

English Lingua Franca to Motivate Sixth Graders to Use It Orally in Guatapé



Master Dissertation

Maria Ángela Gamboa Riascos

Supervisor: Dr. Tim Marr

**UNIVERSIDAD
ICESI**

**School of Education Science
Master's Program in the Teaching of English as a Foreign Language**

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Abstract

This an action research that intended that the sixth graders in an official school in a touristic city in Colombia use linguistic landscape (LL) analysis and interviews to nonnative English speakers (NNES) to foster English lingua franca (ELF) awareness to increase the motivation to use the target language orally. The research occurred during the four last weeks of the school year in the outbreak and returning to the school environment. The pre and post questionnaires about speaking motivation and oral skill perception showed a significant difference after the intervention in their beliefs about native speakirsm. Although the students felt nervous at first, at the end they could be understood and reflected on their performance, they were more motivated to use the language orally through the awareness of other cultures and the variety of languages in the visitors that come to the city of Guatapé.

Keywords: English lingua franca, motivation, oral skills, sixth graders

CHAPTER 1

INTRODUCTION

The following research project integrates the lingua franca awareness of English into planning by recognizing its international characteristic in the local context. English lingua franca (ELF) advocates for having a real current view of the use of the language that encompasses speakers with different L1 as an aid to communicate; where intelligibility and not native English speakers (NES) accent with only targeting future contact with native speakers; is the attainable and realistic aim (Jenkins, 2017; Kirkpatrick, 2010). Other studies have used its principles to apply awareness of ELF but mostly with university level learners, since the context of Guatapé helps to have an adventurous approach outside the classroom, the awareness principles will be applied with junior high students. That can help learners overcome the barriers that discourage them from using the language orally since the aim is not to sound NESs but to use the language with practical purposes. Sixth-grade students of the Nuestra Señora del Pilar de Guatapé high school in Colombia analyzed the role of English in the municipality by observing the linguistic landscape (LL) in the city and the language diversity among non-native English-speaking (NNES) visitors with the intention of reducing feelings of insecurity and highlighting those of communication to develop oral skills in class. For the following investigation, oracy in the classroom will be addressed, a skill that students avoid developing because of the feelings it generates. This is how the experience of ELF through interviews with NNESs and observing the use of the language on city signs will give two possibilities to debate different perspectives and influence the motivation to develop oracy.

Context

The high school Nuestra Señora del Pilar is the only educational institution in the city of Guatapé, Antioquia, Colombia that offers preschool, elementary, middle and senior levels of education. It is a public school in the municipality in the eastern Antioquia with more than 8 000 inhabitants (Jaimes Bonilla, 2021). The school has more than 1 000 students. It has 6 rural extensions, but many students who live in the rural areas go to the urban campus. Each group has around 35 to 40 students. In 2021, there were 4 groups of the sixth grade. The ages were around 11, 12, and there were also students with extra age for repeating the school year. There is no university-level education in the city; the nearby ones are from Rionegro that is 1 h away, or Medellín with 2 h of distance. The goal and profile of the students who graduate from the school is one that contributes effectively to the community with their knowledge for the benefit of a fairer, humane, equitable and nature-loving society (Institucion Educativa Nuestra Señora del Pilar, 2017).

Because of its architecture and landscapes, many foreigners visit Guatapé so most of the people live from the tourism. With the building of the reservoir to generate electricity, the municipality changed its main economy system from agricultural to tourism so many families of the students have jobs related to the tourism industry; the income depends on the fluctuation of it (Institucion Educativa Nuestra Señora del Pilar, 2017). That is why the municipality is investing in programs that offer English classes for free to the community in general (Jaimes, 2021). In spite of those efforts and the relevance of the use of the language in business in the city, few students have the willingness to learn and use the language orally.

This research was conducted out during the pandemic in school with biosafety mechanisms. From March 2021, all students attended school in person. Each group of nearly 30 students was

divided into half into A and B. Every subgroup spent 3 h in the school per day. The 3 h were divided into 6 classes, with each class lasting half an hour. The days with 2 classes in a row were the 1 h class. Students had 1 h and half of their English class during the week.

Problem Statement

A difficulty that most concerns the learning and teaching of English in Colombian public schools is the lack of the ability to use it orally, as it is required to graduate from high school or higher education emphasizing reading and writing rather than to use it orally continuously. There is also the misconception, that the only model to learn to use it is with native English speakers (NESs) and that learning is a preparation to use it in NES countries with NESs only. The nervousness, apathy or anxiety caused by the belief of being judged by others, blur the recognition of English today as a lingua franca (LF), a vehicle of communication between people with different L1. Promoting a closed look at the multicultural diversity and language users may downplay oral and sociocultural skills, a factor that may prevent students from interacting in English with foreign visitors who speak the language.

Although numerous foreign tourists visit the municipality, students or shopkeepers do not seek much to interact with them. In the stores, restaurants, and hotels, Spanish is used in transactions, even though English is studied for seven years at school. Students feel without elements to embark on a conversation or transactional communication, adding the idea that they can only speak the language if they have a high level of proficiency, ignoring the fact that when using the language with the elements that they have already, the communicative oral competence develops. Shopkeepers and students report the use of translators or body language to understand, avoiding the use of English as much as possible, which downplays a huge opportunity to use the language for real needs.

Research Questions

What are the attitudes toward oral skills in English among sixth-graders?

To what extent do sixth-graders recognize English as a lingua franca?

What should be the possible implementations in the teaching material to raise awareness of English as lingua franca in a school set in a touristic municipality?

How does integrating awareness of English as a lingua franca in class, by making linguistic landscape research, change students' attitudes toward learning English?

How does promoting communication with non-native English speakers outside the school, change students' attitudes toward oral skills and learning English?

Main Objective

To determine to what extent integrating awareness of English as lingua franca by searching the linguistic landscape and recognizing nonnative English speakers in the city, change students' attitudes toward oral skills and learning English.

Specific Objectives:

To explore the current attitude and assumptions of sixth-grade learners toward native speakers and goals in oral skills and learning English in the view of English as a lingua franca.

To determine what are the possible pedagogical resources to raise awareness of English as a lingua franca in students.

To explore how fostering awareness of English as a lingua franca; by analyzing the linguistic landscape in the city and encountering nonnative English speakers; change students' attitudes toward oral skills and learning English

Justification

English allows communication between people with different L1, being the key element of mutual understanding between speakers, rather than the goal of speaking without the L1 accent of the region or reaching a native accent. Both conceptions lose foundation since everyone has a particular accent that identifies them in their native language, that is why the concept of native English accent needs to be more specific since there is not one, but many accents depending on the nationality, region, and personal traits. By being aware of that, students could reduce the levels of anxiety and frustration when speaking, since the native speaker paradigm is more complex and goes beyond the idea of speaking like a "native."

However, oral skills take second place when the assessment method in national tests is based on literacy. We reinforce the idea that learning the language is only equivalent to learning vocabulary, grammar, filling in spaces, reading, and writing, leaving aside oral interaction. Teachers must prepare students for national tests, as bad results cause embarrassment faced with other teachers and question the effectiveness of the teaching. That can prevent students from having internal motives to use the language orally. To balance the scale, opportunities can be fostered for students to interact with speakers of different native languages through English lingua franca (ELF). Oral skills in learning English constitute an effective vehicle of communication and much more when interacting with foreign speakers is frequent in the city.

By encouraging the use of the language orally, students may be more interested in exposing themselves to the language. Those who have frequent encounters with foreign visitors through their family's business could engage more in interaction using English. In many cases, foreign visitors approach locals for help, practical purposes, or to socialize in the sports facilities of the city. That could increase exposure to the language and compensate for the limited hours of

instruction at the school. Encouraging contact with foreigners could show the importance of language as a means of communication with people of different cultures.

Recognizing the LF nature of English may limit the feelings of anxiety that could be produced when proposing to use the language outside of the safety of the classroom. Also, the analysis of the linguistic landscape of the city would allow the first approach with the language outside the classroom, feeling like reporters and putting themselves in the shoes of the visitors of their city, determining the communication strategies between merchants and English-speaking visitors. That would make it possible to use the context of the city as a pedagogical resource for learning English as a LF.

CHAPTER 2

LITERATURE REVIEW

Any language that has the purpose of connecting people with different L1, or that for one of them is not the L1, is called lingua franca (Kirkpatrick, 2010). Although in not all the cases English is the chosen lingua franca (Kubota & McKay, 2009; McKay, 2011), it is used as a L2, with nearly 380 million people who speak it as an L1 and two thousand million people who use it as an L2 (Harmer, 2007). Its expansion results from British colonialism, the position of the United States as a global economic power, the internet and its predominant use there, and the identification of others with English cultural expressions (Celce-Murcia, 1996). This number of nonnative speakers (NNS) shapes the language with their cultural background to the point that many errors committed are frequently identified as not interfering with meaning combining. While the reach-to-native-speaker model offers material with standardized English in grammar, from a lingua franca view, conversation analysis is preferred, for example, the use of the VOICE corpus, the Vienna Oxford International Corpus of English, where some grammatical guidelines studied in class do not interfere with communication, such as

non-use of the third person present tense—s "She look very sad", the interchangeable use of the relative pronouns who and which "a book who," "a person which", omission of the definite and indefinite articles where they are obligatory in native-speaker English and insertion where they do not occur in native-speaker English, use of an all-purpose question tag such as isn't it? or no? instead of shouldn't they? "They should arrive soon, isn't it?", increasing of redundancy by adding prepositions "We have to study about . . ." and "can we discuss about . . .?", or by increasing explicitness "black colour" vs. "black" and "How long time?" vs. "How long?", heavy reliance on certain verbs of high semantic

generality, such as do, have, make, put, take; pluralisation of nouns which are considered uncountable in native speaker English “informations,” “staffs,” “advices”, use of that-clauses instead of infinitive constructions “I want that we discuss about my dissertation” (Jenkins, 2006, p. 160)

Those errors show that to achieve mutual comprehension in oral interactions, it is necessary to use more elements other than grammar accuracy. Although the aim for any language class is to have as model a standard use of the language to guarantee understandability, teachers and students also need to be aware of the phenomenon that happen when people use the language in different scenarios. The elements of fluency encompass strategies other than grammar accuracy, as shown in Jenkins (2006). This does not overlook the importance of structure but highlights more elements necessary to mutual comprehension in oral interactions.

A holistic oral performance encompasses some principles that go beyond standardness. In oral performance, English used among NNSs is not classified as deficient, as users show how they shape the language for mutual understanding. When misunderstandings occur, strategies are used to resolve them such as asking for repetition, or using conversational gambits to express agreement or disagreement (McKay, 2011). Apart from the strategies to make the message clear, other oral elements such as pronunciation, takes a shift. In the phonological needs, instead of only distinguishing between English and American accent as native speech sources, it is preferred to work on the aspects that cause more interference when communicating, sounds that need to be worked on more according to the phonological particularities of the first languages. The teacher in his particular context is the one who decides what to give more relevance without ignoring the interests of both students and themselves (Jenkins, 2006) because learners have a voice, and it can include the interest to follow certain regional accent, this can be combined with several

competent users to have a wider perception of the language usage. It is necessary to point out the strategies to solve misunderstandings, to work on the sounds that cause more interference with pronunciation but also to respect the decision of the students to follow their preferences, to develop a more integral oral performance. Oracy is not an isolate activity; it involves the desire to interact and learn from the other person.

The interaction might occur in a multilingual or monolingual context. In a multilingual sphere, the attitude toward oral use of the language is forged in the involvement of the communication of cultural traditions, allowing the crossing of borders and ethnic affiliation (McKay, 2011). In a monolingual context, most of the time, the L2 is used to practice topics of grammar rules. When it is unclear the emphasis on grammar and the emphasis on fluency depending on the objective of the lesson, the oral class may solely focus on grammar accuracy when in authentic scenarios Kirkpatrick (2010) signals the cooperation, co-constructed with the use of paraphrasing, rephrasing and repetition, or syntactic strategies like fronting or tails. Jenkins et al (2017) also adds the identification of the user with a network of social groups, having several roles, like being a moderator between different cultures and the desire to explore and accept differences or relativization of values and practices. It can be noted then, that at the level of pragmatics and interculturality, the interactions encompass strategies to maintain communication, culture or ethnic affiliation, and the embodiment of multiple roles of users. To live these processes, the motivation to use the language must permeate the pedagogical practices.

In terms of motivation to learn and use the second language, the conditions in many public schools in Colombia are not totally different from those in other countries where there are also struggles to motivate learners (Akbari, 2015; Copland et al., 2014; Lopez, 2016; Segura, 2016; Villacanas et al., 2018) apart from the learning itself in the classroom (Dewaele & Pavelecu,

2021; Mak, 2011) that has repercussions in the motivation (Canceran & Malenab, 2018). Most of the studies conducted out with ELF awareness to motivate learners to use the language and reflect upon the functions of the use of the target language in the world (Brown, 2012; Kohn, 2020; McKay, 2012; Sung, 2013) have been conducted with university-level students or senior levels in high school (Ke & Cahyani, 2014; Muyan & Tunaz, 2017; Rahimi & Ruzrok, 2016). Specifically in the oral performance, there are principles to follow according to the globalized picture of the language (Bohn & Hansen, 2017; Browne & Fulcher, 2017; Carter & McCarthy, 2017; Goh, 2013; Enayat & Derakhshan, 2021; Munévar, 2017; Thornbury, 2005; Tsang, 2019) that require as the first promoters teacher's awareness of it (Monfared, 2019). One of the main principles is to see the natural use of the language among NNES, so profiting on the opportunities outside the classroom to live the experience of ELF may be an effective way to foster that awareness orally (Ke & Cahyani, 2014; Tanabe, 2016; Tian & French, 2019; Sung, 2018; Wu, 2012) and in its written public use (Cenoz & Gorter, 2008; Mora et al., 2018). Through games, personal satisfaction, discovery activities, discourse reflection, the language classroom can appeal student's interest to use the language orally but when that is combined with a current use and view of the language, students are more aware that there are acceptable steps to start and the goal is not native speakirism. Although the national tests only measure reading, learning a second language involves using it orally to communicate with other people and this oracy has a degree of complexity that we must understand making the gradual transactions that generate its development.

Attitudes toward Using English Orally

To understand the reluctance of many students to use the language orally, it is necessary to disseminate what is oracy. The term oral communication refers to the skills of listening and

speaking. After performing listening exercises, students are asked to make an oral production that take the form of presentations or role-plays following an established model. As teachers, we value that the learner is understood, knows what he/she is saying and has an acceptable pronunciation. They try but sometimes they do not achieve what we expect, we realize that there is a long way to go from listening to pronouncing and that the ability to speak requires several sub-skills that we sometimes ignore. Thornbury (2005) identifies some phenomena that we see in the classroom may be that "sometimes, in the rush to speak, interference from neighboring words causes pronunciation slips" (p. 5), a phenomenon that has even been seen among native speakers and that it shows up even more in the classroom. In addition to it is that by not considering the time of preparation, these elements that must be integrated can cause problems as the author expresses, "embarking on a completely untried speech genre on an unfamiliar topic, with unknown interlocutors is like to 'one tongue-tied' at best, or at worst, completely mute" (p. 6). Speaking goes beyond pronouncing written sentences, what people produce when speaking is known as utterances. Depending on what the person will say, whether it is a description or an anecdote, there is a particular way of saying it and there is not much time to plan it, phrases are added while speaking. The accent must be placed on the phrases that need to be highlighted; there are even times when it is necessary to change the speech or fix it; the use of pre-fabricated chunks helps a lot, saving people time in developing their speech (Thornbury, 2005). Finally, fluency not only has to do with how fast people speak, but also with pausing at the right place and even knowing how to use fillers. Those are the sub skills that must be taken into account at the moment of demanding the oral production tasks.

Oracy in the Classroom

In the classroom, we focus on one or more of the components of speech. We focus mainly on vocabulary because we believe it is the starting point for the students to express themselves or do oral practice and pronunciation exercises in class. We make students prepare a speech with the use of a vocabulary studied in class. But Enayat and Derakhshan (2021) warn us that more than having a large repertoire of words, the student must know these words in depth and how they can be used to express various ideas in various contexts, know their connections with other lexical features to combine meaning. Other common activity teachers develop in class is making students do descriptions, we assess vocabulary, grammar and pronunciation, and students prepare a description to deliver it orally. Topic and motivation like creating material with pictures of their town, friends and family (Munévar, 2017), are crucial for students to feel enthusiastic developing the task. Regarding pronunciation, we tend to judge more if the speech is understandable but we only settle for the pronunciation of words in isolation since time seems scarce to develop other equally important characteristics such as segmental, word stress, sentence stress and intonation (Bohn & Hansen, 2017). Understanding this helps us look for better ways to capitalize on vocabulary and pronunciation.

Both in the appropriate use of vocabulary and in the preparation of the discourse and pronunciation assessment, spontaneity and what it entails is somewhat lost sight of. This is because we ourselves forget what it is to speak and we do not think much about the steps and elements to develop it; also the context of practicing the language in the classroom without much motivation on the part of the students that their classmates listen to them, makes us also omit it. Carter and McCarthy (2017) in their article remind teachers that there is a written and a conversational grammar. Many times we make discourse totally a mirror of written grammar, but

these authors describe conversational grammar as "non-sentence-based, co-constructed, and highly interactive" (p. 1). Goh (2013) also mentions the negotiation in spontaneity as a differentiating element from written discourse that makes speech an interactive act. Feedback and making the students analyze their own production are two components that should be promoted to improve skills; however, negotiation in spontaneity without peer appreciation, makes discourse a copy of written grammar and to that it must be added not lose sight of the student's motivation to do all those processes.

Motivation to use English Orally

With the recognition of English as a lingua franca (ELF), appreciating the variations and competent users with different L1, the evaluation of speaking is not judged only by its similarity to native variations, but by the ability to be understood with a comprehensible pronunciation (Browne & Fulcher, 2017). From the ELF perspective, it is ultimately the context that determines the need for students to work on the elements of speech (Tsang, 2019). However, even us, teachers, have prejudices regarding our accent (Monfared, 2019). So both, teachers and students must reflect on real use of the language in a multilingual scenario.

Even manifesting in their reflections a favorable attitude for learning, in action, the students show that the lack of confidence leads them to inhibit themselves for fear of ridicule or to show themselves incompetent (Canceran & Malenab, 2018). The government begins with an operational plan where language teachers must follow some guidelines with some content to accelerate student learning. Motivation focuses on competitiveness for work but also on the development of the whole person. However, the student in junior high school, at the time, does not see the prospect for work. The context of the country, without a continuous latent need, does not motivate the learning and use of the language either. The public school with the few resources

and methodologies used for proficiency tests make oral practice relegated to the background (Akbari, 2015). Those appreciations of the situation in other countries also apply to most to the contexts in Colombia. Copland et al. (2014) in their study mention that due to beliefs about the benefits of an early age for learning a second language and for the economic reasons that motivate a high result in students, teachers must find the way to keep the motivation in students. We are expected to use the methodologies of other countries and to obtain the same result when "class size, teachers' own skills and confidence and time pressures" (p.30) are to be dealt with. Through their experiences, students also have motivations based on real situations that not only have to do with entertainment and the notion of traveling (Segura, 2016). So, although we must keep students motivated through appealing activities and reflection about learning a second language, students also bring relatives experiences that enrich the sense of purpose for learning an additional language.

This reflection is appropriate and necessary for a student who is not in a country where the language must be used continuously or is not in an institute motivated by the family or by himself. Especially, in the public schools of the country far from the capital cities and with many social and family problems. In these contexts, the teacher should not only focus on his area but also on stimulating skills and notions that transcend the classroom, especially when there are pressures at home that cause the student to lose hope for the study as the basis of his life project. In López (2016) we see the view of the situation from foreign teachers and how their humanistic approach sometimes frustrates the progress in learning content. Villacanas et al. (2018) in their action research remind us how the methodologies proposed for teaching English that work in other contexts must be adapted to their own, for example, using art and multimodal resources for developing critical thinking.

whether English language teachers create, or fail to create, an interesting context where the new language can be learned meaningfully; whether learners' local languages, literacies, identities, and cultures are validated during the process by teachers, curricula, and resources; or, lastly, whether the learning situation presents intellectually challenging activities or, on the contrary, just childish, dumbed-down, and repetitive activities, all these questions tend to be pushed to the back of mainstream ELT pedagogical practices (Villacanas et al. 2018, p.6)

That statement reminds us the importance of having as an objective the necessity of the students and taking into account the student's feelings in the learning process. Looking in more detail at the student's feelings during speaking activities, many teachers and psychologists consider anxiety as an inhibiting factor, and there are certain practices in the classroom that promote these feelings, Mak (2011) identified some such as lack of time for the preparation, the correction of teachers and peers during the production or the prohibition of the use of L1. To this added the situation where the student has the motivation but due to the classroom context, interest is lost, such as the lack of attention of their classmates to listen to them or the constant pressure for grammar rather than to maintain a conversation (Dewaele & Pavelecu, 2021). Thus, depending on expectations and experiences, students conduct oral practices in the target language or prefer not to do so. Recognizing the different scenarios where English is used as LF, students test preconceived ideas that could generate a lack of motivation to use the language orally in class.

Change Motivation with ELF

Most of the studies found integrating ELF and motivation have as subject of study learners from university levels or last year of high school education. Few studies have been carried out

with junior high school learners and most of them have pre intermediate levels with grammar and vocabulary resources as starting points or elements to help them experience an interaction or doing listening activities with a variety of target language accents.

Integrative motivation, which is what we teachers aspire to foster in the classroom, is restructured with the recognition of ELF. It is no longer about learning a language with a native accent to become homogenized in a community of speakers, but about identifying their cultural and personal uniqueness and being able to express their own voice within a multicultural community (Sung, 2013). Experiencing ELF allows the student himself to conclude the relevance of the elements necessary to maintain a conversation (Ke & Cahyani, 2014). The motivation to be understood or to get closer to a native model does not affect much the motivation in general for learning the language, but recognizing sounds that do not affect communication and focus on the ones that do, improves pronunciation compared to a methodology where the goal is the native accent (Rahimi & Ruzrok, 2016). Some researches have studied the effect in motivation in students in Turkey (Muyan & Tunaz, 2017) with positive results. Since Guatapé is characterized by being a meeting place for many foreign tourists, when passing near them people can perceive languages other than English. By making students discover these languages through direct communication with visitors, it would be an opportunity to experience what is a reality in other countries when several languages coexist in one area, thus, the municipality offers an enriching experience that allows debate the use of English as a second language in the city.

Methodology of ELF

Among the pedagogies of ELF, there is a focus on the recognition of speakers from countries other than the first circle (Kirkpatrick, 2010) where English is the native language, and thus including multiple varieties of nationalities in the teaching material. Another way is by making

students aware of the local users, encouraging students to notice “how they use English for communication across international borders, often with other L2 speakers” (McKay, 2012, p.39). The pedagogy also encompasses a “critical approach to the discourse surrounding the acquisition and use of English” (p.43). Those are principles for integrating the ELF in class and with those, fostering the honest and real purposes of learning English that comes also with the analysis of its use in the context (Brown, 2012). Among some of the use of the L2 locally might be “communicating locally with compatriots who speak other mother tongues, working locally with foreign tourists, gaining an advantage over other local people in business dealings, speaking with friends or family members who speak English [or] acquiring the prestige locally of speaking English” (p.149). So, bringing multiculturalism, analyzing the context and being realistic with the use of the language are essential to address ELF in classroom.

There is also the possibility to let students venture with the language integrated to the other mentioned principles of multiculturalism and reflection. Kohn (2020) expresses that the ELF pedagogy “liberates speakers learners by enabling them to explore and exploit their innate ordinary creativity and by supporting them as agents of their own communicative and learning success” (p.2). He gives three strategies which are to make students aware of heterogeneity of ELF, practice ELF comprehension and identifying and analyzing communicative interaction. If there is the possibility of involving in the ELF interaction, this would add to their opportunity to be creative with the language.

Out of Class Activities to Recognize ELF

Seeing the reality of what is happening to the target language allows us to be honest with what we say in the classroom to motivate learning. Wu (2012) in his research warns of the consequences of feeding beliefs that rather lead to frustration, like for example, that learning a

language is easy and fast and only requires activities that are promoted in the classroom, such as learning vocabulary, practicing grammar and translate. When the context outside the classroom is involved, it helps "increasing learners' confidence and experience in interacting with others in English" (p.48). Tian and French (2019) call these activities an adventurous approach that benefits the development of skills in everyday life such as "problem solving, creativity, teamwork, as well as language" (p.210). Additionally, from the point of view of intercultural competence, these interactions build international relationships in an international setting in intercultural context (Tanabe, 2016, p.71). Those skills are part of the ELF experience and encourage teachers and learners to practice their knowledge with the intention of discovering culture and improve communicative abilities.

Interviews with Non-Native English speakers to Promote English lingua franca. One of the pedagogical practices to promote awareness of ELF is the experience itself with NNS. When the context outside the classroom allows the student to have the experiences, the awareness of ELF can be done implicitly first with an experience using the language with another person who has learned it. In a town visited by many foreign tourists, such as Guatapé, students at some point are approached on the streets to give assistance to foreign visitors, some others meet them in the sport facilities and some others, who work in their family's business, approach them as clients. Asking students to carry small interviews according to their level of English increases "students' exposure to the diversity of English in the world" and increases "self-confidence and positive identity development, which could result in a sense of empowerment as L2 learners and/or users" (Sung, 2018, p.10). Nonetheless, the fact of approaching strangers with a basic level in another language can bring feelings of hesitation prior to the interaction. In terms of interculturality, Tananuraksakul (2021) identifies feelings of security and dignity in a cycle of initially lack of

pride to the final stage of gaining it. This empowerment by using the resources of the context makes students see the benefits to develop an additional language to approach other people.

In their research, Ke and Cahyani (2014) noticed that the interviews with NNS would allow students to recognize the priorities of making themselves understood and simplifying the language to communicate. Although students know that the use of English in the classroom is to practice it, as teachers, we rarely propose activities that identify the speakers and purpose of communication and accommodate the way of interacting considering those variables. According to Bayyurt and Akcan (2015), before or after the focus on lexicon and grammar, there must also be a focus on users, their communication purposes, and circumstances. That helps identify the expressions that facilitate interaction as a pedagogical tool in the classroom and to identify English speakers, not only as monolingual but also as multilingual, as native, and as non-native. This would motivate students emotionally and cognitively (Hamzah et al. 2019). Another resource that can function as an icebreaker before the oral communicative experience is the exploration of posters in English in the city with the intention of establishing communication with foreign English speaker visitors.

Linguistic Landscape to Foster Awareness of ELF. Cenoz and Gorter (2008) talk about the pedagogical possibilities of using linguistic landscape, the printed language on street signs, in the language class for developing the skill of reading multimodal texts or teach the language itself. In Chern and Dooley (2014), the authors talk about the possibilities of reading using the sign language. Learners might not consider it unless they are encouraged to do so and they also give the idea that the use of English is also addressed to locals to combine local language with the international one. In their project in the area of Spanish teaching in economics in London, Hernandez-Martin and Skrandies (2020) question the term “foreign” to address a language that is

used in the city by some communities. They see that the local context can provide a scenario for learning using authentic material. In Medellin, two hours away from Guatapé, there was a linguistic landscape analysis showing the richness of elements at combining the regional paisa Colombian expressions and English to attract customers (Morales et al., 2018). All those possibilities allow the development of high order learning processes such as symbolic analysis that take language learning beyond semantic levels.

Oral skills are worked on in class in the way that the teacher understands it, but this has some elements that, by not granting spaces for recognition and practice, could be hindering the oral production of the students. Using the second language orally can cause stress in the learner, since the emotions of feeling incapable can invade the learning environment. English as a lingua franca by decentralizing the variety of standard and native speakers, could make students more confident. Enriching students by interacting with foreign visitors of the municipality conducting interviews is one of the possibilities offered by the context of a tourist city and which allows students to analyze English as a lingua franca in its global use in a corner of the country.

CHAPTER 3

METHODOLOGY

This research has as objective to determine to what extent integrating awareness of English as Lingua Franca by searching the linguistic landscape and recognizing NNEs in the city, changes students' attitudes toward oral skills and learning English. To achieve this, the first step is to explore the attitude and assumptions of sixth-grade learners toward native speakers and goals in oral skills and learning English in the view of English as a lingua franca. The second step is to determine the possible pedagogical resources to raise awareness of English as a lingua franca. The third step is to explore how fostering awareness of English as a lingua franca; by analyzing the linguistic landscape in the city and encountering NNEs; change students' attitudes toward oral skills and learning English.

To achieve this goal, this investigation uses the action research cycle and to collect and analyze data, using both, quantitative and qualitative methods. This is an action research project because it is particularistic and descriptive (Mackey, 2006). The process requires the identification of the knowledge of usage of English and the attitude to learn it in a group of students the sixth grade in a public school through questionnaires with Likert-type scale. Then, it continues with applying two activities to increase the awareness of the language as Lingua Franca using the context of the city. By gathering reflections and comparing pre and post questionnaires, we can see how those two activities can influence the motivation to use the language orally. The type of data for the analysis is qualitative, through journals and interviews, and quantitative, through questionnaires, so they will be analyzed interpretatively and statistically. The secondary research was to analyze the literature in teaching English as Lingua Franca in junior high school and survey studies to investigate the attitude toward learning.

Participants

The intervention was carried out in October 2021 with all sixth-grade groups in the only institution in the municipality of Guatapé, Nuestra Señora del Pilar. Their age was between 11 and 13 years. At 6.1, there were 31 students on the list, at 6.2, 33 students, at 6.3, 33 students, and 6.4, 33 students. Not all enrolled students attend school, in 6.2 attend 30, in 6.3 attend 26, in 6.4, 27 and in 6.1, 29. In total, there were 112 students in the classroom. But in the end, with the isolation due to flu symptoms and with the extracurricular interventions from the board, 32 students finished the entire process, 20 boys and 12 girls. 20 students were 11 years old, 11 were 12 years old and one student was 13 years old. From March, students attended class in small groups of 16, we had worked already in 10 guides in class and when they could not attend school for medical issues they had to send a written permission and continue or finish the guide at home.

Instruments

I use quantitative and qualitative instruments to gather data to observe and analyze the effect of implementing a methodology (Mackey, 2006). The quantitative instruments consist of questionnaires and surveys to collect data of attitudes, beliefs, opinions, and motivation to learn English. Observation is used as field notes and audio or visual recordings as well as a structured checklist that would let me see the reaction when implementing the methodology. Finally, the diary or journal let me express more freely, planning to write after each intervention.

Surveys

The first eight questions of the initial survey are about the current perceptions toward native speakers. These statements were taken from Kiczkowiak (2018) research since they provide key features of the lingua franca nature of the language. In the questionnaire, instead of ELF, the author uses the international English term that shares some similarities with ELF in the sense that

it acknowledges and advocates for the recognition of the diverse accents among competent English users. The survey was conducted after explaining the concepts of international English (IE) and NES and after the signing of the consent. In the end, 122 consents were signed during the 21st, 22nd, and 25th of October. 122 surveys were applied during 22, 25, and 27 of October in the four groups of the sixth grade. They were Likert-type scales printed and students had to read and answer, every statement had five options to select: totally agree, agree, not sure, disagree and totally disagree. The first question was “the English learned and taught in class should be international English” and the last question was “learners should imitate how NES use English.”

The second questionnaire was taken from the research of Canceran & Malenab (2018) since the questions are related to the feelings toward speaking in English, reasons why learners speak English, reasons why English is important to them, and how English-speaking capability is perceived. The statements are all in positive so it was easier to later assign a number to every category and because every answer on paper was computer using a program, in this way there could be a comparison of the answers in every student. These 20 questions survey was applied twice, before and after the two activities. This was applied at the same time as the first questionnaire. The first question was “I enjoy speaking English” and the last question was “I am unafraid of being laughed at when I make mistakes while speaking.”

The oral skill perception survey was taken from the research of Karnchanachari (2020) since the statements are about perceived English communicative self-efficacy. The 10 statement questions are understandably and coherent to the knowledge of the student of junior high school. It was applied before and after the pedagogical intervention. It was also applied at the same time as the two previous questionnaires. The first question was “I can pronounce English understandably” and the last one was “I use the right words when I communicate in English”.

The three questionnaires had a Likert-type scale model. Data presented in the Likert-type scale is categorical, we can say that a certain number selected the option of strongly agree and agree and compare the results with percentages. To look for the results of every student and to measure the mean, the categories were converted to numbers: Strongly agree=5, Agree=4, Not sure= 3, Disagree=2, and Strongly disagree=1. I could establish For every student a maximum and minimum. In the first questionnaire of 20 items, there was a maximum of 100 points if they answered all the questions with strongly agreeing and therefore showed the highest motivation score, and a minimum of 20 points from the student who answered with strongly disagreeing in all categories showing the lowest score in motivation. In the second questionnaire, with 10 questions, the maximum was 50 and the minimum 10. By adding the number of categories for every student, the scores were accessible to calculating the mean and difference between the pre- and post-test results. After having the scores, it was possible to use a two sample paired t-test to calculate the mean from the two tests, the measurement of dispersion and the Pearson correlation to determine the significance of the difference. These data were calculated automatically in Excel and it is a type of analysis offered to pre- and post surveys with every subject.

Interviews after the intervention

The purpose of the interviews was to determine their attitudes toward the oral use of English after the intervention. It was applied in the only group where I could have the last class properly. While the post-questionnaires were being filled out, I wrote the names of those present on small pieces of paper and took two at random to interview them. Two students were selected and answered the questions: What do you know about English as a lingua franca? What do you think need to be done to improve oral language skills? What do you think about your speaking skills

after interviews with non-native speakers? What would you recommend to future students for these activities? They were recorded on a cellphone.

Didactic Sequence

Activity 1. The Linguistic Landscape in Guatapé

Rationale: in the streets of Guatapé signs are using English that can be monolingual, bilingual, or multilingual. While finding out about their purpose, we can also see the relationship between Spanish and English, which can be hierarchical when the letter design tells us which language is shown with greater relevance. The first objective of using the language is presumably to inform the foreigner, assuming that they speak English without the recognition of some first languages that the city can host. Also, students can analyze the relevance of the messages, how much satisfaction a foreigner would find in finding posters, advertisements, billboards, and signs in a language they know. Finally, students can activate the linguistic radar (Hernández & Skrandies, 2020) by noticing multiple languages spoken among visitors.

Activity:

Out of class activity:

The students and teacher visit “La Plazoleta,” one of the most frequented places in the city, the teacher takes photos of the signs in English and asks the students to pay attention to those as well.

In-class activity:

The teacher asks the students what they think the linguistic landscape is. Then, the teacher explains the meaning of linguistic landscape, shows one of the photos, and asks the students what kind of information is shown. The teacher shows another photo and asks where the poster is located, what languages are shown, and to whom it is addressed.

The students form groups and the teacher passes some photos for them to classify as monolingual, bilingual, or multilingual. Also, if they are shop fronts, restaurants or commercial billboards, street name, bar-café, pub, supermarket, fly-posting, graffiti, fast-food restaurant, souvenir shop, hotel or travel agency.

Out of class activity

In groups, students take photos of other signs, make the classification of them and share their findings in a video to upload to a padlet interactive board

In-class activities

In the language lab, students check the padlet board and the videos submitted by their classmates. They report what they found and what they learned

Activity 2. Interview with a NNES

Rationale: Foreign tourists that visit Guatapé come from many places and speak many first languages. Through interviewing some of them we can determine their hometown and the languages they speak. Many of them may have learned English as an additional language. We can ask them how they learned it and other questions of our interest. By the number of different countries found among interviewed visitors, we can see how multicultural the municipality can get. The aim is to determine the variety of origin country visitors come from and the variety of languages they speak, also if they have used English frequently in their jobs or trips.

Activity:

Prepare the elements to determine the place of origin of foreign visitors and the languages they speak.

In-class activities:

- Brainstorm of ways to interview foreigners
- Writing interview questions
- Role-play how to interview for academic purposes foreigners
- Create an interview proposal

Look at the example below to create the interview proposal:

Hi, could we ask you a few questions? We are English students at the local school and we are surveying to analyze the cultural diversity of English-speaking visitors. It will take less than five minutes, if you don't mind, would you let us record this interview? Thanks a lot.

Do you speak English?

What is your name?

Where are you from?

What is your first language?

What languages do you speak?

How did you learn English?

Have you found enough signs in English in the city?

What were your expectations before coming?

Other questions of interest: _____

Out-of-class-task:

- Conduct in pairs the real-world interview with a foreign visitor
- Create a PowerPoint presentation with a short video clip mentioning the findings from the interview and upload it on the what's app group
- Answer to the following questions:
 - What was the nationality with the most visitors?
 - What was the variety of mother tongues among tourists?
 - What did you learn from the communicative experience?
 - How was your communicative experience?
 - What difficulties did you face?
 - How did you cope with the difficulties?
 - How effective was the interaction?
 - How do you evaluate your interlocutor's competence?
 - How do you evaluate your competence?
 - How your communicative experience has led to new insights and understanding of how the language works?
 - What you have gained and learned from your communication experience?

Intervention Experience

The intervention lasted 4 weeks, from the last week of October until the third week of November. Since the students were still working with their guides at school, our planning had to be done in the guide format and left on the institutional blog so that the students could see it from their homes or buy it at stationery stores. The previous guide consisted of a wrap up of the topics studied during the year and this last guide was the continuation of the wrap up by analyzing and using English on the streets.

Session 1: Introduction to the Research

Students were questioned about the touristic context of the city and how English was an element to communicate and how we can enter to that scenario to use English outside the classroom. I told students I was studying a master and the thesis, the research will be to use the context to use English as a lingua franca, I told them about the term lingua and how we will determine nationality others than native. I explained that it was going to be the topic for the last guide of the fourth period. In terms of content, it was linked to the topic of the first period, personal information questions where I interviewed them in English. We were going to interview this time the foreign visitors of the city to discover their nationalities and the first languages. I explained the term international language and native languages by giving examples and asking question to check their understanding. Then, I told them that to use their results for the research, I needed the consents of their parents and theirs. They all agreed to sign. And with that, they answered the first eight questions.

After obtaining the consent of the students and explaining to them the notion of English as an international language, the notion of the native language, which in our context is Spanish, and providing them with a video of the variety of English in India, the students answered the first

eight questions of the survey. I only recorded the answers of those who completed all the cycles of the investigation, which were 32. I reminded the students that there was no correct answer, only their opinion about the idea that was expressed.

Session 2: Linguistic Landscape Experience

I introduced the first activity. I asked the students what languages had the signs in the city. They answered that Spanish and English, so, that was an example of using English as an international language to reach the foreign visitors. I asked them to predict the numbers of signs, some said they had already walked on the streets and did not perceive much. Some others, based on the touristic nature of the city, predicted that they might have been many. So, I told them that signs provide a resource to learn expressions in English and we will explore them. We then proceeded to walk out.

Since every group was divided into A and B for biosecurity measurements, there were 8 walks in total. I asked students to carry their notebooks or cellphones to register the words and expressions in English because afterwards, we would post them on a Padlet link. I asked students to predict how many words or signs we would find, one student answered 5, another student in the other group answered 30. In the other groups, students expressed that it was difficult to make a guess because they did not pay much attention to the signs in English.

While walking on the streets, students even spotted tiny stickers outside shops with words like “coffee” or “look” and not only noticed the large signs but also noticed words on food boxes when we walked past the grocery store. Therefore, before reaching the Zocalo square, students have already written or taken photos of more than ten words or signs. After looking for the sign in English in the square, I asked students if they had perceived a large or small number of them

and the answers varied a lot. A student reported that he expected more signs in the square to be an encounter place with many tourists, but another student reported that there were many signs. A student who lived in that area said that before the coronavirus outbreak there were plenty of signs in English but because the owners of those businesses had to shut down, they were new owners and the façade of the place had changed. There was a point when some students were just signaling signs without really noticing if there was any in English I had to ask them and they realized it was not the case. We were reading and translating when the sign was not bilingual. Many signs spotted referred to biosecurity measurements and before the walking, in the classroom, some students had reported having notice them on the streets as bilingual signs.

Not only English was spotted, but other languages like German, Catalan, Portuguese, French and a native national language, Nasayue, as shown in Figure 1.1. At first, students thought it was in English and when they realized that it was a language spoken by some communities in our country, they looked at the whole sign and made comments such as “yeah, because this shop sells products based on marihuana, they grow the plant.” Then, it was an opportunity to talk about how certain products use the image of some communities to represent their brand and what stereotypes it can create.

Figure 1. 1
Public signs in other languages



Although at first, the intention was only to explore the zocalo square, we ended up spotting signs on the way there and on the way back to school. With the groups that had an hour class, we walked along the waterfront boardwalk of the city. We spotted printed and handwritten signs in private places and on the doors of some businesses. Some signs had the shape of a zocalo, the space of the façade from the floor up of 50 centimeters height decorated based on the interior of the place as shown. A student expressed that it was the first time she had walked the entire city center since she lived on a farm in the rural area.

When a student spotted the word “tattoo,” (Figure 2.1) another student answered “I don’t see any English in it, it just says tattoo” to what another student replied “that is the word in English, in Spanish is tatuaje.” “I had forgotten it was English” Something similar had happened to “barber” and “fox.” Those are words that are seen so frequent in English that people take them as if it is the meaning in itself and does not need a translation in Spanish because it already carries the meaning in English. People associate a word in English with its meaning or object without needing a translation in Spanish.

Figure 2. 1
Linguistic landscape experience



With the group 6.4B the walk was in the midday with the suffocation of the sun, so we headed also to the waterfront boardwalk and to feel the cool breeze from the reservoir, students were on the veranda and from there spotted several words in English on the boats. They asked

their meaning and we had to zoom with the cellphones to have a look at them because some were very far away.

Session 3: Analysis of the Signs

We talked about the expectations and what we found, in certain places where there are conglomerations of foreigners, students expected to find more, but around the streets we found more than expected, many students sharpened their sight and noticed small stickers in English. We doubted about some of them, for example, the word “Chronos” a student noticed that that was the name of a god, but we suspected English because of the “h” that is not necessary in Spanish. Then, students selected a sign to make an analysis of the words in English and paste it on Padlet. I gave them the instructions step by step in a power point presentations and in a piece of paper for them to carry the next class in the computer room that is at the back of the school. Students also noticed the English used in the cover of their notebooks. One student asked her mom who worked in the Rock to take the photos there. She shared them with me and I uploaded them too.

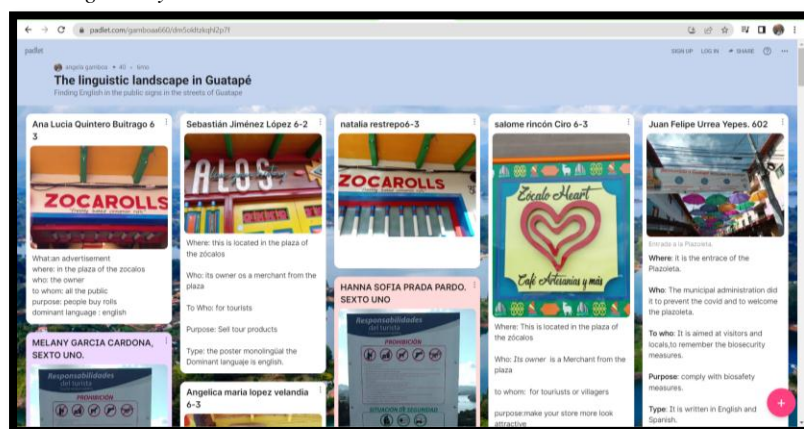
After the walks I showed students some slides with pictures and asked them about the meaning and types of the signs, some of them were monolingual or bilingual or even multilingual, also we talked about the hierarchy of the languages, which one has the biggest font and was first and which one was relegated and the intention of the sign. In this presentation, some students felt they were asked silly obvious questions and started to make jokes about it, some other started to ignore the presentation and when they were asked to do exercise on padlet by selecting the picture and conducting the analysis, they giggled and though it was unnecessary, that most of the answers were that the signs were in English so English speaking visitors would

understand them and that the purpose of them was related to purchase goods, offer a service or advice and warn people about some security issues.

We went to the computer room, many students asked questions on how to do the task, some others followed the instructions in the sheet, and some others asked their classmates or me. They were thrilled to see the names of their classmates appear on the padlet board. All of them used a translator to perform the analysis. I uploaded the photos taken to a shared file in google photos <https://photos.app.goo.gl/QHoMGjSaHbeAvtKH8> and the link to the padlet board: <https://padlet.com/gamboaa660/dm5okltzkqhl2p7f>

To go to the computer room we had to leave school and climb the ladders take time and we could only go twice with the group with only half an hour class. I had given them the instructions printed so that they knew what to do before going to the computer room. Two students reacted to the background of the padlet and that motivated them to do the task, when they saw the names of their classmates, they felt surprised and went to their classmate's place to see them from their classmate's computer. Two students then wrote some alias as names so that their classmates would laugh but changed them back when I became close to monitoring their work.

Figure 3. 1
Public sign analysis in Padlet



Session 4: Proposal to Interview NNEs

We were going to make the second activity and we needed to prepare to make the interview. The objective was to find out nationalities other than English native speaking countries, we prepared the greetings, the introductions of ourselves and the questions to find out their nationalities and first languages. When we prepared the questions with the first group and then we went out to make the interviews, I found out that we prepared too many expressions and that at the moment to interact; students were a bit at lost about what to say or use. So, with the next groups we made a simpler proposal to carry out later in the interviews.

Session 5: Interviewing NNEs

Before leaving the school to carry on the second activity of interviewing NNEs on the streets, I explained the purpose of the activity and what we needed to do it. To which in three groups students commented with a resigned voice why would they would do that if they did not speak English. I commented that that was precisely the objective of the lesson, to experience how with some basic elements learners could actually embark in an interaction. I remarked that speaking activities had to have an adventurous approach and since we had studied the wh questions in written form, we will use them orally. Then, I asked mainly the hesitant students what would be the first expressions to call the attention of the foreign visitor, so the brainstorm section began. When I was writing the proposal on the board, students constantly changed the proposal until ensuring that it was enough, it was a collaborative work.

Then, in the second walk, students carried their notebooks with the proposal and just one block of walking four foreign visitors came up to the same street coming to us and we continued very embarrassed to call their attention but stopped, I looked at my students and they avoided my eyes, so I got back to the visitors and waved at them, the two boys continued and the two girls

stopped, with my eyes I made sight to my students to use what we had practiced but they buried their faces on the notebook, so I proceeded to use what we had prepared. “Hello, how are you” they answered “fine, thank you” “can I ask you three questions?” “yes” “can I record it?” “yes” “thank you.” Then, I proceeded to open the cam on my cellphone and asked the students to make the rest of the questions. After a brief moment, student 1(S1) took the lead and asked me the questions and I pointed to the three questions we had prepared after receiving the consent from the visitors. He proceeded reading the notebook “Where are you from?” but asking for assistance. Then, since he had some difficulties reading the last one, when I was just going to assist him, S2 approached below his shoulder and read the question for his classmate “what is your first language” and then S1 turned to me but I continued to record and made the sign of reading the last expression, he read “thank you” and the foreigners laughed. Then, they continued and we had to go back to school because time was up. We clapped to S1 for conducting the interview and commented “it was not that difficult” and S1 replied “for you it is not because you already speak English” and I replied “I just used what we had prepared” then I asked how he had felt he said “nervous at the beginning but relaxed and sure of myself at the end” S3 said he was going to be the next one and he repeated several times the questions to prepare himself for the next class.

Figure 4. 1
Interview to NNEs



The next day we could go further the waterfront boardwalk and S4, the student who from the beginning stated that he would not do it, after seeing his classmate, he took the lead and

proceeded to do the interview. When I had arrived, S2 told me that they had already asked for their nationalities, but that the visitors started to talk about something that they did not understand and asked me to translate. I listened to the visitors, they were saying that they had changed their resident to an island “Curasao.” S4 began and when he asked for the name of the girl, she asked back for his name, but he did not answer to the question and said “thank you” and proceeded. His classmates reacted with moderate frustration. After the interview, they said to their classmates what had happened. Students interviewed four French and two people from the Netherlands. When S4 said /questions/ his classmate repeated /questions/. His classmate also corrected him in the word “name” and helped with the last question.

From the group 6.2B, S5 interviewed a visitor from Belgium, he was in the cafeteria next to the school. When he asked the visitor how he was and the visitor asked the same question to him, he paused for a brief moment and answered “good.” Later, S5 reported that he did not expect some questions to happen, but he improvised and everything went well. With this group, we could only interview one person because the classes were very early in the morning and the city was almost empty at that time, 7 am.

In the group 6.1B four students were very reluctant to make the interviews, expressing the embarrassment of making mistakes and not being understood. When we finally got close to the Square where there was a high possibility of encountering a foreigner, we found a visitor and since nobody volunteered to make the initial questions I started. The girl said she did not know much English and I told her that it was perfect like that. Then, I turned to ask the students to volunteer, everybody made a step back and only S6 showed signs of not being that afraid and I asked him to make the questions and he proceeded. The girl had a Google translator ready on her phone and was about to use it for the last question, but then I repeated the word “language” to

assist S6 and she answered. We all clapped for S6 and he felt really happy for having accomplished the interview.

With the group 6.3A, we forgot to record the interviews but we encountered two visitors. One girl from Morocco and another girl from Israel. Only S7, the student who has a good performance in English, made the interviews. We congratulated her every time she finished. Several times I had to assist in pronunciation. The rest of the classmates were very close, they checked their notebooks with the questions we had prepared but felt hesitant to make them. We continued in a very tied group. In the second interview, the visitors spotted entered a clothing shop and the girl said no to the requirement of the interview, S7 ignored it and continued to question, then, after seeing the inconvenience, the rest of the group approached and we spotted what the girl was saying to S7 “why” she was demanding an explanation for the sudden interrogation, then, I translated to S7 and the others the word “why” they all though in the answered. “For homework” they said to S7 and to the visitor and three students more said “for homework” the girl saw that we were relaxed and curious and the feeling of being imposed changed to another more relaxed and answered the questions. We discovered that she was from Israel and her first language was Hebrew.

With the group 6.2A we found a visitor on the street, but he was from England, so we did not make him the interview. Then, we approached another foreigner that was watching some souvenirs in the park in an open area but he saw us and we noticed he was afraid, he shook his head to the request and went away. A student said “why would he feel afraid of a bunch of children wearing uniforms” then, we continued to the bus station and a large group of nearly 15 visitors got off form one bus, we proceeded to greet and many of them responded we made the questions, most of the students did it in unison, they were from New York and asked backed to

the students if they were from the town and why they were making the questions. S8 spoke with the couple who asked and explained that they were conducting research.

Then, we saw two girls on the floor of the bus station and we approached, they were very kind and curious. Again, the students spoke at the same time and the girls answered. They were from the Netherlands. We have forgotten to record. On our way back to school, the students asked me what were their answers and I told them in English and Spanish that Netherlands was Países Bajos or Holanda and Dutch was their first language that in Spanish we called danés.

With group 6.4.A. we encountered several visitors. We encountered a girl from the Netherlands. S9 made the interview to her with comprehensible pronunciation. When Wendy asked back a question to S9, he understood and answered properly. Then, we interviewed a visitor from Russia. S10 read what we had prepared, so I assisted and the visitor understood and answered. Then, we saw a couple going and we started to make the initial questions. The lady was very interested in giving us some details of her country, I translated to the students, then, I asked if we could record her making her three questions. When I asked for volunteers, all the group retreated and then, the one student who had said several times he would not do it, volunteered and made the questions. She was from Estonia and her first language was Russian.

When we prepared the questions to initiate the research, the students knew they had to interview a NNES or a NNSS outside school in case we could not accomplish the task during class for the short period of time. Some students reported that they only found NESs or that the visitors did not let them record the interview. From groups 6.1.B two students sent me the video interviewing two Brazilians. In 6.4.A a student sent me a video interviewing a visitor from Belgium. In 6.1.A one student made an interview with a girl from France. In 6.1.B, we did not find any foreigners to interview. In 6.2.the students interviewed two girls from the Netherlands.

In 6.2B one student interviewed a visitor from France. In 6.3.A one student interviewed a girl from Morocco and another from Israel. In 6.3.B, we could not find any visitor to interview. In 6.4.B students interviewed a visitor from the Netherlands, Russia and Estonia. In 6.4B students interviewed 6 visitors from France, and one from the Netherlands. So at the end, there were 8 interviews with French, 4 interviews with visitors from the Netherlands, 2 interviews with Brazilians, 2 interviews with Belgium, one with a Moroccan, one with a Jewish, one from Russian and one from Estonia. There were 20 interviews at the end. 10 interviews were recorded on my phone, 2 interviews in the phone of a student. 3 interviews were sent to me. We forgot to record the other five interviews.

We started the interviews from November 12 and only had one week to carry them out since the following class was to close the whole section, talking about the findings and comments. Because not all could conduct the interview, I showed the videos recorded in the classroom, so students could answer if not by their own experience by judging the experience of their classmates. They also referred to their classmates when we were on the streets and felt they made it in unison. The students repeated the two questionnaires about motivations to use English and the perceptions of their skills. Then, they proceeded to answer to open-ended questions that were part of the didactic sequence.

In the interviews with the two students, they were from the groups were we were very early and only found one foreigner to interview, they were present and saw their classmate doing the interview and both students were ones of the shyest in the classroom. S1 answered that she almost understood the term of lingua franca but that she would not have been able to do the interview, she shook her head when I asked why. S2 answered appealing to her religious beliefs saying that with God's help everything is possible and so it would be possible for her.

CHAPTER 4

FINDINGS AND DISCUSSION

When asked in general in the group about the visitors to the city, students used the term “gringo” to refer to the foreign ones. They used the term to refer to any visitor that had the appearance of being foreign, not only to the visitors with nationalities of the countries from the first circle (Kirkpatrick, 2010) where English is spoken as a native language. When I asked if they believed that all came from the USA, England, Canada, or Australia, some students said that they also came from China or Italy. Then, when I asked what language they would use during the trips, they said English, but they said it a little bit surprised. Then, they started to make questions such as “do they have the English subject in schools like we do?” and another question that arose was “and the ones that already speak English what other language do they learn at school?” “do they learn Spanish like we learn English?” Students started to think first, about English being learned by other non-natives and the learning of a second language in general in another country. So, in spite of recognizing the variety of nationalities among foreign-looking tourists, there was still some confusion in the native speakirism, some students assumed that in spite of the variation of countries, all foreigners were NESs because of their performance in their use of the language. Foreigners were not recognized as non-native speakers, in spite of being from different countries, they were natives according to the students. By having these types of conversations, students were more aware of learning another language to communicate with others that did not speak their first language. This could make them go beyond the notion that you learn the language to only communicate with native speakers or going to the countries of native speakers.

When the term *lingua franca* was introduced, students seemed puzzled at first and still at the end; some that could grasp the idea had to explain it several times to their classmates that still did

not grasp it. It was simpler when we talked about how three languages meet in an interaction; the two people had their first language and used another one to interact. But it was during the interactions with visitors, that students could see that they only had English and body language to make them understood since the other person did not know Spanish.

When students were encouraged to consider why English was the second language after Spanish in being used in signs if not all the visitors were English native speakers, it was an opportunity to see why people assume English is the spoken language by all visitors. Students noticed that they perceived other languages among foreigners when they were close to them. Yet, English was the language merchants used through signs to communicate. They remarked that in that way, it was easier to design the posters rather than using the number of languages that they spoke as the first ones.

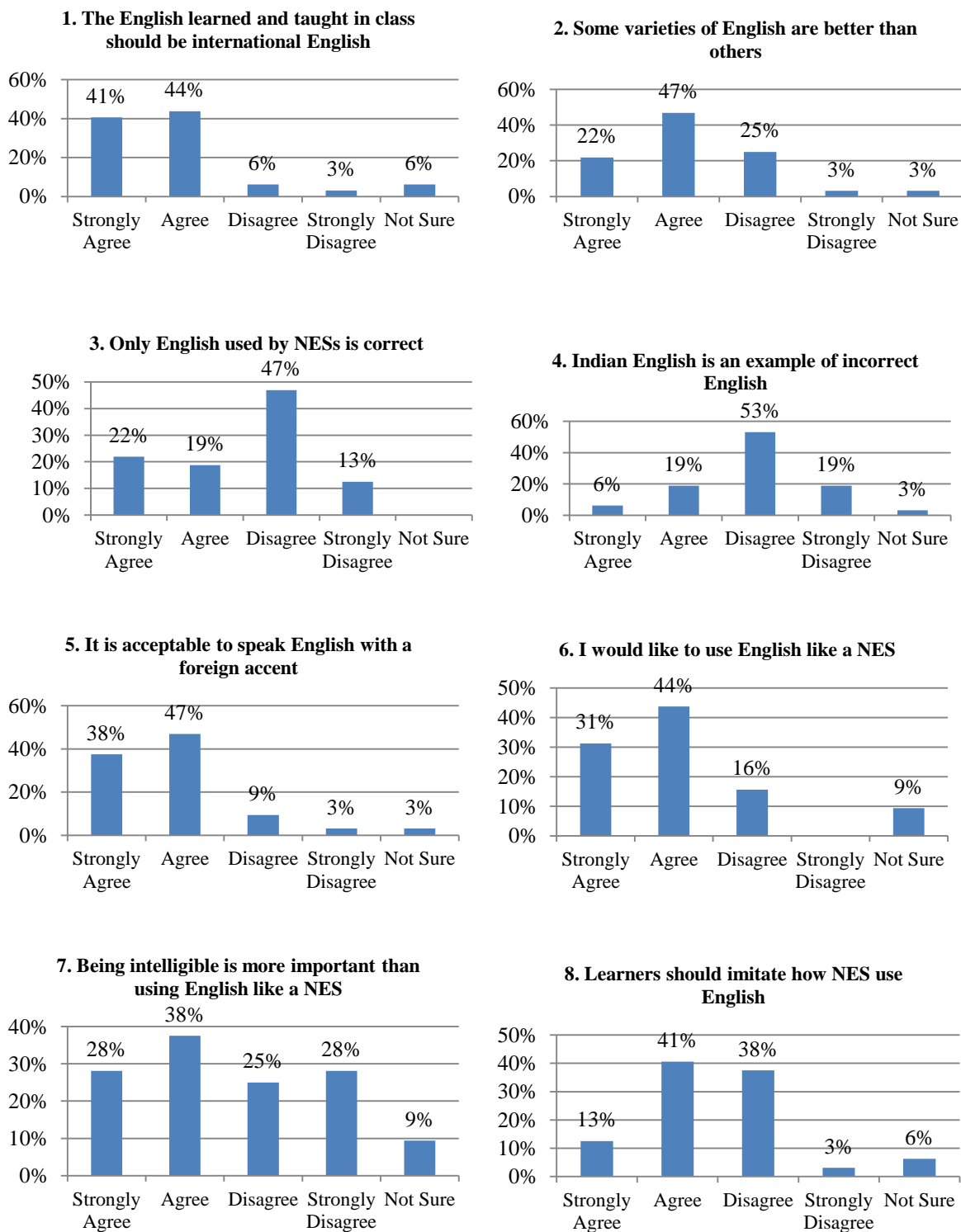
The awareness of nationalities and languages other than Spanish and English make students question why we speak Spanish if we were not in Spain, because when I asked which was our first language, some students answered “colombiano” to what other classmates corrected them by remarking “Spanish” so, students noticed that not all the time the name of the nationality is the same name of the language. We even had to talk about the colonialism because they asked why Brazil if was so close to us spoke Portuguese, some students knew the answer because of soccer interest. When students heard the variations of English from India to answer the first questionnaire (Table 1.1) they did not perceive much difference in the usual English heard from recordings and music and those from a specific country. Since the sources of listening are provided by recordings and songs and there is not much variety and analysis of the context of such, students do not have resources to make these reflections, there seems to be only the fact that someone who speaks the language comprehensible enough is a native speaker.

Table 1. 1
International English awareness questionnaire results

	IE Awareness	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total
1	The English learned and taught in class should be international English	<i>13</i>	<i>14</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>32</i>
2	Some varieties of English are better than others	<i>7</i>	<i>15</i>	<i>8</i>	<i>1</i>	<i>1</i>	<i>32</i>
3	Only English used by NESs is correct	<i>7</i>	<i>6</i>	<i>15</i>	<i>4</i>	<i>0</i>	<i>32</i>
4	Indian English is an example of incorrect English	<i>2</i>	<i>6</i>	<i>17</i>	<i>6</i>	<i>1</i>	<i>32</i>
5	It is acceptable to speak English with a foreign accent.	<i>12</i>	<i>15</i>	<i>3</i>	<i>1</i>	<i>1</i>	<i>32</i>
6	I would like to use English like a NES.	<i>10</i>	<i>14</i>	<i>5</i>	<i>0</i>	<i>3</i>	<i>32</i>
7	Being intelligible is more important than using English like a NES.	<i>9</i>	<i>12</i>	<i>8</i>	<i>9</i>	<i>3</i>	<i>32</i>
8	Learners should imitate how NES use English.	<i>4</i>	<i>13</i>	<i>12</i>	<i>1</i>	<i>2</i>	<i>32</i>

In percentage (Figure 5.1), according to the results, we have that 44% agreed that international English IE, a term used to refer to the language used by people in countries other than the traditional ones recognized as native English speakers, should be learned in the class. In spite of having a favorable view of IE, 47% agreed that some varieties are better than others. In the third question, 47% disagreed that only English used by native speakers was correct and 53% disagreed with the Indian as an example of incorrect English. In the fifth question, 47% students agreed, but 44% also agreed that they wanted to use English as a native speaker. In the seventh question, 38% agreed that being intelligible was more important than speaking like a native, but 41% agreed that learners should use the language like NES.

Figure 5.1
Results of International English awareness questionnaire



Five of the questions about international English sensitivity were answered positively. Most of the students recognized that the English taught in class should be international, that the ENS model is not only correct, that Indian English is not an example of incorrect English, that it is acceptable to speak with a foreign accent and that being intelligible is more important than sounding like a NES. The other three results of the questions were not positive toward the international English. For most of the students, some varieties of English are better than others, they wanted to use English like a native English speaker, and they agreed that they should imitate how NES use English.

These results show that there is no clear idea of who is a native speaker for students since for them, every person who has an accent without a noticeable Colombian accent or similar is considered in their eyes as a native speaker. The people who use it as a second language are blurred in their eyes, so that is why that the notion of having learned it at school and not as a native language with a foreign physical appearance makes students lose hope to the use of the language since they only make the relation of native speakirsm with competent use of the language.

In the survey on motivation, the students already had a favorable attitude toward English. Students bring motivation for learning in general and that was shown before the intervention. The most noticeable changes were between the criteria of strongly agreeing and agreeing (see Table 2.1). Both criteria are positive toward the affirmation, but by choosing just agreeing is easier to recognize the hesitation; probably students selected that option thinking in selecting the right answer. Although they were told about the importance of honesty for the research, the feeling of answering “right” would be stronger and may have not portrait their real feelings. Also, by eliminating the neutral option of “not sure” students might have been obliged

to select an option they did not really agree with. They were told only that if they were not sure, they could leave the question in blank.

Table 2. 1
Results of pre and posttest of speaking skill attitude questionnaire

Speaking Skill Attitude	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Sure		Total
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
1. I enjoy speaking English	16	21	12	10	3	1	1	0	0	0	32
2. Speaking English is fun	15	21	14	10	2	1	0	0	1	0	32
3. Being able to speak English often makes me happy.	12	16	13	15	4	1	0	0	3	0	32
4. Being able to speak English gives me a feeling of success.	17	21	14	11	0	0	1	0	0	0	32
5. Speaking English is important to me in general.	18	18	13	14	1	0	0	0	0	0	32
6. I speak English because it will make my parents or my teacher proud of me.	10	11	11	15	6	3	5	3	0	0	32
7. I speak English because I want to do well on oral tests.	17	16	11	15	3	0	1	1	0	0	32
8. I speak English because I want to communicate with foreigners.	15	20	14	11	1	0	1	0	1	1	32
9. Speaking English is important to me because I want to make friends with foreigners.	11	18	13	13	5	1	1	0	2	0	32
10. Speaking English is important to me because I might study overseas.	19	21	11	11	1	0	0	0	1	0	32
11. Speaking English is important to me because I might need it later for my job.	21	23	10	8	1	0	0	0	0	1	32
12. I speak English because all educated people can do that.	4	9	11	12	14	7	3	4	0	0	32
13. I speak English because I have to do it.	1	8	8	10	15	9	8	5	0	0	32
14. I think I speak English well.	3	14	17	14	6	3	5	0	1	1	32
15. I like to mimic other people's accents.	10	14	15	15	4	3	2	0	1	0	32
16. I can mimic other accents well	3	10	16	18	9	3	3	1	1	0	32
17. I think I can use the language if I put much effort into practicing.	22	18	7	14	2	0	0	0	1	0	32
18. At school, if I don't know how to answer in English for sure, I'd still answer out loud in class anyway.	1	12	18	15	11	5	1	0	1	0	32
19. I am not worried about making mistakes when I speak English.	5	14	17	16	7	2	3	0	0	0	32
20. I am not afraid of being laughed at when I make mistakes in speaking.	7	12	12	16	9	2	3	2	1	0	32

After converting every category into numbers, of strongly agreeing = 5, agreeing=4, not sure=3, disagreeing =2, strongly disagreeing=1; the score of every student was summed up and it was possible to see the changes in every student. Table 4.1 shows the results for every student in the pre and posttest. Twenty-four students raised their scores from one test to another, seven students lowered their score from the pre- and posttest, and one student scored the same one. When looking at the names of the students, a student made the interview with a Colombian speaker and had sent it to Whatsapp, another student saw their classmates do the interview on the streets, but he constantly said he would not do it because he was unable to. A student only saw the interview experience from recordings of his classmates since he was sick during that session, also in the first linguistic landscape experience, he was in the group where they saw a tourist guide with several foreigners and started to mimic her disrespectfully and cried out that he understood nothing because he did not speak “gringo.” Two students were in the group where we had prepared too many phrases and could not make the interview, only saw their classmates in the recording and remembered the experience from the trip. Another student was in the group where students made the questions in unison because we were very early in the morning to find more foreigners. Maybe those situations prevented students from raising their motivation.

Table 3. 1
Results of scores of speaking skills attitudes of every student

No of Students	32	Pre test scores				Post test scores			
No of Questions	20	64	80	80	59	89	80	75	100
Máximum score	100	93	93	75	66	80	92	73	100
Minimum score	20	61	71	76	83	68	91	90	83
		81	59	80	74	82	81	92	86
		84	80	83	72	80	83	89	81
		77	74	83	73	80	99	98	83
		59	87	75	88	80	85	86	83
		81	76	70	92	80	81	100	94

With the separate results, it was possible to calculate the mean and variance. The results determined how significant the difference was. The null hypothesis that rejects any changes is

that the mean of the paired differences equals zero, which means that ELF awareness does not have any effect in motivation to speak English, the alternative hypothesis assumes that there is a statically significant difference between the means (Mishraet al., 2019). The mean in the pretest is 76, 53 (see Table 5.1) and in the posttest is 85, 75, showing a higher mean after the intervention.

Table 4 1

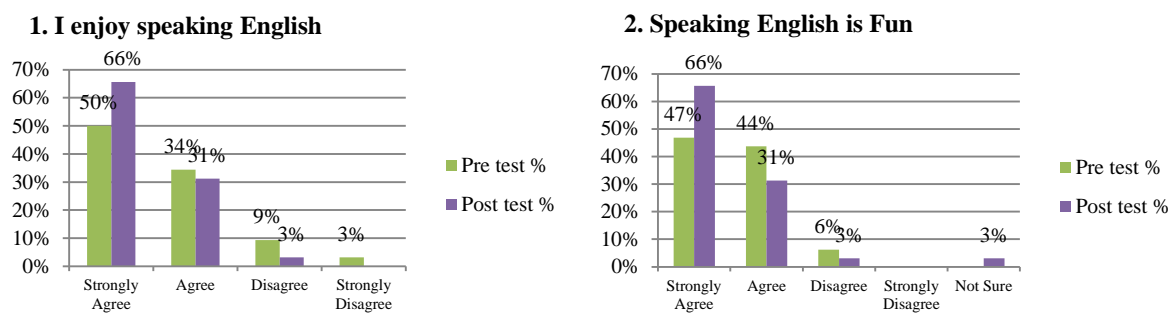
t-Test Paired Two Sample for Means to compare speaking skill attitudes in the pre and post tests

	<i>pre test</i>	<i>post test</i>
Mean	76,53125	85,75
Variance	91,8699597	66,1935484
Observations	32	32
Pearson Correlation	-0,01685665	
Hipotesized Mean Difference	0	
df	31	
t Stat	-4,11385679	
P(T<=t) one-tail	0,00013297	
t Critical one-tail	1,69551878	
P(T<=t) two-tail	0,00026594	
t Critical two-tail	2,03951345	

In terms of percentages we have that, in the pretest 50% strongly agreed that they enjoyed speaking English (see Figure 6.1) and in the post-test the number increased to 66% with similar results from the second question, in which 47% strongly agreed that they though speaking the language was fun and the number rose to 66% after the intervention. Before the intervention, students reported enjoying speaking English and after the intervention we can see how the numbers improved, we can see how the options of disagreeing reduced and strongly disagreeing disappeared. Since the balance in the class of the activities related to reading, writing, vocabulary, listening and grammar surpasses the ones related to speaking, the elements to develop it are not enough. Perhaps they might like it, but since there is no gradual transition to speak in class when they jump right into it, they do not have the elements to do it. Nevertheless, because during the pandemic, the groups in class were reduced to 16, it was easier to make

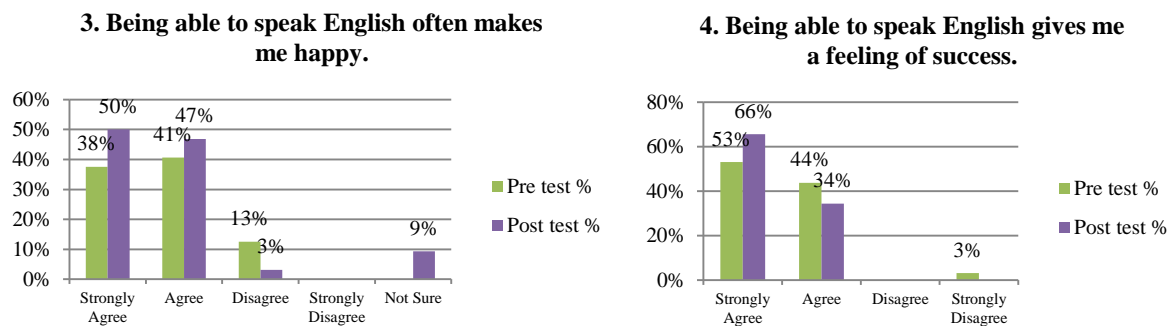
interviews with most students and to listen to them individually and not only in a chorus, which has happened frequently when the group is larger. In having fun, there was a similar trend in seeing the activity of speaking as an object in itself.

Figure 6. 1
Questions 1 and 2 from the speaking skills attitude questionnaire



Before the intervention 41% of students agreed that being able to speak English made them happy (see Figure 7.1) in posttest 50% strongly agreed to it. In the pretest 53% strongly agreed that speaking gave them feelings of success and in posttest 66% did. After going from uncertainty and insecurity, once the interaction occurred, students felt pride for having done it, it was noticeable during the intervention, but almost all the students who answered the interview did not do it, they saw it in the videos played in class and judged their friends, may be if they were the students who did the interview, the answers would have been different.

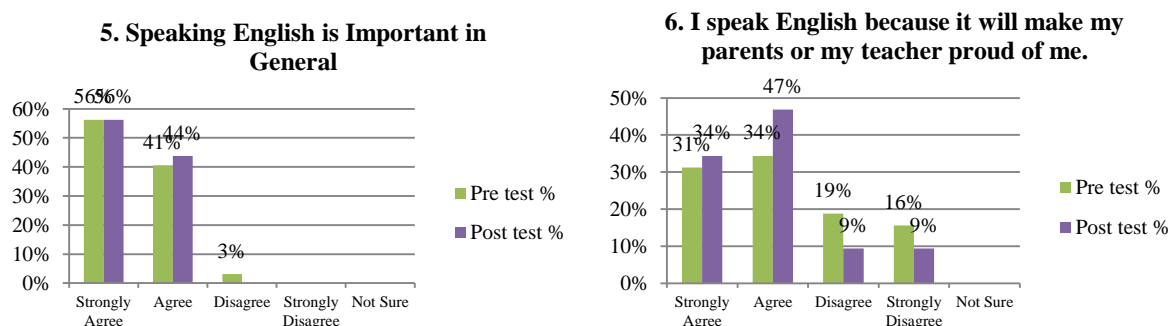
Figure 7. 1
Questions 3 and 4 from the speaking skill attitude questionnaire



Regarding the importance of speaking English (see Figure 8.1), the biggest numbers were both in strongly agreed in the pre and posttest with 56%. In the pretest 34% agreed that they spoke to

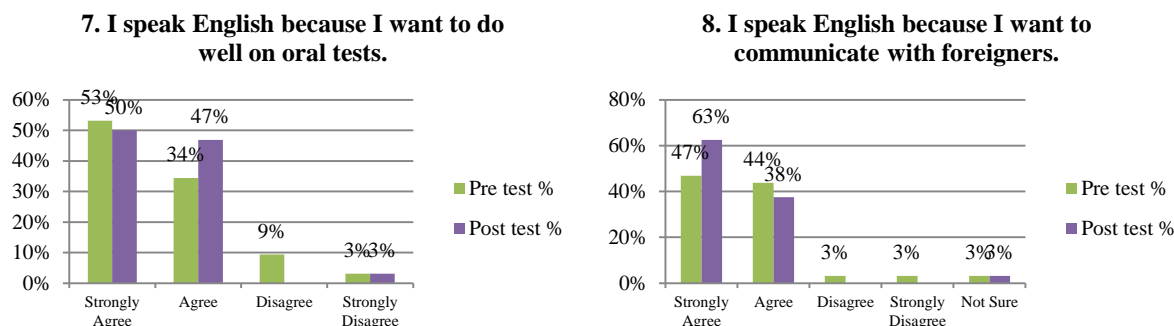
make their family and friends happy in posttest 47% agreed to it. This is the only question where the perception does not change much after the intervention in the last 2 options, as we can see; disagreeing and strongly disagreeing continued to be selected. In question 6, we can see the result of the community watching the activity as citizens. Because the city is tiny, the whole community notices everything done in school and outside, students also report of their experiences at home, sharing with their families the experiences lived.

Figure 8. 1
Questions 5 and 6 from the speaking skill attitude questionnaire



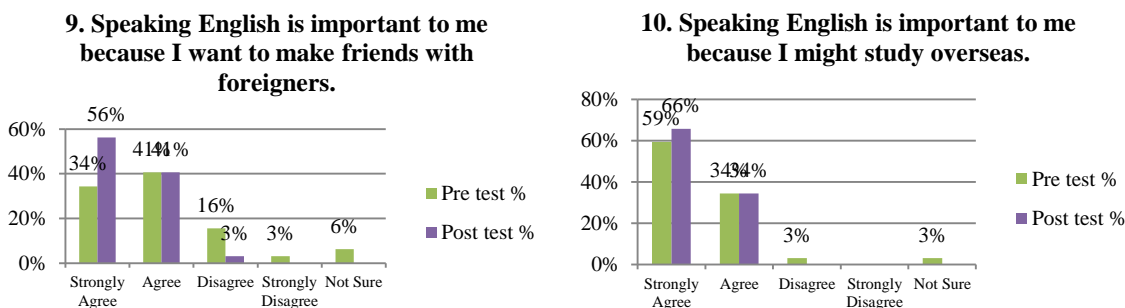
Before the intervention, 53% students strongly agreed that they spoke the language to do well in oral tests (see Figure 9.1) and in the post-test it was 50%. Also, before the intervention, 47% strongly agreed that they spoke English to communicate with foreigners and the number rose to 63% in the post-test. Half of the students strongly agreed in speaking to do well in the oral test before the intervention and there was a small reduction after the intervention. The experience lets them see more functions outside the classroom. The motivation to do well in oral tests is high but is not felt by the majority of the students. In question 8, we see an increase in strongly agreeing to speak the language to communicate with foreigners. Since the activity was precisely that, students could see it as a possibility and a reality.

Figure 9. 1
Questions 7 and 8 from the speaking skill attitude questionnaire



Before the intervention, 41% of students agreed that speaking the language was important to make friends with foreigners (see Figure 10.1), afterwards 56% strongly agreed to it. In question number ten, 59% of students strongly agreed that speaking the language was important to study abroad and in posttest 66% did. Communicate with foreigners makes more plausible the idea of making friends, students also observed how kind the visitors were and reported in the final reflections that they did not expect that, we can see that after the intervention, the options that disagree disappeared. The expectations of students also increased in the strongly agree feature.

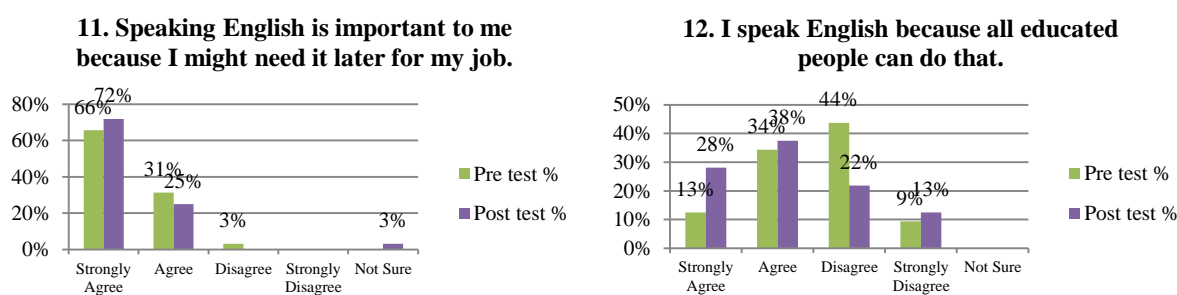
Figure 10. 1
Questions 9 and 10 from the speaking skill attitude questionnaire



Before the intervention, 66% strongly agreed that speaking English was important for a future job (see Figure 11.1) and in the post-test the number increased to 72%. In the pretest 44% disagreed they spoke it because all educated people could do it, in the post-test, 38% agreed to it. In question number 11, we can see the highest number in strongly agreeing. In any other question

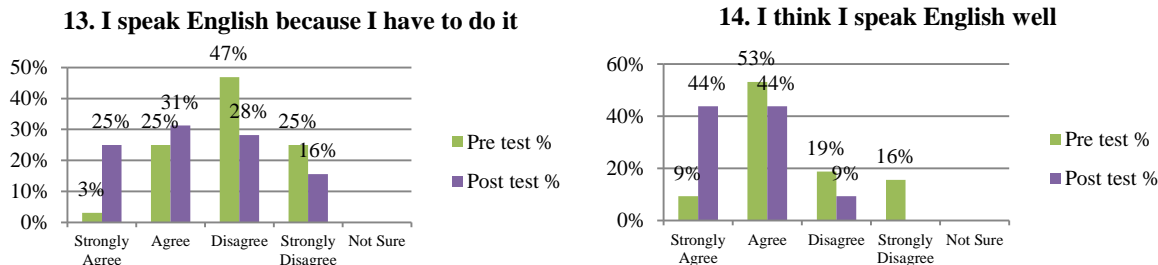
the number in this section was that high. The prospect of a future job is the most voted functionality of the language. In number 12, we can see a slight change, from 13% to 28% and in the pretest disagreeing concentrated the largest portion of the options, while in the post-test it was agreeing. Before the intervention, most of the students did not see a relation between speaking the language and education, but after the intervention, the numbers reverted and most of the students did. When people are involved in their job with the touristic industry is where they report the pressure to use English to offer a good service and expand their business. These results show that the main association of the language is with the labor and educative effects of the future.

Figure 11. 1
Questions 11 and 12 from the speaking skills attitudes questionnaire



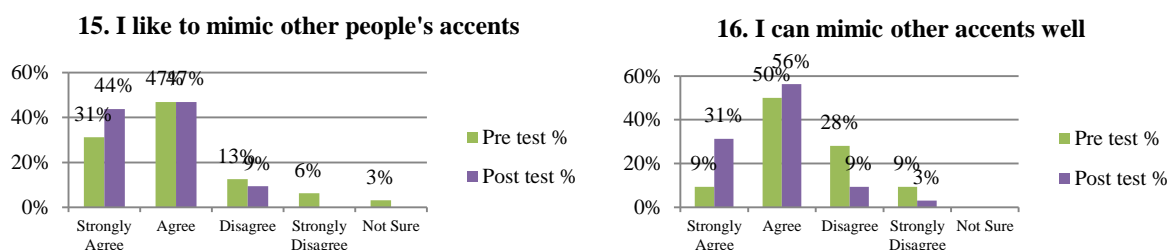
Before the intervention, 47% disagreed they spoke English because they had to do it (see Figure 12.1) and in the post-test, 31% agreed to it. In question number fourteen, 53% agreed that they spoke English well in posttest 44% strongly agreed and agreed to it. In feeling obligated, before the intervention, most of the students disagreed with a considerable number of the other, while in the post-test most students agreed, followed closely by disagreeing and then, strongly agreeing, there is a tight among those three options. Some students found the activity an obligation. Before the intervention, most of the students agreed to speak English well but very few strongly agreed while in the post-test strongly agreed had a considerable more selection.

Figure 12. 1
Questions 13 and 14 from the speaking skill attitude questionnaire



In both, the pretest and posttest, 47% agreed that they liked to mimic other people's accents (see Figure 13.1). In the pretest 50% agreed they could mimic other accents well and 56% did in the posttest. The experience of mimicking in class is more about the resemblance of the pronunciation in the audios or videos played in the classroom.

Figure 13. 1
Questions 15 and 16 from the speaking skill attitude questionnaire



In question seventeen 69% strongly agreed that they could use the language if they put much effort into it (see Figure 14.1) and the number dropped to 56% in the posttest. In the next question, 56% agreed to answer out loud in the class even if they were not sure of it and after the intervention 47% did. In the last reflection questions, we can see the identification of insecurity feelings and the courage needed to overcome them when they answered that they learnt...

Not to be shy or lazy

To stop the nervousness of talking to foreigners

You don't need to know all the English in the world to talk to foreigners

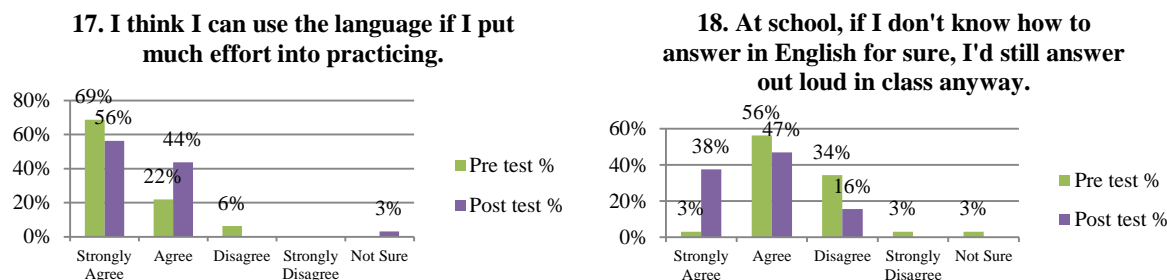
You have to have a lot of confidence with yourself to talk to foreigners

The more we learn, the more we become professionals

In the percentage, we see a reduction here because it is a comparison among the biggest percentage results in pre- and posttest but there was a considerable rise in strongly agreeing, meaning the intervention still had a good effect in wanting to try despite the insecurity.

Figure 14. 1

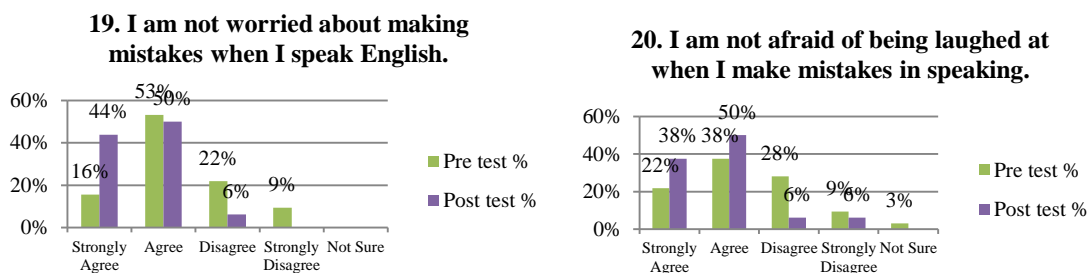
Questions 17 and 18 from the speaking skills attitude questionnaire



In question 19, 53% agreed that they were not worried about making mistakes when speaking (see Figure 15.1) and 50% did in the posttest. Again, despite the dropping, there was a rise in strongly agreeing so the experience still had a positive impact in trying. In the next question 38% agreed that they were unafraid of being laughed at when making mistakes while speaking and 50% did in the posttest. Recognizing mistakes as part of the process of learning is something not easy since exposure to ridicule is not a positive feeling. Teachers constantly promote peer sensibility toward the mistakes that others make, and we teachers also make mistakes and we could see the experience let them recognize the natural process of learning the language.

Figure 15. 1

Questions 19 and 20 from the speaking skill attitude questionnaire



They saw that not all the mistakes inhibited pronunciation and saw the cases were repeating and being assisted by peers where part of the interaction, at the end, the most important thing was

to achieve mutual understanding. Fear was still present and that may decrease participation, talking explicitly about having a support or at least a respectful way toward peers when making oral activities can reduce these feelings. After the interaction, students reported they were afraid of not pronouncing well enough, but although there were moments of incorrect pronunciation during that moment, peers felt the effort their classmates were making and instead of laughing they decided more frequently to help. It was not similar when playing the recordings during classes, some students laughed while the videos played and noticed errors in pronouncing, also, they recognized when their classmates were being comprehensible and praised them.

Regarding the perception toward their capabilities (see Table 6.1) we also see a positive one. The only option with only half of the students marked it was the ability to understand the English spoken by natives and non-natives. So, these results show that the majority had a good evaluation of their skills before the intervention, but again, the questionnaires are subjected to the desire to answer right than to be honest, meaning there is still the possibility that they do not portray an accurate perception from students. Or perhaps I focus more on the students without a positive perception, ignoring the large number that do, but again, when conducting oral performance tasks it is always a few that do it compared to the numbers that do not.

Table 5. 1
Pre and posttest oral skill perception results

Oral Skill Perception	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Sure		Total
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
1. I can pronounce English understandably	7	12	13	15	11	5	1	0	0	0	32
2. I can start a conversation in English	4	14	16	16	7	1	3	0	2	1	32
3. I can introduce myself in English	9	14	17	16	4	1	2	0	0	1	32
4. I can ask questions in English	7	19	16	11	7	1	2	0	0	1	32
5. I can answer questions in English	9	17	12	13	8	0	2	0	1	0	32
6. I can make myself understood	8	16	15	15	5	0	3	0	1	2	32
7. I can understand English spoken at a normal speed	8	12	19	17	4	2	1	0	0	1	32
8. I can understand English spoken by native and non-native speakers of English	6	11	9	17	13	1	4	0	0	3	32

9. I can say things in different ways when someone does not understand what I say	5	12	20	18	3	0	4	0	0	2	32
10. I use the right words when I communicate in English	5	18	16	13	8	0	2	0	1	1	32

To analyze the result, I followed the same procedure as the previous questionnaire, applying the t-test for two paired samples. This time the questions focused entirely in the regards of their capabilities as learners and users. In the chart, we can see that two students remained with the same score after the intervention (see Table 7.1), one student lowered his or her score and 29 students rose their score.

Table 6. 1

Results of scores of oral skills perception of every student

No of Students	32	pre test scores				post test scores			
No of questions	10	37	40	48	24	44	40	48	50
Máximum score	50	40	47	37	24	40	45	44	50
Minimum score	10	16	30	40	36	44	30	47	40
		35	30	35	40	38	37	44	44
		13	36	43	37	40	40	49	47
		24	40	40	42	40	44	40	42
		16	29	45	48	41	42	48	46
		37	45	36	41	40	50	50	43

The pretest mean is 35,343 and the posttest 43,343. There was more variance in the pretest meaning the general results distanced a lot from the mean. The null hypothesis can be rejected since the results are different from zero.

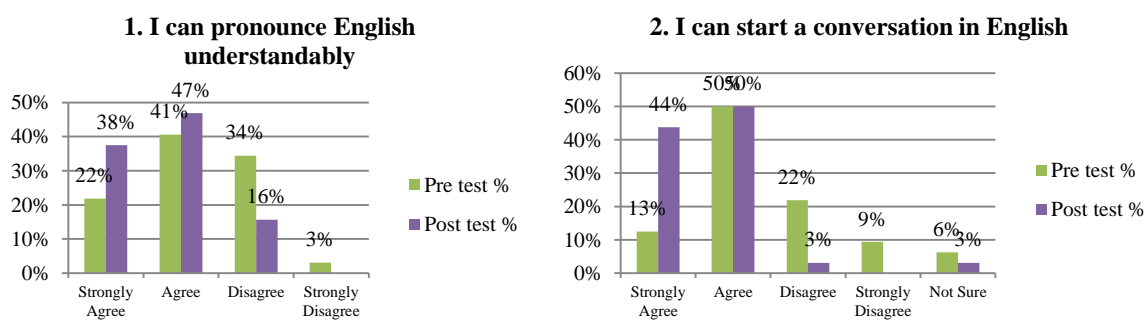
Table 7. 1

t-Test Paired Two Sample for Means to compare oral skill perception in the pre and post tests

	Pretest	Posttest
Mean	35,34375	43,34375
Variance	85,52318548	20,55544355
Observations	32	32
Pearson Correlation	0,263291444	
Hipotesized Mean Difference	0	
df	31	
t Stat	-4,937707199	
P(T<=t) one-tail	1,2837E-05	
t Critical one-tail	1,695518783	
P(T<=t) two-tail	2,5674E-05	
t Critical two-tail	2,039513446	

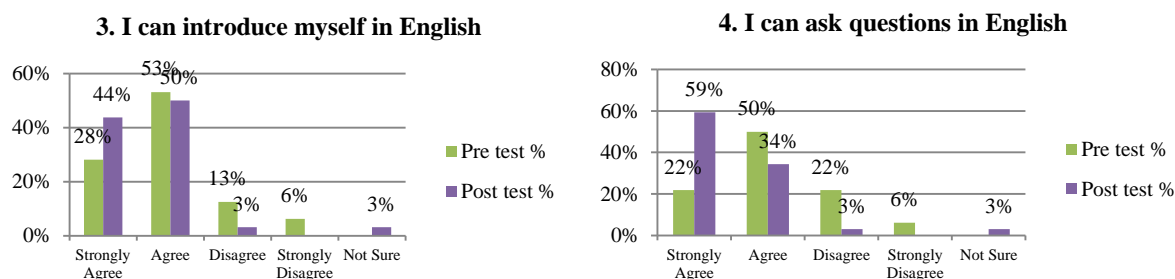
Looking at the highest levels of percentage in the tests we have that in the first question, 41% of students agreed that they could pronounce understandably (see Figure 16.1) and in the posttest 47% did. In the next question, 50% agreed that they could start a conversation and in the posttest the same number 50% did. One thing to notice also is the raise in strongly agreeing, it went from 13% to 44%. By living the experience, students could see how comprehensible their utterances were. There was an increase in the positive charts. There are still students who feel they do show intelligibility; that is why the phonological apparatus with the crucial sounds must be developed in class, so that the lessons help improve pronunciation. In the reflections after the intervention, students reported pronunciation as being a difficulty presented in the interaction. One student reported he felt the words entangled in his mouth impeded him from talk. Doing these exercises make students at least entangled their tongue in the effort to talk and that is the first step for developing oracy. In here, we can see that there was a considerable change in strongly agreeing, from 13% it went up to 44%, the effect of the intervention let them see this ability. Also, we can see that the agreeing section remained the same; since the data is obtained without looking specifically to each individual, it could not be implied that they are the same students as the pretest.

Figure 16. 1
Questions 1 and 2 from the oral skill perception questionnaire



In the third question, 53% agreed they could introduce themselves in English (see Figure 17.1) and in the posttest 50% but there was a considerable increase in strongly agreeing going from 28% to 44%. In the next question 50% agreed that they could ask questions in English before the experience, after it, 59% strongly agreed that they could. Introducing oneself is the first topic and ability to develop in the language class, in the first period, because we had to work at home, students had to send videos introducing themselves in several speaking exercises, maybe that was the cause that before the intervention students were positive. Since the activity was precisely making questions, it shows an increase of being sure going from 22% to 59%, more than half of the students.

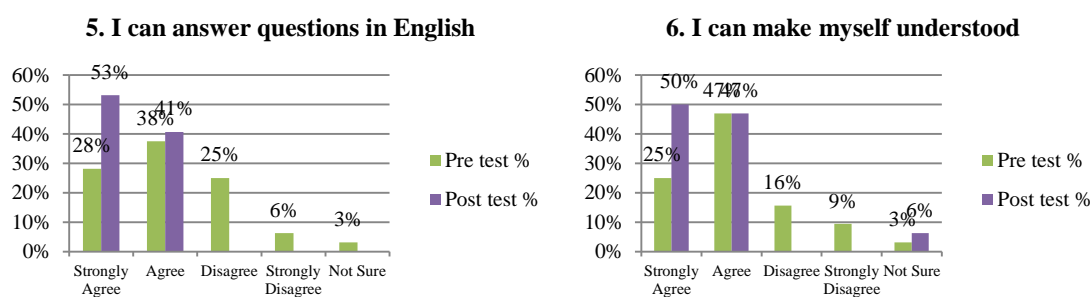
Figure 17. 1
Questions 3 and 4 from the oral skill perception questionnaire



In the fifth question 38% agreed that they could answer questions in English before the experience (see Figure 18.1) and in the posttest 53% strongly agreed to this. In the next question 47% agreed that they could make themselves understood and in posttest 50% strongly agreed to it. In the interview, students were the ones making the questions, but they also noticed that if asked those questions, they could answer them. Before the intervention, in the second period of the school, students had to present an interview where I made 12 personal information questions and they had to answer, although we had the time to practice in class, with peers and making whole activities, many did a great job, nevertheless, we can see in the chart that 25% disagree and 6% strongly disagree. After the intervention, there was a noticeable change; students only

selected the two first positive options. The adventurous approach was much more significant. Also, although the students were the ones making questions, sometimes visitors asked them questions too and in some cases students answered properly. Also, none of them disagreed with the statement. The adventurous approach lets them see that if they had intelligibility they could combine meaning.

Figure 18.1
Questions 5 and 6 from the oral skill perception questionnaire



In the seventh question 53% students agreed that they could understand English spoken at a normal speed (see Figure 19.1) and in the posttest 59% did. In the next question 41% disagreed in understanding English spoken by natives and nonnative, in the posttest the number fell to 3% whereas 38% agreed to it. Since the answers coming from the visitors were not obvious or were words unexpected, students felt that they did not understand. For the questions, the nature of the answers were predicted but those nationalities were not very regular in the language class, so often, after the interview, to make sure of the nationality and language, they asked their classmates to translate into Spanish. The effect of the interaction directly or indirectly greatly changed the ability perception of understanding. 41%, almost half of the students disagreed with it and in the post-test, the number reduced to 3%. They noticed, they could understand other language users, in this case, the answers to the questions. In the last questions after the interventions, students mentioned the countries and languages they recognized in the interviews. They mentioned the countries of France, Belgium, Poland, Germany, Israel, the Netherlands,

Brazil, Russia and Morocco. The languages identified included French, Dutch, Polish, German, Hebrew and Portuguese. Referring to linguistic diversity and the use of English as L2, some answers to what they learned were:

To talk to people who learned English

It is not a fact that everyone speaks English as L1

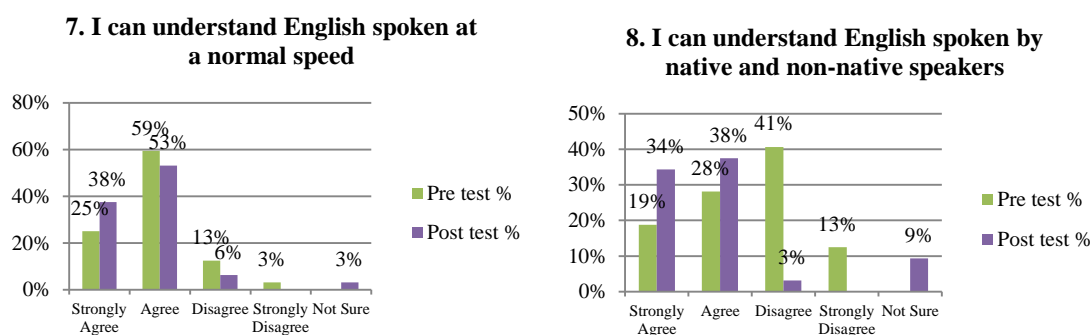
Learn a little more about the other languages

Visitors to our town not only come from Spanish speaking countries, but from other countries and with different languages

I was able to learn new languages

Figure 19.1

Questions 7 and 8 from the oral skill perception questionnaire

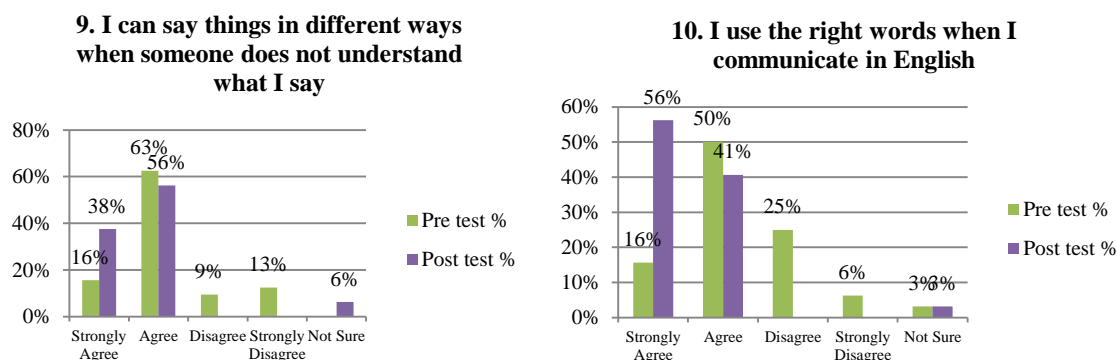


In the ninth question 63% agreed that they could say information in different ways if someone did not understand (see Figure 20.1) and in the posttest 56% did but also in the posttest the number rose from 16% to 38% in strongly agreeing. In the last question 50% agreed that they used the right words when communicating in English and in posttest 56% strongly agreed to it. Since the level of the students are beginner, instead of using other words, their strategy to make themselves understood when there was a problem was to repeat the question or receive pronunciation assistance from a classmate. In strongly agreeing, there was a noticeable change from the pre- and posttest, going from 16% to 56% of the students selecting the option. There is also the fact that 25% disagreed with the statement and none selected the option in the post-test. The effect of having the interaction with basic questions and being conscious of using them right

by the answers of the visitors or using them wrong if the visitors asked for repetition or clarification made them more sure that what they used was understandable.

Figure 20. 1

Questions 9 and 10 from the oral skill perception questionnaire



In the rest of the written responses, students provided more insights into the reflection activities from the didactic sequences. When asked what they learned after the intervention, they said they learned pronunciation, more English, how to handle English and the necessity to improve their English. The activity itself was a source of learning because it could provide practice and not only that, but the confidence that with little you can start a conversation like one student stated *“I am glad to know that by learning a little English you can speak with foreigners.”* Regarding the context of the municipality, some said they learned...

*That many foreigners come to Guatapé
That people come to Guatapé from many places
There is a lot of tourism in the municipality*

Only two of the students who interviewed non-native English-speaking tourists completed the questionnaires, they rated the activity as *“very good because I could speak to a foreigner”* and the other student responded *“very pleasant and very fluent.”* Regarding the feeling generated by the experience, they answered that it was good, fun, nervousness but it was achieved. They recognized the diversity in the visitors and their cooperation in the experience when they said that the activity was...

*Good because I got to know other languages
English is very good because we can communicate with people from different countries
I found it very cool to communicate with people from other different countries. Best of all, the people we interviewed were very nice and friendly.*

Many students reported not having encountered difficulties and among the ones recognized by students were the pronunciation, the practice time, the nervousness, the confusion in pronouncing correctly and the understanding of the visitors, but with good outcomes like a student said “Sometimes they said words to me and I didn't know what to say, but I improvised and did it well.” For ones that could not live the experience and were shown the recordings of their classmates in class found some difficulties in understanding because of the surrounding sounds. Also, when they tried doing the interview on their own, they found difficulties as a student expressed that the visitor did not agree to record.

*I get tangled up with words
Many [difficulties] because the nerves control us
When you have to ask the questions
Very afraid
I felt shy
Learn the questions
Nerves
Pronounce some words and the nerves
Very good because it was fun talking to someone different*

When asked about how they overcame the difficulties, students recognized the feelings of insecurity and how it was necessary to neutralize them to talk. Also, they mentioned the importance of practicing, trying, paying attention, confront, profit the good vibes of visitors and using the aids, like the notebooks to do the task. Going beyond the expression “I do not speak because I am not gringo” and actually recognizing the feelings of venturing to talk let students expand their range of emotions and see that by neutralizing them they can actually speak and it is not by being a native speaker that they do so.

*Letting go of fear
Practicing and bringing the notebook with the questions*

Practicing
Reviewing
Leaving the shyness
Do not be lazy
Trying hard and paying attention
Let go of your nerves and control yourself
Paying attention
Stop feeling angst
Look ahead and confront
Avoiding fear
Practicing and seeing the sheet
Practicing and learning
Speaking without shame
Relaxing
Studying
Speaking
Thinking
Concentrating and calming down
The teacher and the people interviewed were very kind
I told the teacher about the case of not being able to record because they said no

Most of the students evaluated their communication and the one of their peers in the videos as good because it involved talking to someone from a different country, there was mutual understanding, they overcame insecurity feelings and there was peer collaboration. The experience was also rated bad because there was a lack of proper pronunciation, poor understanding between students and visitors and lack of practice.

Very good because it was fun talking to someone different
Good because they helped each other out [referring to the collaboration among classmates to make themselves understood by the visitors]
Good because they understood each other
Good because I was able to talk to people who spoke another language
Good because there was little confusion
Good because we all try to make an effort
Good because the tourists were friendly
Good because I was relaxed
Good because they also spoke Spanish
Good because there was no shyness when speaking
Good because they understood us
Good because I understood well the person with whom I made the video
Good because I understood the foreigner
Good because I had a sheet
Good because I was able to learn more

Good because they asked if the question was like that [referring to students that looked for help from their classmates]

Good because they were able to communicate and bad when they made mistakes

Halfway point because it was hard for me to speak

Sometimes well and other times badly because they spoke and forgot or mispronounced it

More or less because it's very scary and embarrassing

Bad

Bad for pronunciation

Bad because I had to practice more

The English level of the visitors was rated good and excellent. In this question student recognized that not all visitors were native speakers but bilinguals or multilingual, meaning they were in a process of learning a second language like them. It is understandable that the learning conditions are different from country to country, but to recognize that the educational system and the learning of a second language far from the home country gives students a wider perspective and instead of seeing the process as tedious and unreachable, they can acknowledge the gradual transition from one step to another.

Excellent

Very good

Good

Very good knowing that it is not his [first] language

Understandable

Good because it was not their native language

Excellent, very smooth

The answers for the performance of the activity reflect their recognition not only as learners but as users “*Very good because I knew how to pronounce the words and I remembered them.*” Most of the students had to rate the performance of their classmates since they could not do it but even though they could not do it, some of them by seeing their classmates on the recordings “*Very good because they [classmates] pronounced very well.*” Some of them expressed they could have also done it but recognizing also the problems in pronunciation “*I didn't do the interview but I think I would be able to do one, I just feel embarrassed for not being able to pronounce well*”

We can see by the answers that the experience let students discuss and noticing the variations of nationalities and languages other than the most salient ones when talking about multiculturalism. They recognized the person they interacted with as a speaker who also learned the language, as a user who can be a native speaker or not. The first stage of the interaction required to overcome feelings of insecurity by using strategies such as carrying a notebook or copy of the questions. They recognized emotions such as shyness, laziness, nervousness, insecurity and fear. They also report the learning gained in pronunciation and use English.

Despite the first feelings of fear and insecurity, most of the students rated the experience as good. This shows that experiences that trigger expectations to interact with others make the learning experience more lively and what is gained afterwards counts a lot, such as regaining security and recognizing skills or abilities untested before. They reported having learned about other countries, languages and acknowledged that first impressions were not always accurate since they perceived a positive attitude of kindness from the visitors. They reported feeling good to know that with few they could interact and it was a way of practicing the language. The mention of the pronunciation as the main difficulty in interaction highlights the importance of giving more room to the sounds that hinder intelligibility in the classroom lessons.

There was a significant difference in the pre and posttest of motivation and oral skill self-perception. The scores were more dispersed in the pretest, meaning they were not close to the media and they tended to decrease, whereas there was less dispersion in the post-test, meaning that the scores were closer to the media and inclined to increase. The two activities required leaving the classroom and search for the use of English either in written form or by oral interaction. The adventure approach, when the context allows, is a resource that promotes the

lingua franca awareness and hence the motivation to use it. They could perceive that with a few, they could engage in a conversation.

There was the limitation of not having a control group with a different methodology to compare the results by adding oral activities after the intervention to see if there is a change in oral skill performance and attitude in the classroom. To complete and actually see the significance of the intervention, there must be pre and post oral tasks to determine their willingness to use the language orally in class and then, ensure that all abilities have the same room.

CHAPTER 5

CONCLUSIONS

There was a significant difference between the motivations and attitudes of students before and after the intervention, with a positive outcome shown also in their reflections in the open questions afterwards. The two activities had an adventurous approach with the intention of finding out about the written communication bridge between merchants and foreigners and to identify out nationalities and first languages among visitors in oral communication. This adventurous approach, especially in the second activity first, made them experience feelings of insecurity but also gave them the opportunity to overcome those feelings and gain a reflection of the learning of a second language globally.

In such activities, the majority is exposed to the oral use of the language, bringing some balance of the skills and can be part of the development of the other equally important abilities of the language. But the motivation is not always given to do it, the feeling of inefficiency or simply not wanting to use it can prevent students from using it orally. With the notion of lingua franca, knowing that the other person also learned it similarly, at school, can help motivate its use. Nevertheless, to prove its impact on the willingness to communicate with students, there must be added pre and post oral tasks with their analysis, and thus see the effectiveness of lingua franca awareness through an adventurous approach in the promotion of its learning and use orally in the classroom. That must be the follow-up of the research, to evaluate the performance of oracy in the classroom not only to comply with the requirements of the scholarship but to contribute in general to the better of teaching and learning English.

The first approach to someone unknown can lead to fear and uncertainty, two feelings that could cause demotivation to use it, but once the experience is lived, these feelings can become scenarios of overcoming and a sense of triumph. The accompaniment of classmates and teachers helps as a model and as a way of seeing the other as a friendly person who is also willing to interact. It is important to use only what is prepared in class if the intention is that the students see that by using the basics, they can initiate an interaction.

Cataloging all foreign-looking visitors as coming from English-speaking first-circle countries hinders the possibility of exploring and being aware of other nationalities and languages. Although the students commented during the class on the explanation of a lingua franca that they had seen Asian and Italian visitors, it was not very considerate that they could be users of English, but once we reflected on the language they would use on the trips, the question arose to English as a second language. This is a way to bring more variety of nationalities and languages into the class.

The concepts themselves, of lingua franca, international language or native language and even the concept of accent are confusing for students. It was difficult to understand that we would have interactions using a language that was not native to any of us, some students managed to grasp the idea, but for some it was difficult to conceive those notions. Also talking about non-native accents is also difficult for the teacher since there are few moments where we can judge whether the speaker is native or not of English when listening by the sensitivity to sounds to determine it since it may be easier to judge a speaker foreigner of the native language since it is very familiar and we know its variations but also the principles that govern it in pronunciation, but doing so with English is more difficult. Perhaps the students do not perceive it either, that is how it was surprising to discover that the English spoken by the interviewees was their second language and

did not come from the United States or England. Most of them were classified as competent users of the language.

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