revisiones de casos clínicos y publicaciones, entre otros tipos de espacios de divulgación científica, autorizo su uso, si así lo considero.

Hago constar que el presente documento ha sido leído y entendido por mí en su integridad. Por lo tanto, hago constar mi satisfacción sobre los procesos, procedimientos o pruebas que se realizará por parte de los profesionales participantes en el proyecto como investigadores y, por tanto, doy mi consentimiento.

#### Annex 4 Interview questions: Questions regarding the interview

The questions can vary depending on the students' answers or any question that would emerge and be necessary must be asked.

1. How would you describe your attitude in the English class? Why?
2. Do you consider that your attitude toward English has a relationship with your previous experiences with the language? Why?
3. Based on your experience do you believe that your partners' attitudes can influence yours? why?
4. Have you ever felt indifferent in English classes? like you don't want to do anything and you have a negative attitude? If so why do you think it is the reason?
5. If any of your partners has a negative attitude you or your partners try to motivate him to learn the language? if so how?

#### Annex 5 Field dairy: Observation format.

**RECORD OF THE CLASS OBSERVED**  
**FUNDACIÓN UNIVERSITARIA JUAN N. CORPAS**  
**ESCUELA DE EDUCACION Y CIENCIAS SOCIALES- ESECS**  
**Licenciatura en Lenguas Extranjeras-inglés-portugués**  
**Practicum III**

**FORMAT: 004**

**OBSERVER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

**CLASS:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

<b>Observations</b>	<b>Comments/reflection problematic questions upon: methodology, class management, use of materials, learning strategies, student-student interaction, student-teacher interaction</b>

