



**Students' Attitudes, Needs and Beliefs about English as a Foreign
Language and its Teaching-Learning Process in the Antonio José Camacho
Technical School**

MASTER'S REPORT

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MASTER'S IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
SCHOOL OF EDUCATION SCIENCES
SANTIAGO DE CALI
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Dedications and Acknowledgments

To God, for this great opportunity, for blessing me day by day, and for showing me his faithfulness, his grace and his great love.

*“For my thoughts are not your thoughts,
neither are your ways my ways,”*

declares the LORD.

*“As the heavens are higher than the earth,
so are my ways higher than your ways
and my thoughts than your thoughts”.*

Isaiah 55: 8-9

To Isabella, my miracle and my gift from God. Thank you for understanding my absences and being my constant support, my sunshine, and my light along the way.

To my parents, my total gratitude. You are my constant and unconditional support, and the ones who encourage me to be better every day.

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Abstract

The purpose of this study was to analyze the attitudes, beliefs, and needs of eleventh graders with respect to English as a foreign language and its teaching-learning process in an official technical school in Cali. This research was an exploratory and descriptive study where qualitative and quantitative instruments helped to give students the voice they needed to participate in their learning process of the English class. The findings provided teachers and school with excellent tools and ideas to be implemented in the updating of the English area plan, and allowed eleventh graders to participate actively leaving a legacy for future generations. It also demonstrated that recognizing the attitudes towards the English, the beliefs about the foreign language, and the real and contextualized needs of the students with English, is very relevant for teachers to make the English language learning more interesting, attractive, and meaningful to students.

Keywords: foreign language, English language teaching-learning process, attitudes, beliefs, needs.

1. Introduction

Each English classroom is a scenario where a series of didactic variables and characters interact and make teaching and learning a foreign language, a complex process. The actors of this pedagogical process relate to each other, to the goals, methodologies, activities, materials, previous experiences, beliefs, attitudes, behaviors, and to the context of each one of them.

In this particular case, we will talk about the students, the main characters of our classrooms and those who come to us full of previous experiences and future expectations that will influence negatively or positively their performance in the classroom. These students are eleventh graders of the Antonio Jose Camacho Technical School in Cali, who sought to give a grain of sand in improving the results in the English classroom and in the learning of the language. First, I approached the students, exploring and analyzing the teaching-learning process of English from their own point of view taking into account the multitude of variables that surround them, giving them a more active and participatory voice in their learning process of the foreign language, and analyzing their attitudes, beliefs and real needs about this language.

With this study, it was possible to give students the voice they needed to propose ideas about the method of teaching English; and it was possible for them to reflect on their attitudes and behaviors in the classroom, and to describe which their real needs about the language were. In addition, and perhaps the most important, this gave valuable tools to teachers and the school to improve the pedagogical practices in the English classrooms.

All this was possible through two instruments of collecting data, very effective and productive instruments, an online survey and one session of a World Café. This last strategy was very innovative and useful in this educational field, and it allowed students to feel comfortable and calm to express what they really think and feel.

The following document is structured in several chapters. Chapter 2 presents a description and statement of the problem to be studied, in addition to the objectives that guide this research. Chapter 3 shows basic concepts related to attitudes, beliefs and needs, which provided a better comprehension of the problem. Chapter 4 describes how, where and with whom the work was carried out. Chapter 5 shows the findings of each instrument, and the analysis and discussion. Finally, in chapters 6 and 7 conclusions and recommendations are presented respectively.

This study showed that students' previous experiences actually have a negative or positive influence on the beliefs they have generated with respect to the language, on the attitudes they have developed towards that language and towards their teachers, and in the expectations they have built for their future. Likewise, this study was a first approaching the critical voice of students about the teaching and learning of English in this public institution and with respect to the English as a foreign language. The information collected is expected to be a valuable input and advice for updating the area plan and the English classroom plans at the school and that they can contribute to improving pedagogical practices and the students learning outcomes.

2. Problem statement

2.1. Justification

Nowadays the world is more competitive, and the knowledge of a second language, especially English, has become essential in all fields in our society; that is why it is necessary to carry out different strategies to help improve the English level of the students. In this respect, teachers have realized the need of re-thinking, re-designing and working in the development of innovative pedagogical proposals with one main objective: to educate students qualifying them for the challenges of the present and the future.

However, it is considered that students have not been taken into account. We do not know what they really think about the work in the classroom and what their real expectations and needs about learning a second language are, especially in the socio-economic and cultural context of the majority of the students of public schools. In this particular case, Camacho School, in Cali, Colombia, has a curriculum with all the standards and rules set by the Ministry of Education. Everything has been implemented, without understanding the students' real situation. In the specific case of Antonio José Camacho Technical School, I have realized that classroom plans do not fully overcome the new challenges; and in the classroom, students focus their motivation on the objectives of the class leaving aside learning the language for the future.

This is why this research is important. It will shed light to help understand how students see their learning process in this specific context and it will also look into what students think, giving them the voice they need to propose future changes and to leave a legacy to the generations coming to our school. Furthermore, teachers will have the opportunity to assess

their pedagogical practices in the English classroom and take into account the opinion of the students in the updating of their area plan, which is being carried out currently.

In this sense, the aim of this research is to understand how students of this institution perceive the process of teaching and learning a foreign language, by identifying and analyzing their attitudes, beliefs and needs, and taking into account the context around them, the school resources and the school program. So that, curricular changes can be proposed and implemented according to the real needs of students and the real resources of the school. It is important to give students a voice in the development of the policies about teaching and learning languages, and specifically, in the development of real and effective curriculums in the classroom.

2.2. Question

What are the attitudes towards English as a foreign language, the beliefs about the foreign language, and the real needs of the eleventh graders of Antonio José Camacho Technical School in Cali and how have they influenced the pedagogical practices and the teaching-learning process in the English classroom?

2.3. Objectives

2.3.1. General.

To identify the attitudes towards English as a foreign language, the beliefs about the foreign language, and the real needs in terms of the use of English of the eleventh graders of Antonio José Camacho Technical School in Cali.

2.3.2. Specific.

- To explore the attitudes of the 11th graders of Antonio José Camacho Technical School in Cali towards English as a foreign language and its teaching-learning process at school.
- To know the beliefs of the 11th graders of Antonio Jose Camacho Technical School in Cali about English as a foreign language and its learning process at school.
- To diagnose the needs of the 11th graders of Antonio Jose Camacho Technical School in Cali with regard to English as a foreign language and its learning process at school.
- To give students voice to participate in the updating of the area plan for future generations by collecting basic, new and contextualized ideas from them.
- To give some recommendations to improve the pedagogical practices in the English classroom.

3. Literature Review

In all fields of life, attitudes, beliefs and needs are issues that constantly interact with each other, and with those of the people around us, in this specific case in a public high school context. What people believe serves as an impediment or as a facilitator to the development of successful teaching-learning processes. At the same time, recognizing the needs of the school community is to take a step forward on the road to change and improvement of classroom processes, in this particular case of a foreign language classroom. Likewise, when we talk about beliefs, it is also necessary to talk about attitudes, which is an important concept in understanding the students' thoughts and practices.

Learning a foreign language is influenced by all these factors, and they have been the focus of sociolinguists and social psychologists when they talk about learner behavior and educational processes. In order to get a deeper insight on them, the following pages show a brief historical evolution of each concept and its relationship to the teaching and learning of a foreign language, coming up with an appropriate definition to guide this study, and making emphasis on the student and not on the teacher. Therefore, these concepts guide this research and provide a framework for understanding the results found.

3.1. Attitudes and Language Learning

The study of attitudes has been fundamental, specifically to social psychologists, and it is because this concept is central for explaining our thoughts, feelings, and actions with regard to other people, situations and ideas, and in this particular case to foreign language learning.

Researchers have considered several definitions with different meanings from different contexts and perspectives. Let's see some of them.

In 1932, Likert developed his famous Likert Scale to measure attitudes and opinions, and he said "first, that attitudes are dispositions toward overt actions; second, that they are verbal substitutes for overt action" (p. 9). He added that these two definitions were taken from some other contemporary definitions, and he felt more comfortable with the first one. Likewise, Allport (1935) said, "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (as cited in Horowitz and Burdens, 2008, p. 157). This sense of attitudes strongly influenced teaching and teacher education research.

Then, Smith (1971) gave a definition based on Rokeach's (1968) and said, "an attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner" (p. 82). According to this author, an attitude can be learned, unlearned and taught, which means that attitudes can last through time.

In addition, Gardner and Lambert (1972) talked about attitudes, they thought that besides mental competence and language skills, students' attitudes influence the ability of students to get the mastery of a second language (as cited in Al samadani and Ibdian, 2015). About the definition, Gardner (1985) said they are "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (as cited in Al samadani and Ibdian, 2015, p. 92). Therefore, attitudes are directed towards something and are influenced by what we believe about it.

In order to present a comprehensive definition of this concept, it is necessary to mention its components. Baker (1992) presents three components: cognitive, affective and conative. The

cognitive refers to those aspects of attitude related to thoughts and beliefs; the affective component concerns individual's feelings and emotions; and the conative component involves a readiness to action and has a behavioral intention. These three attitudinal aspects are based on the three theoretical approaches of cognitivism, humanism and behaviorism respectively. Furthermore, the same author gave a definition of attitude as "a hypothetical construct used to explain the direction and persistence of human behavior" (Baker, 1992, p. 10). According to him, attitudes are an advisable and productive "way of explaining consistent patterns in behavior" (p. 11). Therefore, attitudes are something that all people have and they define or promote certain behaviors.

Later on, Chambers (1999) said that attitudes are a set of values that learners bring to the foreign language classroom experience (as cited in Bartram, 2012). It is formed by their expectations and the advantages they see in learning a language (p. 35). This definition contextualizes attitudes in the field of language learning and recognizes the social, cultural and educational variables that influence them. Certainly, attitudes are important in general because they are directly related to study (Reid, 2003) and students are going to develop their own attitudes anyway. Attitudes allow students to make sense of themselves, to make sense of the world around them, and to make sense of relationships. In the foreign language context specifically, different cognitive, social, or affective factors can influence the process of learning a language, such as motivation, attitudes, aptitudes, intelligence, and age. All of these elements influence and interfere in the process of learning and acquiring foreign language, and of course affect performance and achievement in the target language.

In addition, Gardner and Lambert in 1972 stated that the ability of the students to master a second language is influenced by students' attitudes and perceptions towards the target

language (cited in Bartram, 2012). They posited that attitude could reinforce the process of language learning, affecting the nature of students' behaviors and beliefs towards the target language, its culture and community, and this would help them to recognize their disposition to acquire the language.

Another important aspect is the classification of attitudes. Gardner and Lambert in 1972 identified three categories of language learning attitudes: "those which relate to the target-language community, those relating to learning a particular language, and those relating to language learning in general" (cited in Bartram, 2012, p. 38). It is also important to mention that a number of educational factors can influence attitudes and these factors can be classified in three categories: the teacher, the school, and the curriculum.

About attitudes, lots of research has been carried out (Alhmali, 2007; Ghazali, Setia, Muthusamy, & Jussof, 2009; Malallah, 2000; Marley, 2004; Karahan, 2007; Shams, 2008) in the last few years. Some of it is about university students and some other is about school students, which is the case of this study. These investigations have made emphasis on the fundamental impact that attitudes have in the foreign language learning process, and how positive or negative attitudes help or influence learners in this process; they also mention how these attitudes are related to the motivation and engagement in the foreign language classroom.

Summarizing, attitudes are object specific, which means that they express our evaluation of something or someone; they are individual (personal); they are affected by personal factors such as personality, cognitive style, intelligence, aptitude, age and gender; and they can be socially oriented toward the language community, learning a particular language, and language learning in general. They are influenced by social factors: the teacher, the school and the

curriculum; and they are important because they are considered essential factors that influence study (Reid, 2003), in this case, the language performance.

Attitudes are extremely complex and can make a difference in the learning process of a language because they can show us the thoughts and beliefs, the preferences and desires of the students. Bearing this in mind, it is fundamental to consider students' attitudes towards English, which is the foreign language taught in this particular case; and as these attitudes predispose the student positively or negatively, it is also very important to emphasize on the role of students in the foreign language classroom. One of the ways to understand this role, and at the same time the minds of our language learners, is to study and analyze their beliefs, because they influence their attitudes and therefore their behaviors.

3.2. Students' Beliefs and Language Learning

One of the purposes of this research is to explore the way learners' beliefs affect the vision they have about the foreign language in the classroom and in their learning process. Beliefs play a very important role in motivation and behaviors of learners; in fact, they are part of the motivation and may affect positively or negatively students' achievements in their language performance. Beliefs about teaching and learning a foreign or second language make this process easy or difficult.

The literature provides a variety of definitions regarding beliefs. Rokeach (1972) for example tried to systematize the concept and defined beliefs as "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase 'I believe that'" (as cited in Savasci-Acikalin, 2009, p. 3). He also proposed a model of four elements: existential vs. non-existential, derived vs. underived, shared vs.

unshared, and beliefs concerning matter of taste (as cited in Galvis, 2012). This model looks for the understanding of the concept itself and provides an example of individuals and their belief system.

On the other side is Abelson (1979), who made a differentiation between beliefs and knowledge. He defined beliefs in terms of manipulation of individual's knowledge for a particular purpose or under a required circumstance. He also claimed that beliefs are affective, experiential, and irrational, and they can be related to the real or ideal context where they are from or where they want to be (Abelson, 1979); also, he describes a cultural dimension of beliefs and states that beliefs can be shared by a group or they can be highly subjective.

Regarding educational research literature, the concept of belief has been used in different ways, going from general to specific and from shared to individualistic (Eisenhart, Shrum, Harding and Cuthbert, 1988). In the case of education philosophers and anthropologists, they define a belief "as a proposition, or statement of relation among things accepted as true" (p. 53). Considering this, the authors stated, "a belief is a way to describe a relationship between a task, an action, an event or another person and an attitude of a person toward it." (p. 53). With this definition, we can see clearly that beliefs are directly connected to attitudes and actions.

In 1992, Pajares argued that beliefs were more related to personal judgment and assessment, so beliefs "depend highly on the experiences and the sense people make of them for taking decisions in future events" (as cited in Villarreal, Muñoz and Perdomo, 2016, p. 141). Years later, in 1996, Richardson said that anthropology, social psychology and philosophy had given a congruent definition of beliefs as "psychologically-held understandings, premises or propositions about the world that are felt to be true" (as cited in Savasci-Acikalin, 2009, p. 3).

To give this definition, the author took into account other members of the teaching-learning process, the teacher, and what he wanted to say is that beliefs strongly affect what and how students learn.

Another study done recently defined beliefs taking into account Second Language Acquisition (SLA) in Applied Linguistics (Barcelos, 2003). This author stated that giving a definition of beliefs was difficult because several concepts had been used to refer to beliefs, for example representations, learner's philosophy of language learning, metacognitive knowledge, and learning culture, among others. According to this, Barcelos stated that beliefs about SLA concern the nature of language and language learning; they have a social and a cultural nature because they are born from the interaction with others and all around us (p. 2). At the end, this author defined beliefs according to Dewey (1933), as a form of thought that "covers all the matters of which we have no sure knowledge and yet which we are sufficiently confident of to act upon and also the matters that we now accept as certainly true, as knowledge, but which nevertheless may be questioned in the future" (Barcelos, 2003, p. 10). She also suggests that beliefs include a cognitive dimension of the individual as well as a social dimension. Taking into account all these concepts, when you understand the beliefs of a learner, you can also understand his world and his identity.

In brief, beliefs are personal opinions or assessments about our reality, they give sense and lead our actions (Villarreal, Muñoz & Perdomo, 2016), and they help individuals to define and understand the world and themselves. Based on these definitions and on the idea of the social dimension of beliefs, teachers should analyze the kind of socio-cultural background students have. This is something that must be well known because it influences and defines their performance as learners. It is important to identify students' beliefs so that methods, activities,

and strategies can be designed in such a way that students' beliefs connect directly with their ways to see and read the world; and in this particular case the way to see the foreign language and its teaching and learning process.

A significant amount of research about beliefs on language learning has been conducted in the last few years. Much of this research has been concerned with describing and classifying the types of beliefs learners have, the sources of beliefs, and the situated and dynamic nature of learners' belief systems; but few studies have examined the direct relationship between beliefs and language learning.

Gardner and Lambert are authors that have conducted different studies researching the relationship between student attitudes and motivation and second language achievement. These studies have allowed teachers to recognize the influence of students' affective states on second language learning (Horwitz, 1985). In fact, thanks to these studies, language teachers have recognized that learners bring to the language classroom a mixed and complex group of attitudes, experiences, expectations, beliefs, and learning strategies. As a result, researchers have discovered that attitudes, perceptions and beliefs toward learning have a profound influence on learning behavior (Bandura and Schunk, 1981). Foreign language learning is almost certainly the subject of many strict beliefs and convictions among learners and these beliefs almost certainly affect language learning.

Throughout history, some teachers have ignored that students have positive contributions to make and in fact, they are never asked overtly about their learning experiences. Their beliefs have not been considered key aspects in the teaching of the second language, nor their subjective reality (their truth), and this is what directly influences their learning process (Barcelos, 2003). What students believe about the language obviously affects the process and

the product of learning. Second language learners come to the classroom with some preconceived beliefs about language and language learning and these beliefs can show the expectations that learners have and the actions they are going to take in their learning process. Understanding these beliefs is very useful for teachers because they can comprehend how learners get close to the language, how they use their learning strategies, and as a result, they can plan language instruction suitably.

Most studies of learner beliefs about language learning have focused on what beliefs learners hold and how learners' backgrounds affect their beliefs (Yu, 2013; Settar, 2012). Few researchers have analyzed how beliefs change as a product of learning experience nor what the relationship between beliefs and language proficiency is (Ellis and Tanaka, 2003). Ellis expressed that beliefs are situated and dynamic, and they change because of situational experiences, especially those related to success and failure.

About how to tackle beliefs, Barcelos (2003) based on Horwitz's works recognized three approaches to study them: the normative, the metacognitive, and the contextual. The normative approach analyzes students' culture as an explanation of how they behave in class, and it defines beliefs as a synonym of preconceived notion, myth or misconception (p. 11). She said that these kinds of beliefs could be measured with questionnaires like Likert-scale questionnaire and Beliefs about Language Learning Inventory (BALLI), which was developed by Horwitz in 1985, and is the most used. In this approach, the importance is given to how beliefs about SLA influence the student's behavior.

Regarding the metacognitive approach, Barcelos (2003) defined beliefs as metacognitive knowledge, which are related to the reflection and understanding of students' learning process. With this approach, the beliefs are collected through semi-structured interviews and self-

reports, and later a content analysis is done. Here the association between beliefs and actions is pretty much related to language learning strategies, so if the beliefs are positive, learners will develop successful strategies, and if the beliefs are negative, learners will show unsuccessful strategies. In this sense, this approach sees beliefs as means to develop better learners into successful learners.

Finally, there is the contextual approach, which sees beliefs from different perspectives and aims to get a better understanding of beliefs in specific contexts (Barcelos, 2003). In this approach, beliefs are the lenses through which students structure their learning experiences and they are directly related to their environment. To research beliefs this approach does not use questionnaires, it uses several methods, *e.g.*, classroom observations, diaries, narratives, metaphor analysis and discourse analysis, among others, and the idea is to understand students' beliefs in their contexts.

In sum, the normative and the metacognitive approaches give learners the opportunity to use their own words to express their experiences with the language, and consider beliefs as a mental trait, which leaves the social aspect out. The contextual approach in contrast takes into account the context and tries to understand the beliefs in that context. What these three approaches have in common is the idea of the influence that beliefs have over the learner's behavior. For the purpose of this study, the normative approach will address the survey and the metacognitive will guide in certain way the World Café activity.

To conclude, we can say that the study of beliefs in foreign or second language acquisition is quite important. An awareness of learners' beliefs is central to the language classroom because supportive and positive beliefs help to conquer obstacles and problems and keep motivation, while negative beliefs can lead to decreased motivation, frustration, and even

anxiety. Bearing this information in mind, in a language classroom, beliefs can help teachers to improve their pedagogical practices and most importantly, the learners' performance. To achieve this, it is also necessary to know the real needs of students when learning a foreign language, in fact, a needs analysis can provide an insight into the beliefs and attitudes of foreign language learners.

3.3. Language Learning and Learners' needs

English language has become a daily element in our lives because of cultural and commercial expansion. The fact is that English has become the language of international communication and nowadays it is present in all conversations, no matter the social stratum or the educational level. It is becoming increasingly common to read and listen to names of brands, products, places, and concepts in English in our daily environments and contexts. All this supports the need for a practical command of English for people in many parts of the world rather than an academic mastery of the language, as a person would usually acquire in a normal school course (Richards, 2001).

The answer of specialists in teaching was to explore new directions in methodology and this took them to new designs of syllabus and even to the reevaluation of language teaching policies (Richards, 2001). However, they missed a very important element in these changes; they forgot to consider the learners' needs. Analyzing these needs is a very important step in the process of designing and carrying out a language course. This concern to make language courses more relevant to learners' needs led to the birth of English for Specific Purposes and it was here when needs analysis was born in this field.

When we talk about needs analysis, we are talking about the activities developed to gather information that will be used as a basis for designing and developing a curriculum for a particular group of people. In this case, these needs are related to language (Iwai, T. et al, 1999) which means desires, demands, expectations, motivations, absences, and requirements about a foreign language. Recently, the trend to conduct a needs analysis for general purposes in order to specify the learning content that meets the needs of the students is increasing and this was due to the change of approach, we moved from teacher-centered approach to a learner-centered approach.

Needs analysis has usually been considered as characteristic of English for Specific Purposes (ESP) courses; however, it is the starting point of any English course, general or specific. There have been some approaches to address needs analysis, among them the sociolinguistic model, the systemic approach, the learning-centered approach, the learner-centered approaches, and the task-based approach (Kaewpet, 2009). For the purpose of this study, the learning-centered approach by Hutchinson & Waters (1987) will be taken into account.

For these two authors, learners have different needs and interests, and these influence their motivation to learn and have an impact on the effectiveness of their learning (Hutchinson & Waters, 1987). They pointed out that a recognized need is what causes any course to take place, so any course should be based on an analysis of the needs of the learner. They also affirmed that the difference between English for Specific Purposes (ESP) and General English is not the existence of a necessity but rather the consciousness of a necessity.

Hutchinson & Waters (1987) argued that it is necessary to pay attention not to the language needs but to how learners learn. They said, “that a learning needs approach is the best route to

convey learners from the starting point to the target situation” (p. 211). First, they started by making a distinction between target needs and learning needs, the first ones are what the learner needs to do in the target situation, and the second ones are what the learner needs to do in order to learn.

To analyze the first group, the target needs, it is necessary to break them down into three categories: necessities, lacks and wants. Necessities refer to what is necessary in the learners’ use of language, so this type of need is determined by the target situation; lacks refer to what necessities the learner has taken into account against what the learner knows; and wants refer to what the learner wishes to learn or what the learner feel he needs. About the second group, learning needs, the authors referred to several factors as socio-cultural background, learning background, age, gender, background knowledge of specialized contents, background knowledge of English, attitudes towards English and cultures of speaking countries, attitudes towards studying English, learning styles, teaching and learning methods, expectations to achieve and particular needs.

On the other hand, Macalister (2010) stated, “another way to look at needs is to make a major division between present knowledge and required knowledge, and objective needs and subjective needs.... Lacks fit into present knowledge, Necessities fit into required knowledge, and Wants fit into subjective needs” (p. 25). To gather information about objective needs we need questionnaires, personal interviews, data collection, observation, informal consultation with teachers and learners, and tests. For subjective needs we need lists and scales to measure learner self-assessment as well as questionnaires and interviews (Macalister, 2010).

Finally, as Hutchinson and Waters (1987) said, needs analysis is a complex process that involves not only the target needs but also the learning needs. Both need to be taken into

account, the first ones because they are concerned with language use and the second ones because they are related to language learning. The analysis of target situation can tell us what people do with language and how people learn to do what they do with language.

To conclude, to identify students' needs it is necessary to consider lacks, wants and necessities from them, and it is necessary to use this information to make decisions about the contents to propose curricular changes that can fulfill their real expectations about the foreign language.

4. Research Methodology

This proposal is based on educational and classroom research. The methodology will be carried out from a holistic approach, which establishes a practical, coherent and simple research scheme that will allow us to use various methods and techniques in an appropriate and pertinent way. This way we can achieve a deep reflection on the reality of the students in terms of their teaching-learning process of a foreign language, to what is seen, heard and perceived from students in the classroom. It is also an exploratory and descriptive study, which includes quantitative and qualitative methods of collecting data.

4.1. Context

Antonio José Camacho Technical School is located downtown Cali, in Guayaquil neighborhood, commune 9. It has 2 schedules and 2072 students. It also has five branches and this particular research will be carried out in the main branch, where high school groups are.

The school is well known because of the industrial and technical education it offers in each of the eleven specialties it has. The pedagogical model of the school is Classroom Research and it is based on the ideas of Edgar Morin and his Complex Thought. This methodology seeks that students activate their previous knowledge and from them, solve a problematizing question. The idea is to develop in them a critical thought following the institutional mission and vision.

Regarding bilingualism, the school is one of the focalized institutions by the National Ministry of Education in Cali, so it has had some benefits like extra training courses and

materials for the class, for example the series of books *English Please* and *Way to Go*. The English teachers of the school also had the opportunity to work with native speakers but that program is already finished, and we are active participants of the activities carried out by the Secretary of Education and the Bilingual Teachers' Network in Cali.

4.2. Sample

The participants of this study were students of 11th grade who were completing their academic life in the school, and who had spent six or more years experiencing the teaching and learning of English as a Foreign Language in the classroom.

There were five groups of 11th grade of approximately 35 to 38 students, 181 students in total. All the students were informed about their participation, which took place during the class time. They were asked to voluntarily answer a survey after having signed an informed consent. Additionally, three students from each group were chosen to take part in the second stage of the data collection process, which was called the World Cafe activity. They were chosen based on their level of proficiency in English as follows: a student who was in intermediate or advanced level, a student who was in basic level, and a student who struggled with English.

All the parents of the students who participated in the World Cafe (see Appendix C) and in the survey (see Appendix D) signed an informed consent to use the information gathered for the purpose of this study.

4.3. Data collection methods and instruments

To gather the information for this study, it was necessary to implement two data collection methods:

1. Survey: to collect information about beliefs. The instrument used with this method was a multiple-choice questionnaire that was taken by 103 eleventh grade students.
2. World Cafe: to collect information about attitudes and needs. The instruments used to collect data were a question guide with open-ended questions, post it notes of different colors in each table so students could write down their ideas about their discussion and a teacher's log, where I took notes of what was happening throughout the activity.

The survey "*Creencias sobre el inglés como lengua extranjera y su aprendizaje en el aula de clase*" (see appendix A) was implemented during English class. The questions and categories to be analyzed with this survey were elaborated taking as reference some aspects from the BALLI (Beliefs About Language Learning Inventory developed by Elaine Horwitz in 1987). The categories that emerged and were chosen for this research are beliefs about English language aptitude, beliefs about the difficulty of English learning, beliefs about the nature of English learning, beliefs about learning and communication strategies related to English, and beliefs about motivations and expectations of students with English as a foreign language. Participants expressed their level of agreement in each statement based on a Likert' scale. This scale was weighted in this way: totally agree, agree, neutral, disagree, and totally disagree.

In the case of the World Cafe activity, only 16 students participated. This is a methodology used by social workers with communities and it is an intentioned way of promoting a live

network of conversations about important issues and powerful questions. It allows people to think together and create new and shared meanings, visions, agreements and creative ways of action, in a friendly environment, similar to that of a cafeteria (Mille et al., 2012).

This methodology was developed by Juanita Brown and David Isaacs in 1995 and it has been used since 2005 in different scenarios (Mille et al., 2012) with different people, different cultures and with several purposes, but especially in community work and enterprises.

The World Cafe used the café as a metaphor. The room where it was carried out simulates a café, where people sit in different tables (in this case of four people each), with the idea of having participative conversations about a common question or issue. One person stays still to share the essence of the conversation kept on the table and the other people should go around all the tables to nourish and interconnect the conversations.

For developing this activity, it was necessary to create some basic and powerful questions; in this case, they were two:

1. How to improve the teaching and learning process of English in our school?
2. What do you really need to learn in the English classroom?

Based on these questions, each table received one topic with several guide questions, as follows:

TABLE	TOPIC	GUIDE QUESTIONS
1	Experiences with English at school	What were your experiences with the teaching and learning of English during these years at school? Take into account all aspects related to the class and the people involved. .

2	Attitudes towards English (language, class, teacher, foreigners)	What do you think about English? How good are you at learning English? What is the biggest problem that you find with English learning and with the language itself? Do you like the English class? Do you participate in class? Do you do the activities in and outside the English class? What do you think about foreign people? Do you like or would you like to interact with them? What do you think about your teacher?
3	English for life	Do you think that the English language is useful in your life? Why? What for? Do you need to know English for your future expectations? Do you need to know English in your daily context? Do you use it frequently? Is English important for your family?
4	Needs and recommendations	Considering your experience, the context that surrounds you, and your future expectations, How to improve the teaching of English at school? Do teachers need to change anything? What? What would you have liked to learn in English? How would you have liked to learn it? How your experiences in the English class could have been better?

The place where it was carried out was the room that serves as the English Lab. It was organized with four groups of four people, each table had snacks and of course, a cup of coffee. The participants rotated around the four tables and complemented the information with their

own ideas; they could talk freely and they felt comfortable with their partners and with the topic.

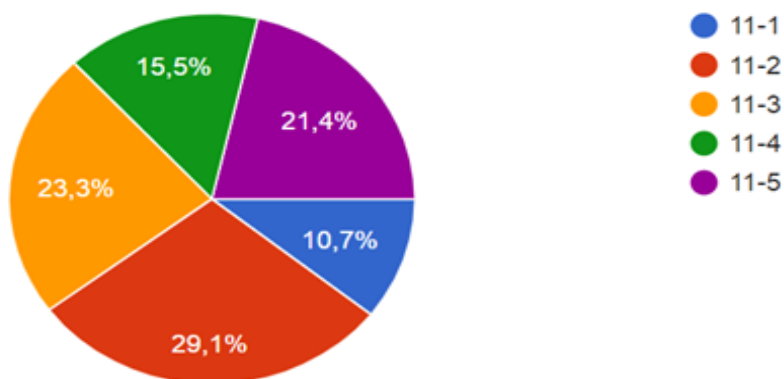
5. Data Analysis

5.1. Results

The information gathered is going to be described according to each method and instrument used. First of all the survey, and secondly, the World Cafe. During the description, some information heard and collected in the log during the discussion of the students while they talked in each table of the World Cafe will be added.

5.1.1. Survey.

At the beginning, the idea was to have all eleventh graders take the survey but there was a difficulty with two groups (11-1 and 11-4) because there were some extra school activities that did not allow them to have class, so the survey was sent to be filled out at home, and not all of the students did it. At the end, as it was voluntarily, 57% of the total amount of eleventh graders did it, which corresponds to 103 students: 11 from 11-1, 30 from 11-2, 24 from 11-3, 16 from 11-4, and 22 from 11-5.



Here are the results for each statement; they are joined according to each category. The first one is “Beliefs about English language aptitude” and the statements corresponding to this category are 1, 13, 16, 17, 19, 23, and 29.

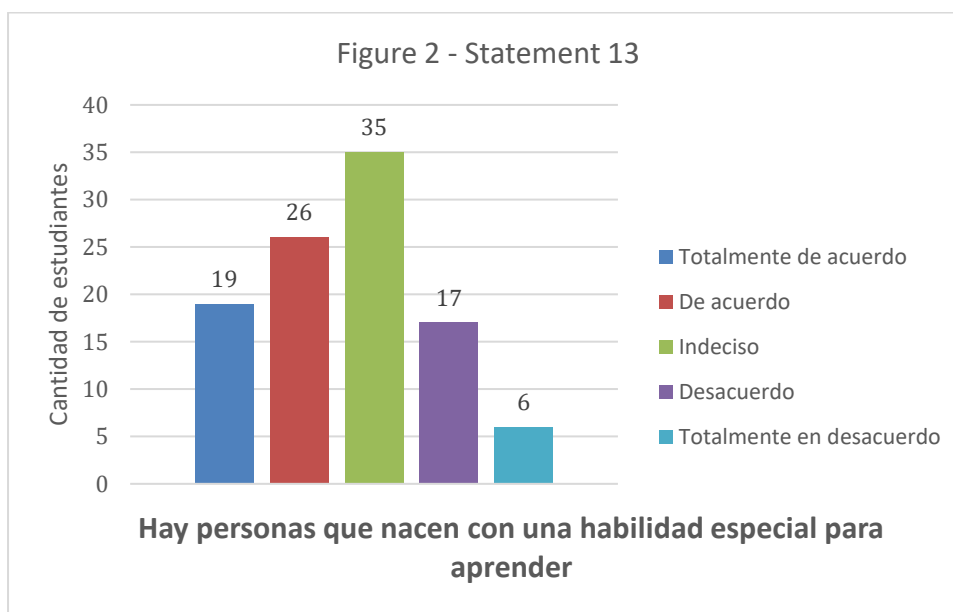
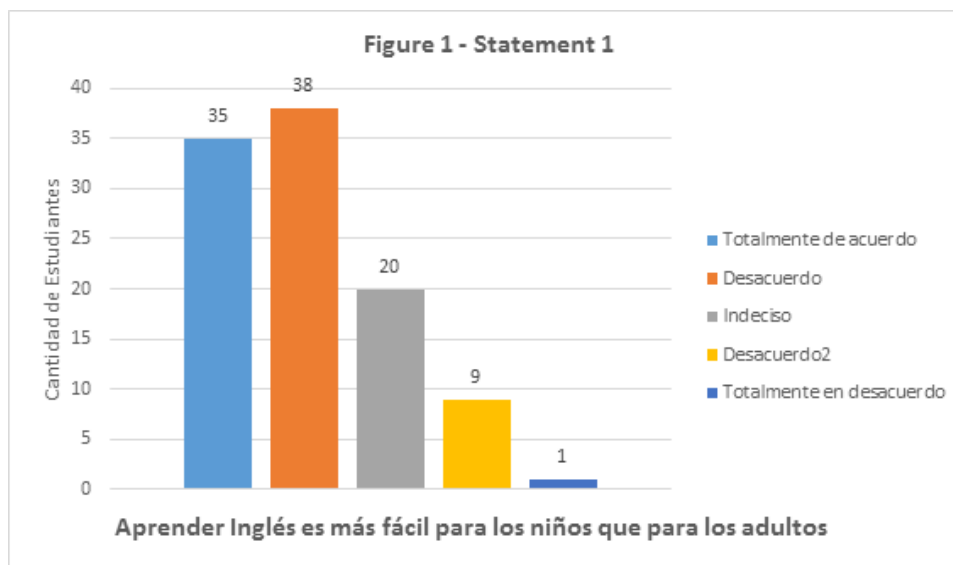


Figure 1 shows that more than 70% of students believe that learning English is easier for kids than for adults. They mention it is because “kids are like sponges”, and they learn in a different environment; while the 20% hesitate about this, they are not sure if it is easier for kids or for

adults, and 10% think it is easier for adults to learn the language. In Figure 2 the opinions are divided, 43% of students think that some people are born with a special ability to learn English, 34% shows neutrality about this statement, and 23% think that people are not born with that ability; they say, “Some people are not good for languages”.

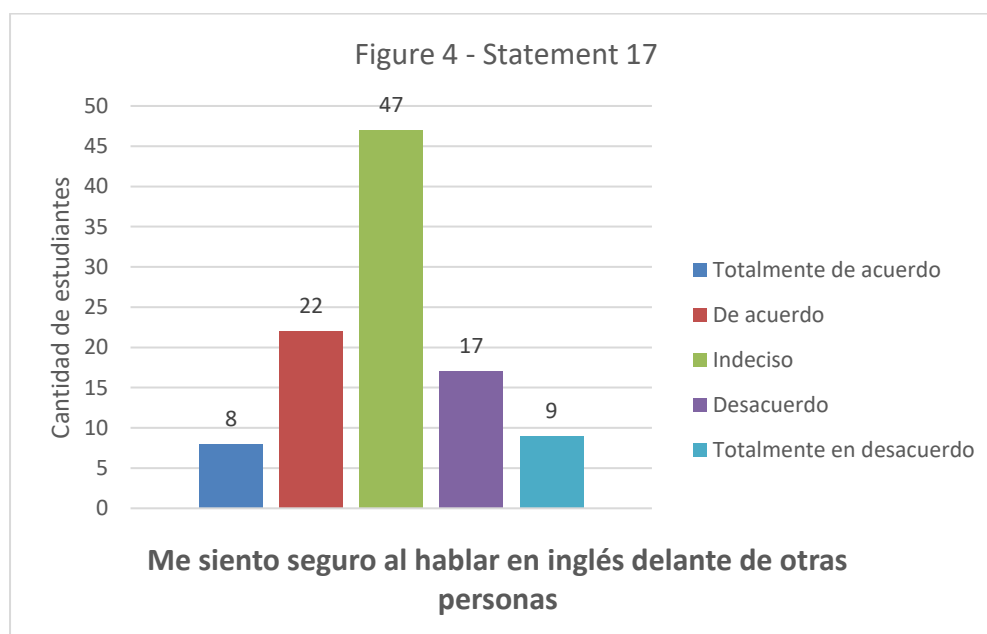
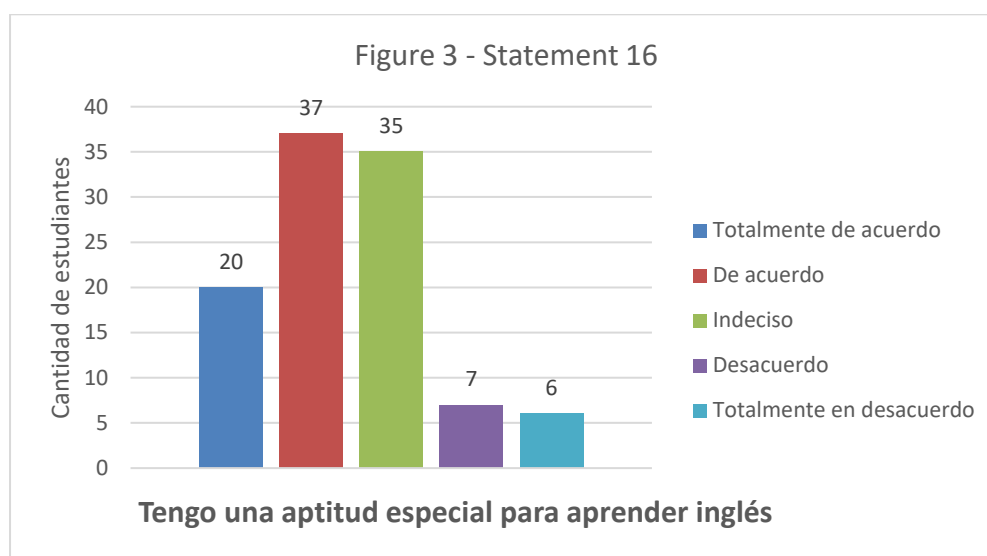


Figure 3 indicates 55% of students agree with the idea of having a special aptitude to learn the language, while there is a considerable 35% who are not sure about the statement. About the idea of feeling safe when speaking English (Figure 4), 46% of students are uncertain, which means they are not confident enough at speaking in front of other people; while 29% say they feel safe opposite to 25% who say they definitely do not feel safe.

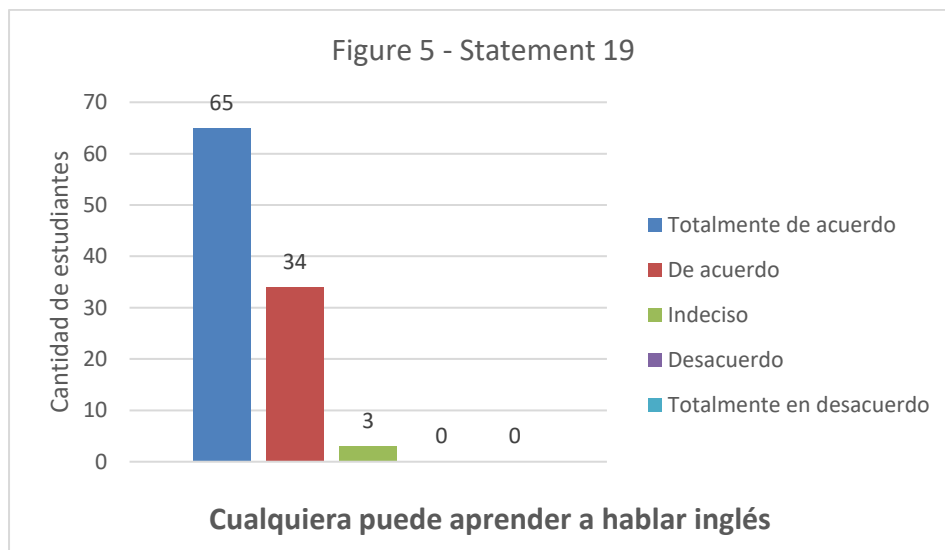
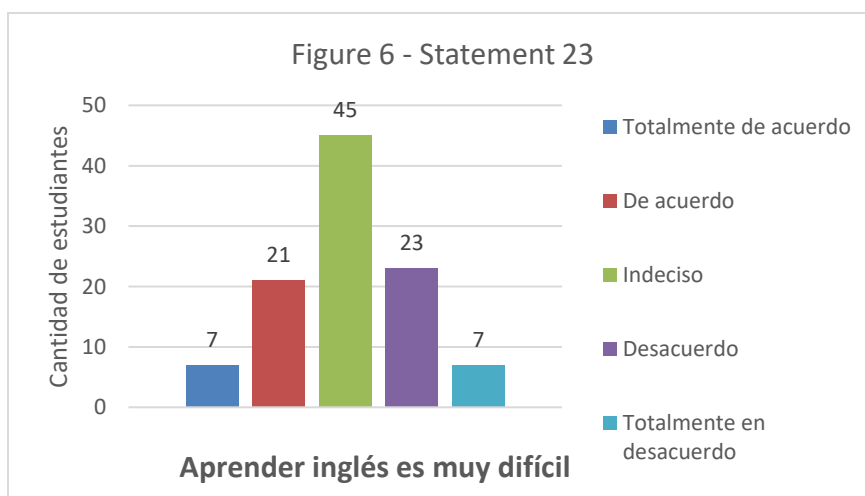
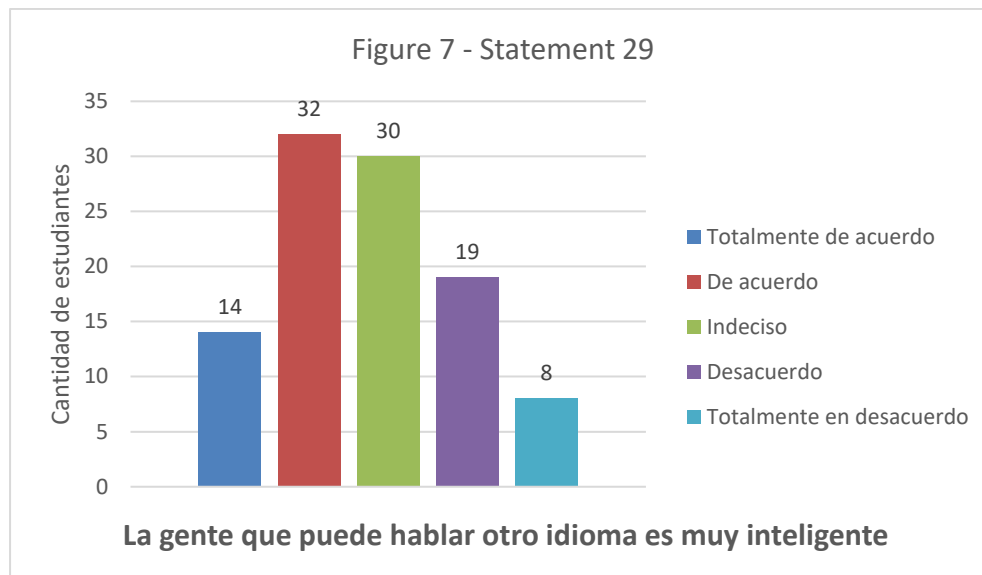


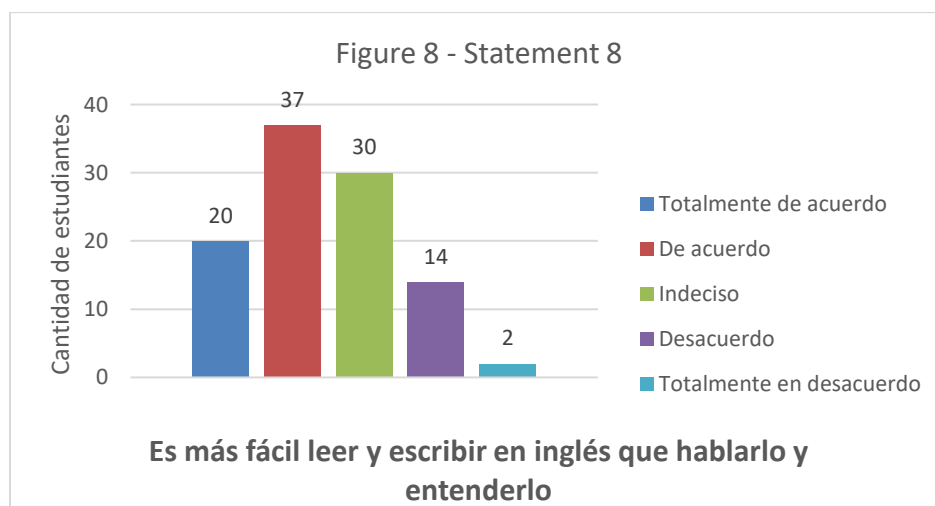
Figure 5 is very clear because it shows that 96% of the students believe that anyone can learn English, and it is confirmed with Figure number 6 where a tendency to believe that learning English is not difficult is shown.

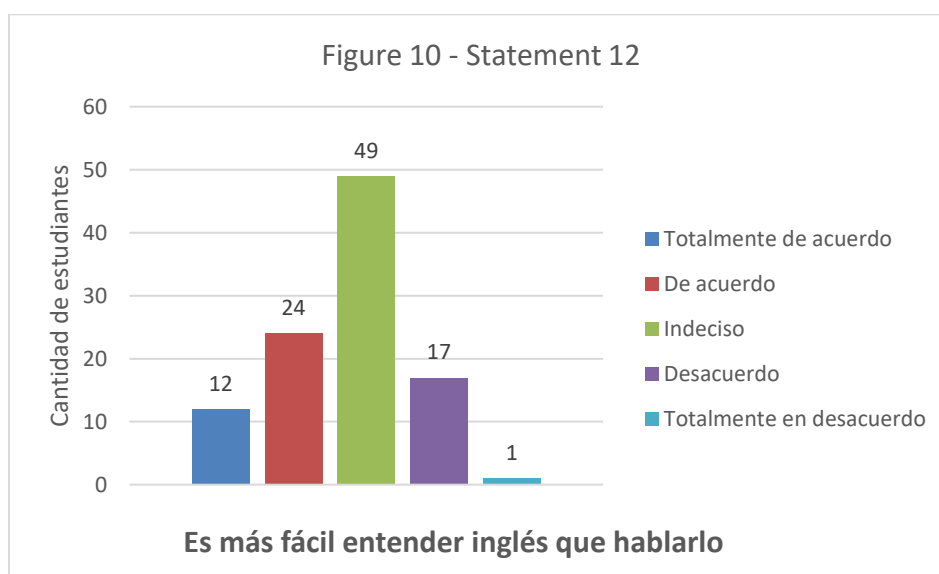
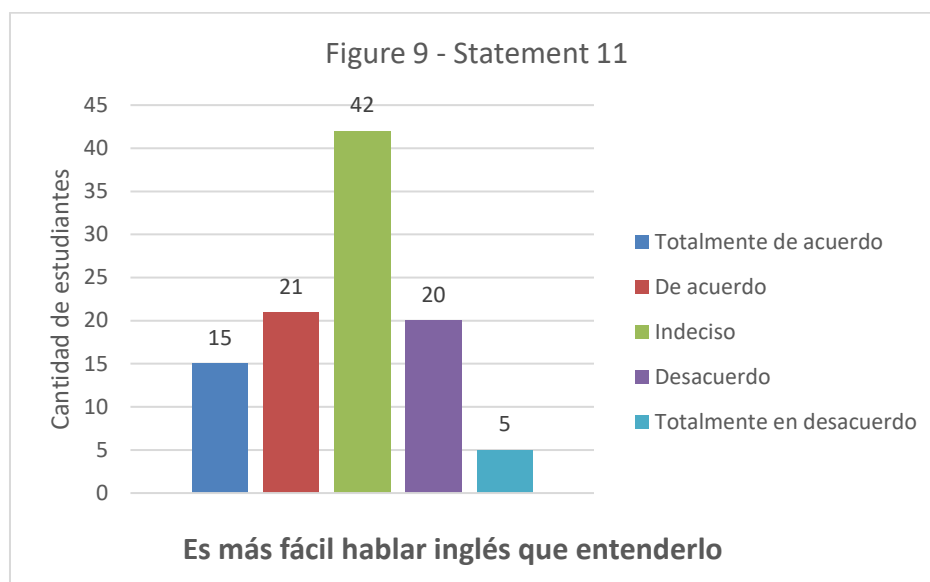




Finally, Figure 7 expresses that 45% of students think that people who can speak another language are very intelligent. On the other hand, we have 27% who think that this statement is false because “you do not have to be a genius to learn English”, “it is not about how intelligent you are, it is because of the time you put in and the attitude you have towards it”. There is also a 30% that is uncertain about this idea.

The second category is “Beliefs about the difficulty of English learning”. The statements corresponding to this topic are number 8, 11, and 12.

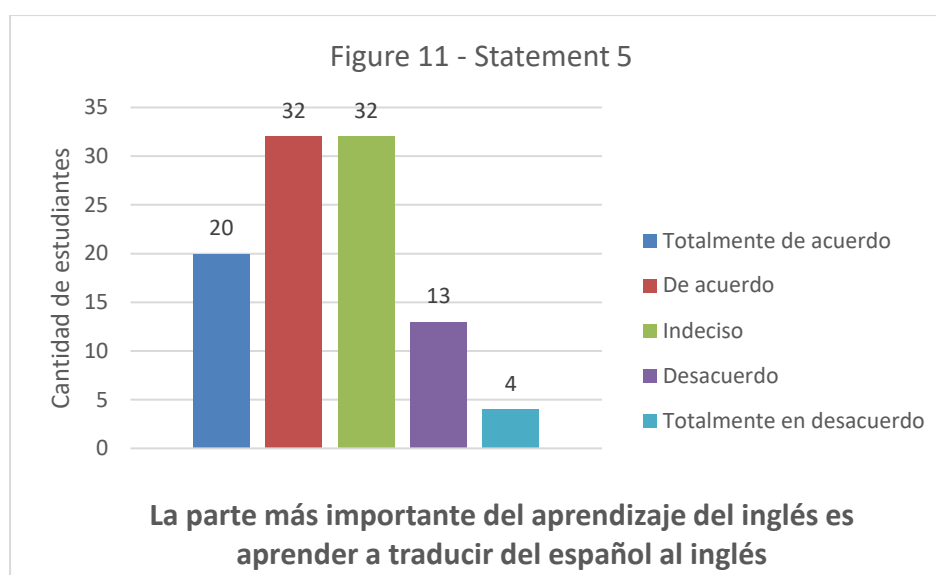




With regard to this second category, the uncertainty is very common in three of the statements. Figure 8 shows that more than 50% of students think that it is easier to read and write English than to speak it and understand it; but there are 29% of students who are not sure about this statement. Following the idea of Figure 8, in Figure 9 it is possible to see that 40% of the students are not sure about the idea of speaking English as an easier activity than

understanding it. Furthermore, the next Figure (10) shows that most of the students (48%) are not sure either about the opposite idea of the previous statement. This information makes us think that students do not feel safe, as it was said in the previous category, and therefore, they think that reading and writing are easier activities because they do not have to face another person at using the language.

Category number three is “Beliefs about the nature of English learning”, and the corresponding statements are 5, 7, 14, 18, 20, 24, 27, and 28.



Figures 11, 12 and 13 display clearly that for students (87%) vocabulary is the most important part of learning English, followed by translation to Spanish (50%) and grammar (52%).

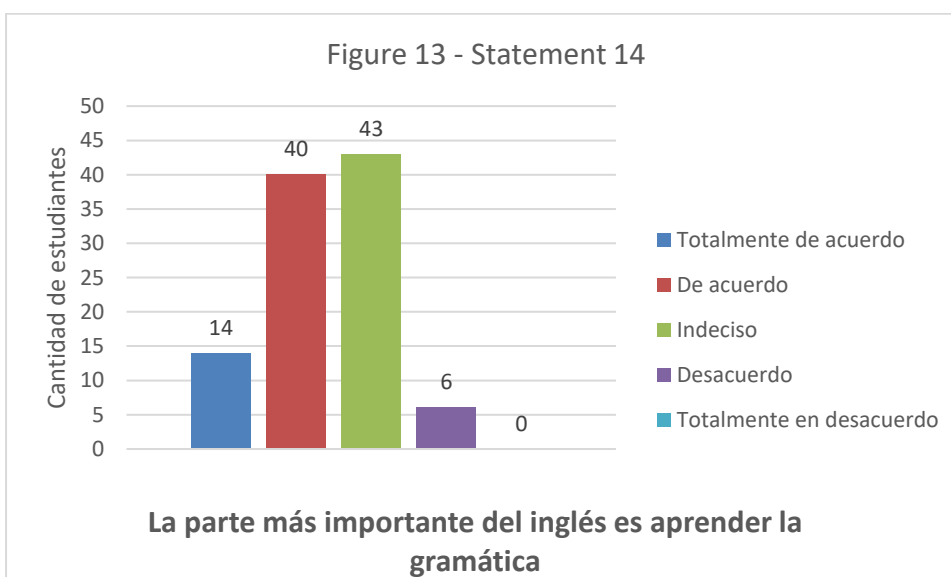
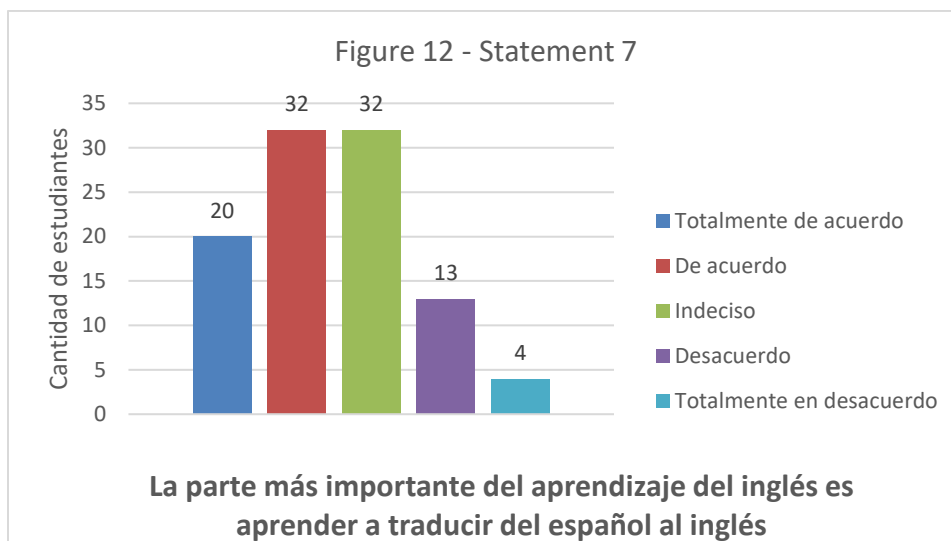
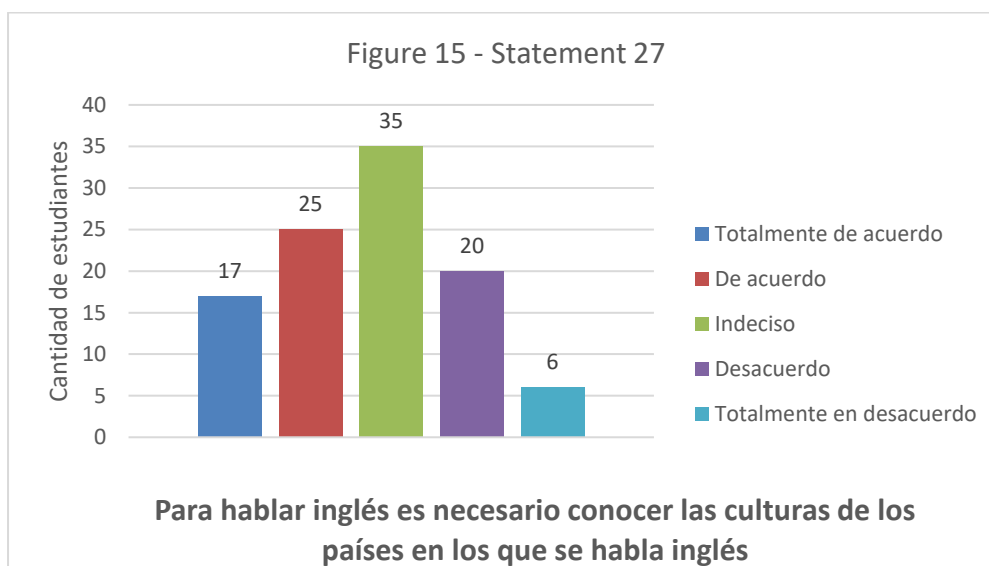
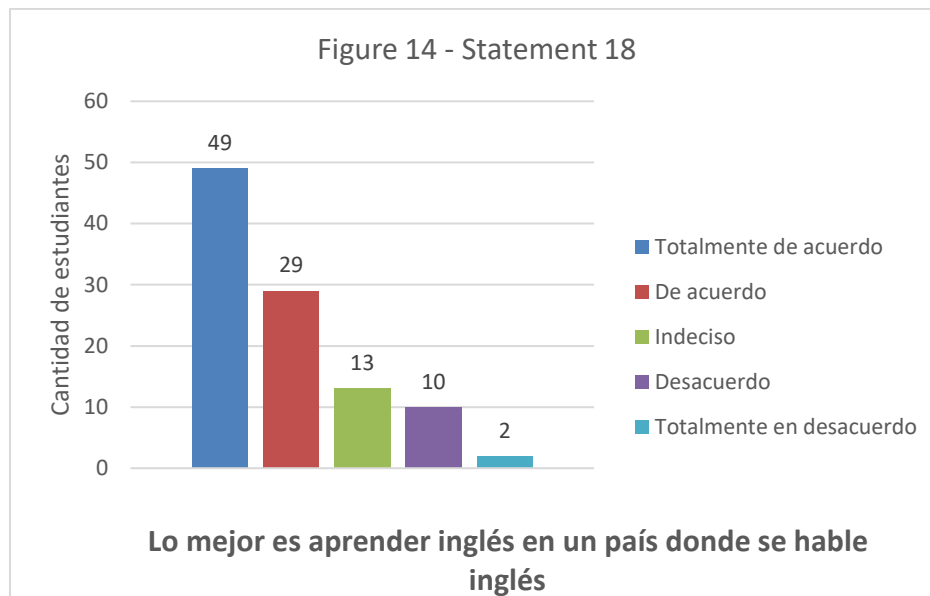
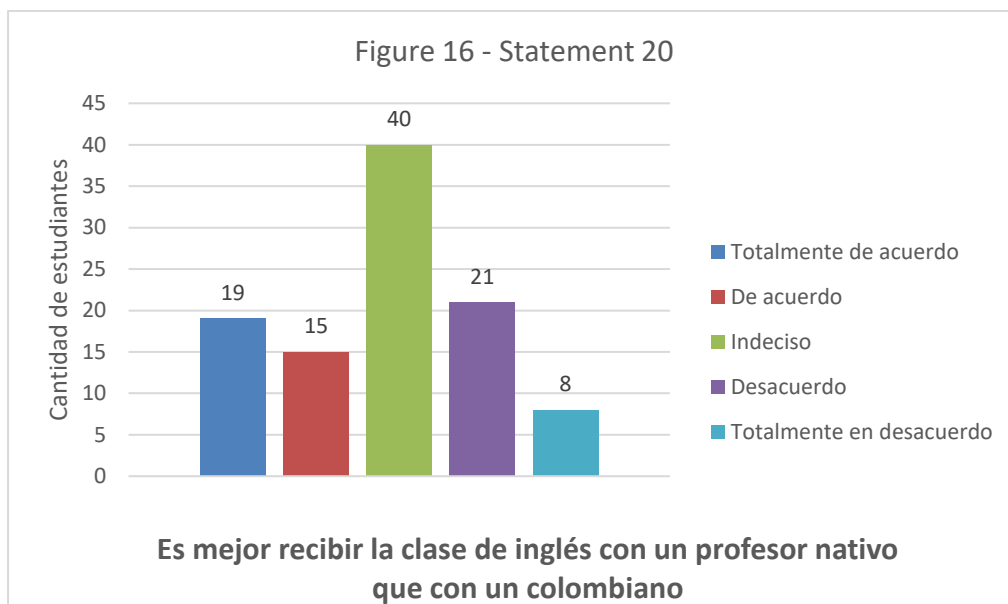


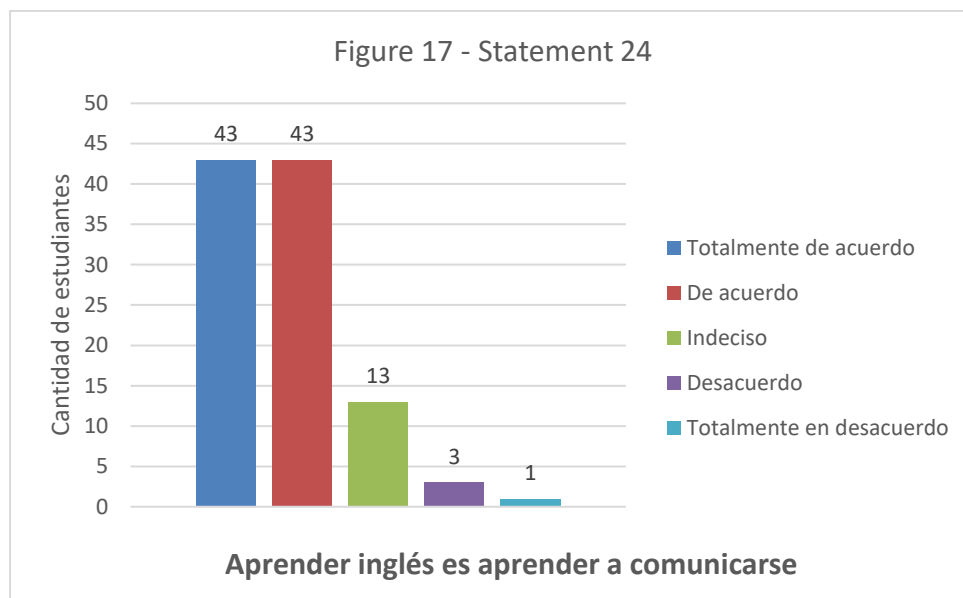
Figure 14 presents the predominant belief that the best is learning English in a country where English is spoken, in a natural environment (76%). However, Figure 15 shows that 41% of students believe that knowing the culture of countries where English is spoken is necessary to learn it; and this can be interpreted as not linking the natural environment of the language to the culture of that environment; in fact, 34% of students are not certain about the importance of knowing the culture.



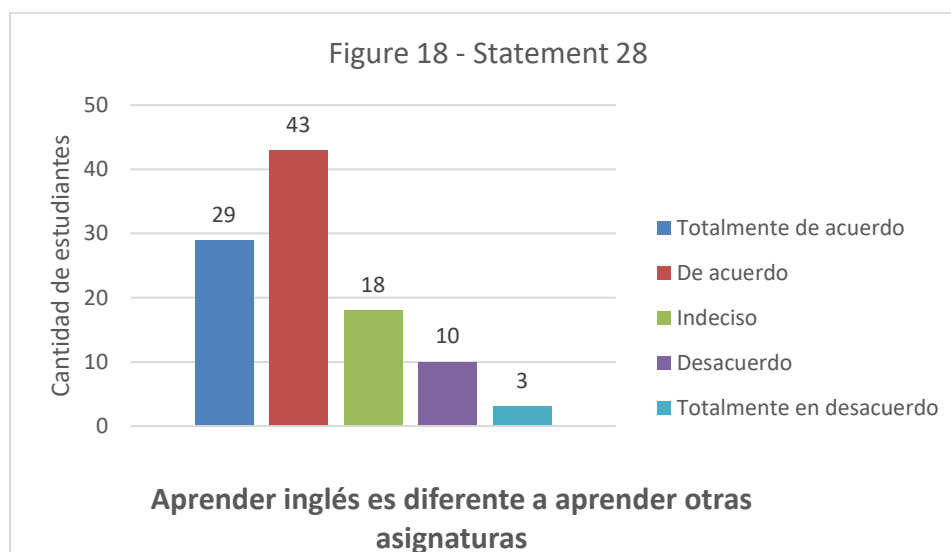
About statement 20 (Figure 16), students show different opinions, 39% say that they are not sure about whether having a native teacher or a Colombian teacher in the classroom is better, while 33% prefer a native teacher and just 28% favor the Colombian teacher.



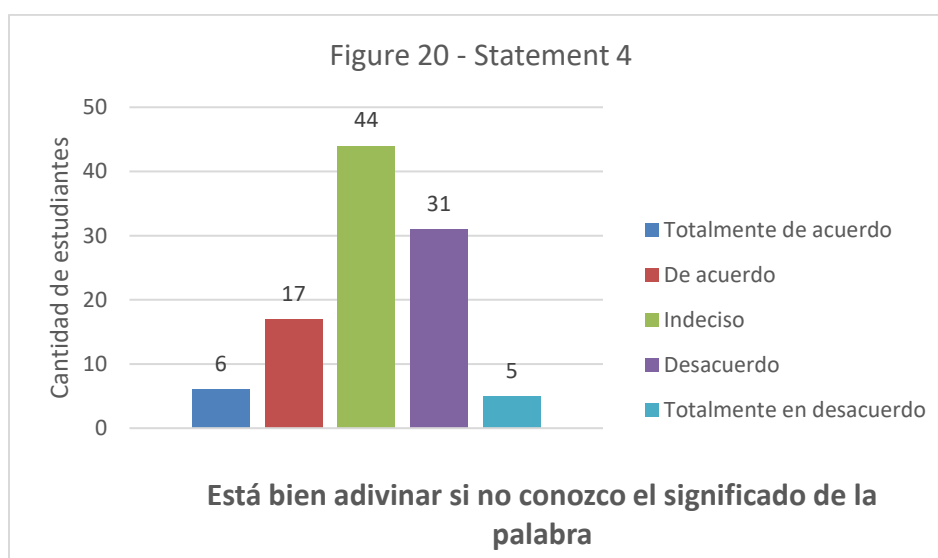
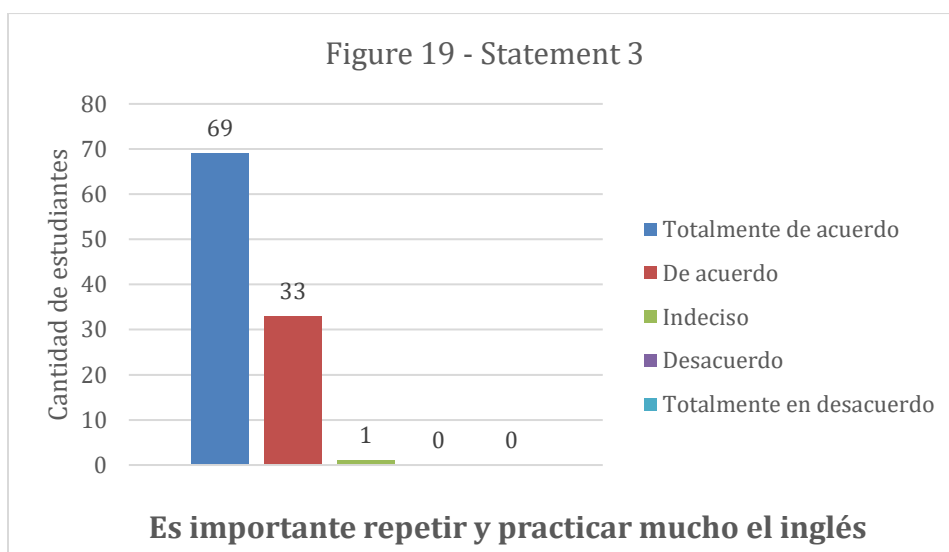
In Figure 17, 84% of students say that learning English is learning to communicate and this is due to the fact they see English as a global language. There are 13% of students who are not certain about this idea, and 4% who think that English is just a language and everybody can learn to communicate, not only with English or with any other spoken language, but people can communicate different ways. Students did not think English was the only way of communicating.



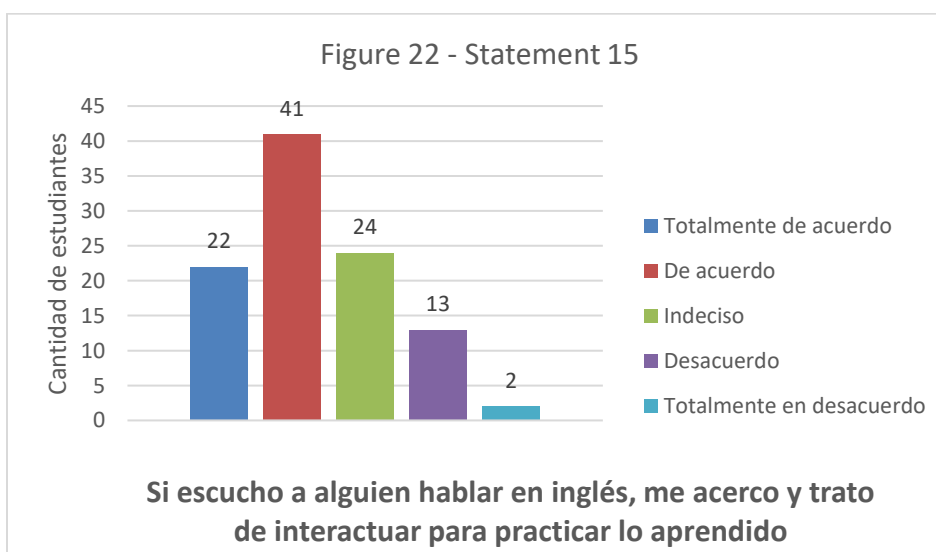
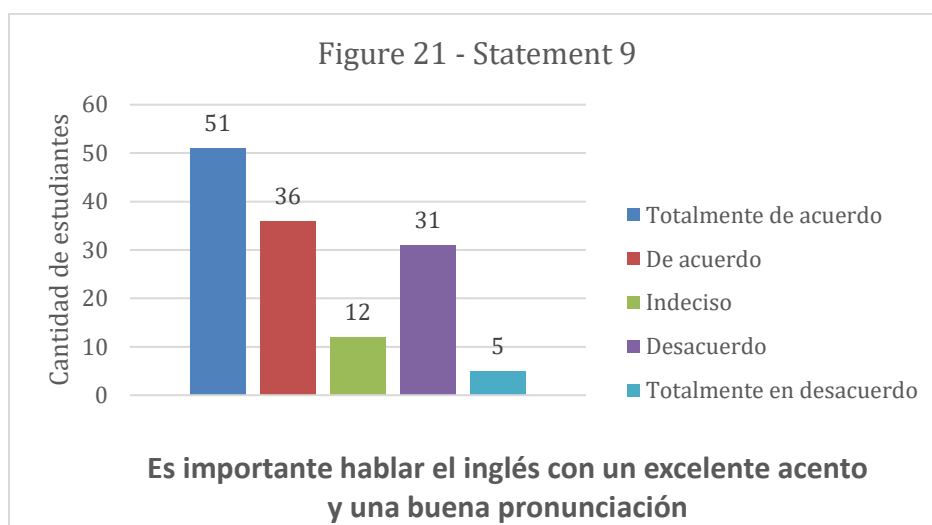
Finally, the predominant belief in statement 28 (Figure 18), where 70% of the students express agreement, is that learning English is different from learning other subjects, and this is because, according to students, you need to implement different ways to practice, especially memorization because it is a different language. There are very few people who consider that learning English is similar to learning other subjects, “you do not need to learn it in a different way, all the strategies a person has can be used in any subject”.



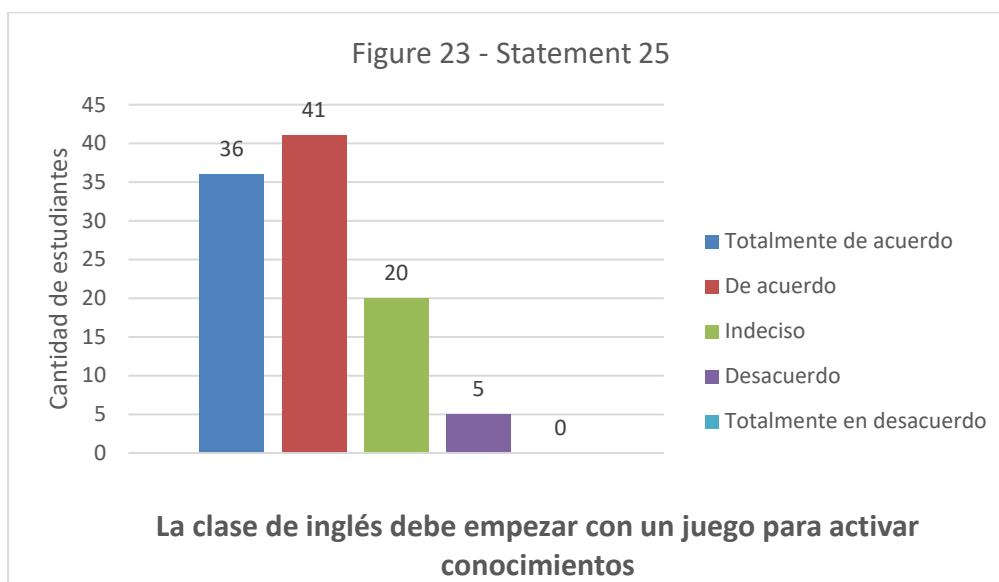
Category number four corresponds to beliefs about learning and communication strategies related to English, and the corresponding statements are 3, 4, 9, 15, 25, and 26. About this category, what students strongly believe is that repeating and practicing English a lot is very important, in fact, 99% of students strongly agree with this statement (Figure 19). What they are hesitant with is guessing if you do not know the meaning of a word in English (43%), and 35% do not agree with this, while 22% agree with guessing (Figure 20), they say it is a good strategy, “a little bit dangerous but a strategy at the end.”



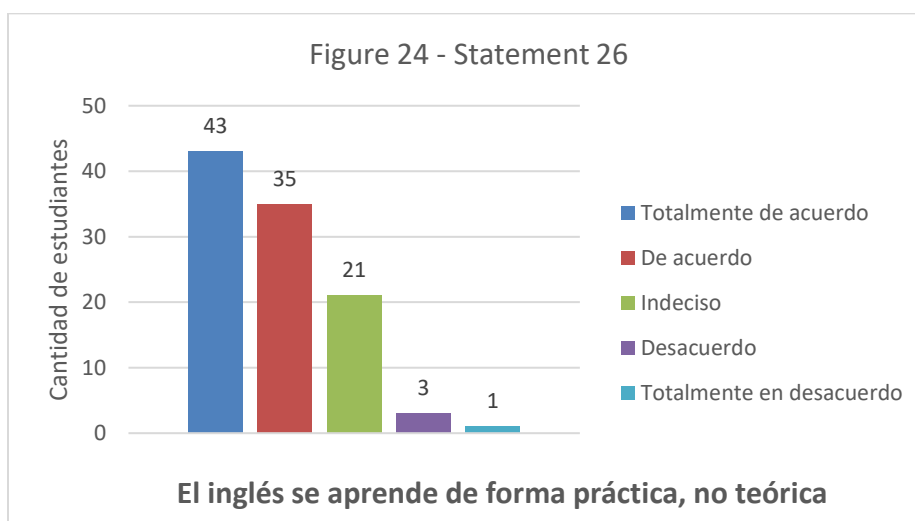
In the Figure 21, 85% of students show a very clear belief about the importance of speaking English with an excellent accent and a good pronunciation, while 11% are not sure about the statement and just 4% do not agree. In the case of Figure 22, most students (62%) affirm that if they listen to someone speaking in English, they get close and try to interact to practice what they have learnt. The 23% are not sure about interacting with a stranger in another language, and 15% do not agree, they say they do not do it because what they know is not enough for an interaction.



Statement number 25 (Figure 23) shows that most students (75%) believe that the English class should start with a game to activate knowledge, 20% of them hesitate about this, they see games as an important part of the class but not mandatory, and only 5% think that games are not necessary at the beginning of the class.



Finally, in statement 26 (Figure 24) 76% of students agree with the fact that English is learned in a practical, non-theoretical way, 20% are not sure of this statement, and the 4% do not agree.



In addition, the final category is “Beliefs about motivations and expectations of students with English as a foreign language”, and the corresponding statements are 2, 6, 10, 21, 22, and 30. In Figure 25, it is possible to see that most students (99%) agree with the idea that if they learn to speak English well, they will have plenty of opportunities to use it; just one student says he does not agree with this fact. About the statement that they will end up learning to speak English very well (Figure 26), 64% of students agree, 29% hesitate, and 7% does not agree.

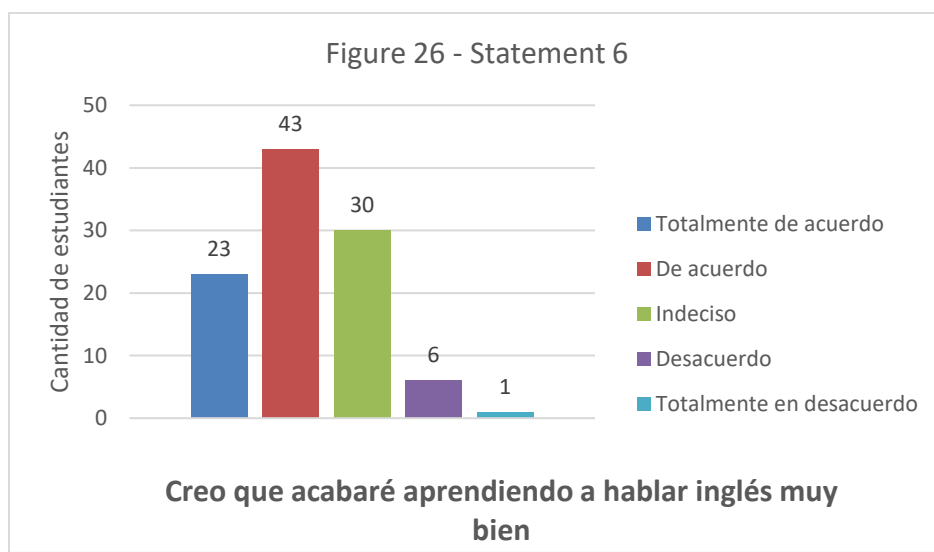
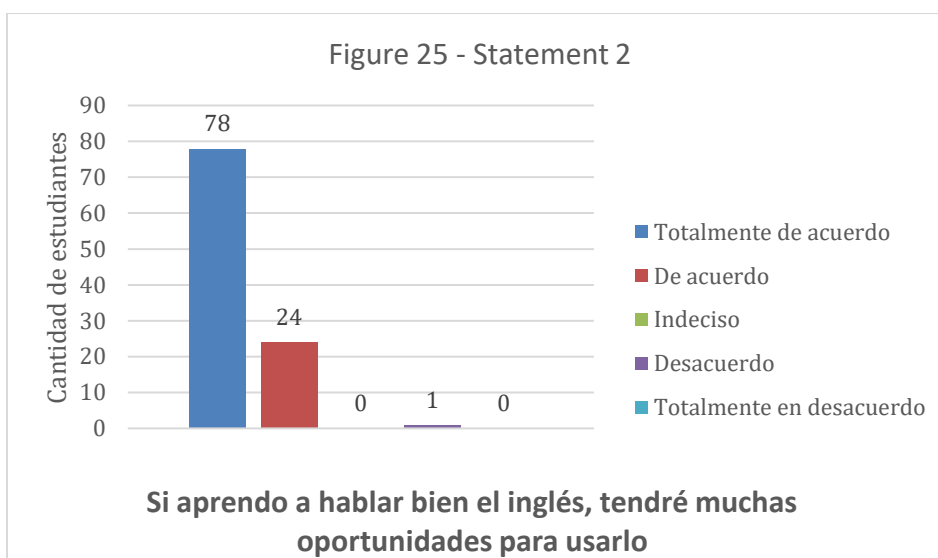
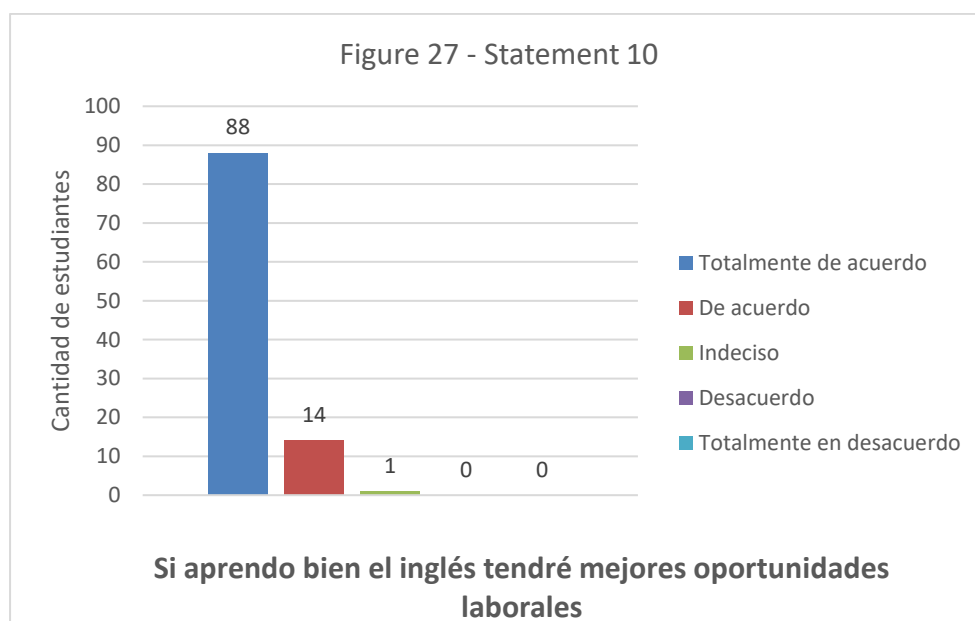
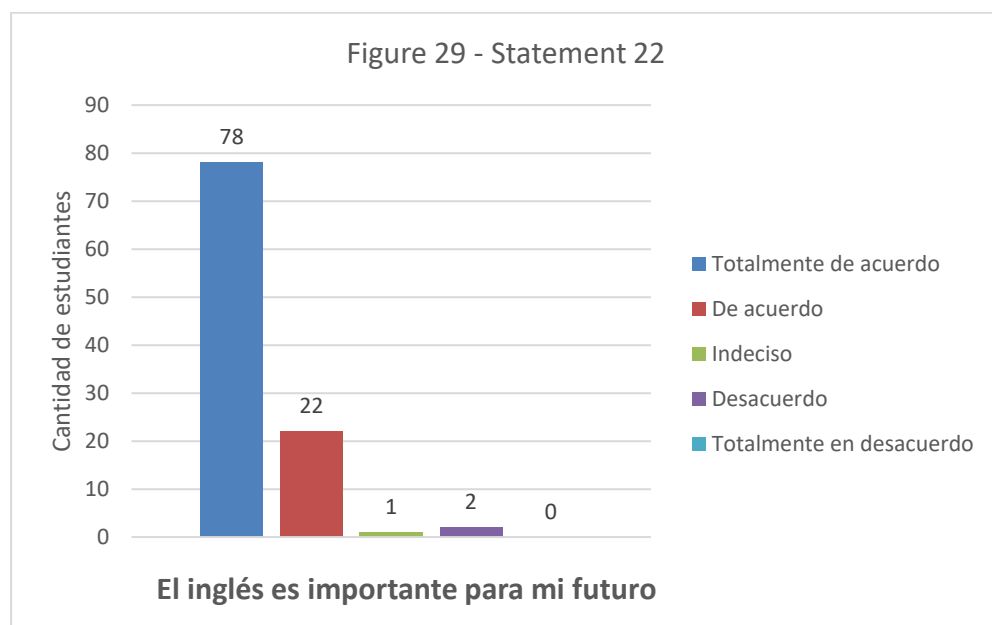
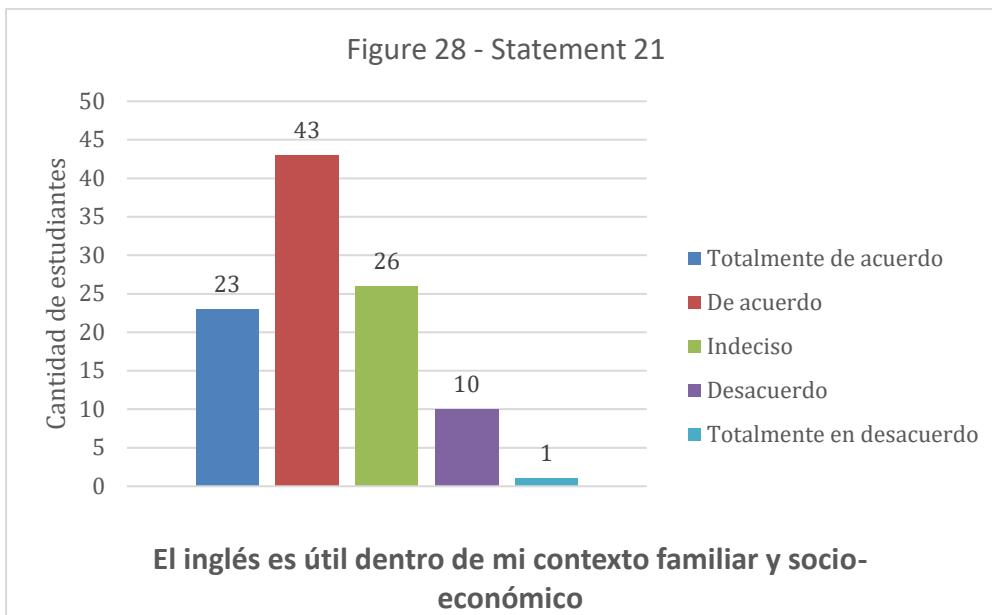


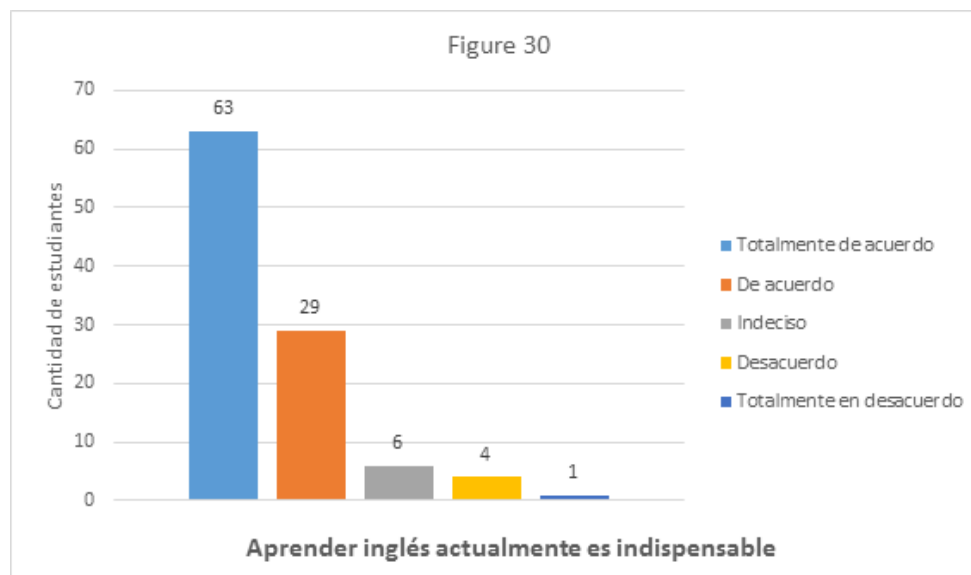
Figure number 27 shows clearly a positive thought on the idea that if students learn English well, they will have better job opportunities, in fact, 99% of the students agree with the statement. Two factors are mentioned to reinforce this idea. First, the influence of the teachers who said they would have more chances at finding a job if they know the language, and second, the belief they have about English as an international language.



In the case of statement 21 (Figure 28) which refers to English being useful within their family and socio-economic context, 42% agree, 22% totally agree, while 25% show hesitation, and 11% say that English is not useful in their context. Regarding statement 22 (Figure 29), it can be said that 97% of students think that learning English is very important for their future.



And finally, in Figure 30, 89% of the participants think that learning English is currently essential due to what they said before, English is a global language.



5.1.2. World Café.

As it was said previously, the information of the World Café was classified in four categories: experiences with English at school, attitudes towards English, English for life, and needs and recommendations. The evidence of the World Café will be shown with images at the end of this study (see appendix B). The pictures will include how the activity was made and some of the post-it notes that students wrote.

5.1.2.1. Experiences with English at school.

The information given by the students here could be also classified in five sub-categories: work with natives, methodology, teacher, materials, and others (benefits, hours of class).

About working with natives, students said that the program FNE (Formadores Nativos Extranjeros) of the Ministry of Education was a very positive experience at school because they could learn different accents and know several cultures. It is important to remember that this program was carried out at Camacho school from 2015 until 2018 (three years). It was implemented in some groups of ninth and tenth grade, not in all of them, which means that not

all the students had access to the natives in class, but the whole community could interact with them in different school spaces and events. Students made emphasis on the work done with pronunciation and mutual learning about different cultures.

Concerning methodology, students talked about positive and negative aspects, and the information collected was focused on three aspects: activities, teacher and materials; and there is one extra issue for specific topics mentioned in the discussions. Regarding the activities, the opinions were divided. Some students preferred oral activities like songs, role-plays and oral presentations about a topic (in-group) because they are fun and help them to feel more confident. In addition, they said that activities like the Talent Show are good opportunities to practice speaking, and they mentioned the autobiography as a good and interesting written task, not only because they improved at writing but also for the memories they bring back to the present. Few students said that oral activities are not good but they expressed that it is because of personality features as shyness and introversion. Just one student said that the autobiography is not a good activity because not all the students like to talk about their lives. It is important to clarify here that the autobiography is an activity just for eleventh graders.

Regarding the experiences with the teachers during the years at school, students showed different perspectives according to the teachers they have had in the classroom. They specifically talked about teachers with old methods which they did not like (prayers in English, use of tape-recorder, oral presentations of the teacher), and some others mentioned they like the creativity and innovation of their English teachers. One of the students said particularly that in Primary School he did not receive English class because the teacher never went to class. Joined to this, there were some comments of the students about having teachers who were not English teachers (Spanish teachers giving English class) and how this affected their learning

because “it is not the same”, “the methodology is different”, and “they do not teach what they have to teach”.

With reference to this important aspect, it is necessary to mention that in some public schools it is very common to have teachers of different areas teaching English because of the “service necessity”. The Ministry does not stipulate this in an official norm, but some principals take the decision of designating a different person according to the amount of teachers and the amount of groups, that is what they call service necessity. However, what is the problem of this action? It is true that the teachers are professionals in their area and the students recognize in their teachers their level of experience, their knowledge and their skills in the class. For this reason, they know how to differentiate between a teacher of English with academic background and a teacher of English with knowledge of the language but without didactics and/or without pedagogical training, as students say, “one thing is to know English and another is to know how to teach it”. Therefore, according to what they said, having teachers of different areas in the English class was not a good experience for them, one belief started growing in their minds, and it was very crucial in the discussion, “any person who knows English can be an English teacher”.

In relation to materials, they talk specifically about books (literature, text guides) and computers. They all criticized the quality of the books from the government, but the quality in terms of contents, they believe that the books should be improved and should also have clearer and easier topics. Students also expressed how much they liked to use the computers in the English class, especially for doing activities online (e.g. quizizz, kahoot). They also liked the apps related to dictionaries, grammar and games, especially the ones that they can use at home;

and also the literature books, but for these they suggested to have the opportunity of reading something of their preference, not only the books of the library.

In the final sub-category, I found that some students mentioned the importance of the extra courses they have attended as part of the programs carried out by the Secretary of Education and the Bilingual Teachers Network in Cali, like Go Cali and Lifetime English. They also mentioned the contests like the Spelling Bee, Talent Show and Test Your Knowledge, where some of them had the opportunity of participating. They said these courses and contests let them interact in English with other students in their same conditions and they can learn a lot of vocabulary and expressions. Finally, another group of students discussed about the reason why they had two hours in some grades and three hours in others, giving importance to having three or more hours of English during the week. They proposed that instead of having those hours in subjects where they "do not work as they have to," those hours should be used in English, especially because they recognize their need to learn the language.

5.1.2.2. Attitudes

The second category is attitudes and the questions were focused towards the teachers, the class, foreign people, and of course, towards the English language. With reference to English, most of the students expressed their like for the language and a high level of motivation to learn it; they said it is an important tool and it is an interesting language; and some of them revealed that even though it is hard to learn it, they really like it. Nobody, in the World Café, showed dislike for English, which is a very positive aspect to highlight. They all expressed they want to learn it fully because it is very important for their futures.

Regarding the teacher and the class, they all mentioned the importance of a dynamic class and a motivating teacher. About the teachers of the school, students showed preference for the

teachers with some specific characteristics present in the class: dynamism, use of technology, creativity, patience, fun, empathy, practice, motivation, interest in the process of the student, and respect.

About foreign people, according to my experience as an English teacher in the school and as a mentor of the English Fellowship Program, and as a participant in the World Café, students stated that they like to interact with people from other countries a lot. They do not care if they do not know the language perfectly; they like to meet new people and to know different cultures. For them, the experience of having direct contact with a foreign speaker was something innovative, different and enriching, not only during the classes but also outside, where they shared academic issues and typical aspects of both cultures. During the discussion, students said that having a native teacher was a wonderful experience, especially for those who really wanted to learn and live the English language. The only difficulty that students found was that these fellows were not teachers, but anyway, they enjoyed the experience.

At this moment, it is important to go back to the paragraph about working with natives and a study done previously in the class of Bilingualism of this Master Program (Carvajal & Zambrano, 2019), where 100% of the students recognized the contributions of native teachers in their English learning process, because they increased their interest for the English class, and were also more interested in the multicultural knowledge of the native speakers. In this study, they also mentioned their preference for having a Colombian teacher and a native teacher working together in the class. So that, students showed that they have a very positive attitude towards people from other countries, in this case, countries where English is the official language.

Another aspect mentioned by students in the discussion of the World Café was that for them it is very important to have a good teacher, but they also look for a good person, someone who they can trust, who listens to and supports them during the whole process of learning.

5.1.2.3. English for life.

The third category is English for life and it means the importance of English in the lives of these students. For this category, most of the ideas are similar. First, they think that English is a very important language in the world, in fact, they say:

- It is a universal / international language and it is used for almost everything
- It is fundamental for their future
- It is a mechanism to open doors (job opportunities, scholarships)
- It is a basis for the university
- It helps them at the moment of traveling and meeting people

Students make emphasis on the idea of English as a means of communication around the world, they say that anywhere you want to go abroad; you can find someone who speaks English. Besides, they have realized that all international trade agreements and business are carried out in English. Furthermore, they have access to media, television, music, movies, video games, even instructions of electronic devices, and they are done in English. That is why they recognize the importance of this language and the great benefits it brings into their lives.

The participants also indicated that English is a language that can help them to find jobs everywhere because nowadays the companies are demanding bilingual people, so “if you are bilingual you can have more and better opportunities.” Moreover, they stated that English is very useful for their professional careers and during the college; they say that if you know the language, you can save time and use it in other subjects. Besides, for some of the participants,

English is a very important basis for their professions, e.g. people who are going to work in cruises and as flight attendants.

They emphasized on the importance of English when traveling and meeting people. They insisted on the idea of English as a language that is spoken around the world and for all of them to travel is a dream, in fact, some participants are going to travel to study when they finish school. One of the students mentioned that English is important for Latin people because there have been many cases where they have succeeded because of the language. Moreover, it is important to mention that when they talk about traveling, most of them mention specifically the United States.

To sum up, the participants stated that English is without question fundamental for their lives and it is the best tool they could have to communicate around the world.

5.1.2.4. Needs and recommendations.

The discussion about this topic was very enriching because students wanted to leave something that could be useful for the future generations at school and to contribute to the improvement of the English class. At the end, the data they given was about methodology, materials, teacher, and topics. About the first one, methodology, here are some recommendations given by them:

- Do classes more dynamic, which means to play more games like the ones they had the opportunity to play in class, e.g. board games, kahoot, online games, among others. Games make the class more fun.
- Include more activities where they can interact constantly with their classmates, activities focused on pronunciation, vocabulary and speaking. Besides, they suggest

that there should be more activities like singing, acting, plays and poems, not only for the events at school but also as part of the classes.

- Use the most frequent media nowadays so that some students can be more interested, e.g. social networks, television, movies, and music.
- Speak in English all the time during the class to challenge students to understand. If teachers do not challenge students, they get used to waiting for an explanation in Spanish or the translation. Therefore, they suggested 100% of English during the class.
- Be more practical and not focused the class only on grammar. Grammar is important for them and for the presentation of the Prueba Saber, but the classes focused on grammar are not very interesting. They said that if teachers are going to explain grammar, they should be more dynamic and do activities that are more attractive to students, it means to teach grammar in a different way.
- Put the language in practice, but “language taken to reality”, to their reality, which means to take into account their interests and especially their expectations.
- Have a minimum of three hours of class during the week, even more. It is not fair to have only two hours in 9th and 11th grade, especially in 11th because they need to review for the national test. Students said that there are some other areas, which have more hours assigned in the schedule and they are not well used, so those hours can be used for the English class, which will be more useful and significant.
- Make emphasis on speaking and pronunciation, not only in reading and in writing. According to students, it is fine to strengthen these last skills but they also want to know how to speak and how to get along in different situations of life, so they need to have more speaking practice in the class.

Concerning materials, students just mentioned three: books, audio material, and computers. They had divided opinions about the books. One group said that the books have not been very useful because they are not good enough and they are not attractive for them, besides, classes should be more practical and productive and not only focused on the book. On the other hand, there is the group who said that the books should be used more frequently and they should be joined to audio activities to strengthen the listening skill. About literature books, in general they all expressed that they are very good, but that it would be interesting to have the chance of reading a book of their own preference. They also asked to include comics in the reading activities. Additionally, students suggested using computers frequently and projecting more videos of series and/or cartoons to have a kind of immersion class where they are going to be more attentive and learning can be easier.

With respect to the teachers, most students said that their current teacher has a good methodology (dynamic, different ways of teaching, good explanations, teaches useful things, funny) and they feel comfortable, and in general, taking into account the other teachers, they feel satisfied; however, some recommendations were given:

- Do not focus the classes on the area / classroom plan, do not become too attached to it, do not teach unnecessary topics because they are in the area plan, do not teach things that are not useful to their daily life.
- To be “broader” with the topics, which means to include different activities and not just to focus on one.
- Give more importance to the listening and speaking skills. According to the students, all the teachers in the institution should put this into practice, because it is very likely to have an encounter with a foreign person in any place.

- Do not leave homework. It is best to do all the work during the class because many students use the translators to work in the house and that is not the idea, which is cheating. Homework could be sent in a different way, as they have done it lately, e.g. to watch a video, take notes, learn how to use phrases.

Regarding the topics they would have liked to learn, they said it would have been very nice to work on speaking in different contexts, e.g. at the airport, an interview for a job or a scholarship. These kind of activities that give them the background to get on in a particular situation with a foreign person. Again, students made emphasis on the improvement of their speaking skill. They see it as the most important skill to be developed and as a very useful tool not only for the class but also for future particular situations. They did not mention any particular topic to be worked on; in fact, they just said that they would have liked to have more speaking practice in class, no matter the topic, but if they had to choose, they would say national and international current events, and also sports and music. When they were asked about how they would have liked to learn that, they stated that by watching the news in English, not only reading them.

Summarizing this final category, students suggest to implement more speaking in the context of real situations that can help them to interact with people, this with the help of a teacher who can understand their process and has in mind all their difficulties, not only academic but also the ones they have around them.

5.2. Analysis and Discussion

Colombia is a country where people speak only one language in spite of being a society with multiple native languages. However, all the public policies about language have

supported English as the foreign language to be taught at schools, and that is why English has attained a high status in our country. Why to mention this fact? Because from the information gathered it is very clear that students relate English language with being bilingual. They do not recognize other languages, not even the Colombian native languages, and it is because of the influence they have is from English and the countries where English is spoken, specifically the United States and the United Kingdom.

Based on this fact and on the theory previously presented, the information gathered and described was analyzed. Triangulation was applied to link the data, to enhance the credibility of the study, and to have a better comprehensive understanding of the research; and in this case, specifically it was very helpful to corroborate evidence from both instruments. It is true that the survey was implemented with the purpose of finding beliefs and the World Café with the intention of finding attitudes and needs; but in the middle of the process, it was discovered that both instruments were extremely related and could be used for joining the three categories. In this sense, the information will be presented according to these categories: attitudes, beliefs, and needs.

5.2.1. Attitudes

The first objective of the study was to explore the attitudes of the eleventh graders towards learning English as a foreign language. As proposed by Gardner and Lambert (1972), attitudes will be analyzed according to some categories, in this case, the ones related to the target language, and those relating to language learning in general. Besides, some educational factors will be taken into account: the teacher, the methodology, the school, and even the curriculum.

According to the information, it is possible to say that most of the participants in this study have a positive attitude towards the English language, and at the same time, they are motivated

to learn it. It is true that the teacher and everything involved in the class (e.g. methodology, personality of the teacher, materials) influence students in a negative or a positive way, in this case, the influence has been positive, especially in this last school year. Taking this into account, and the knowledge I have about students of eleventh grade who are attending English courses outside the school, I can say that the attitudes shown in the study, as Rokeach said, have predisposed the students positively. Therefore, if the students have a positive attitude towards English, they are also motivated, and therefore they show preference for the language and better results in learning.

At this point, it is possible to join the experiences with language with the attitudes of the participants, and as Chambers (1999) said, students bring to the foreign language classroom their experiences and join them with their expectations and advantages of language learning. Those students who had good experiences in the past with the English class had also high expectations about learning English and how it is going to be useful in their futures, and this proved the fact that attitudes based on direct experiences are strongly retained and influence behavior in a direct way.

The attitudes were observed according to their behavioral, cognitive and emotional aspects and they all were positive in general, which could be due to the learning environment of the English classroom and the influence of the English teachers. The behavioral aspect shows that participants have a positive behavioral attitude and spite they do not feel relaxed at all, they feel they can participate even when they feel nervous. During the discussion, they talked about paying attention to the class and they said they usually do it because they know they need to understand, and furthermore, they remark the idea of the importance of learning the foreign language. In relation to the cognitive component, it will be easier to explain it taking into

account the results of the survey about beliefs, because this cognitive aspect is about beliefs, knowledge and thoughts about English as a foreign language and its teaching and learning process; so, this will be analyzed in the following category.

Regarding the emotional aspect, it can be said that students like English and they want to learn it, but they want to include Spanish in the class. In the survey and in the World Café, students said that translation to Spanish is a positive strategy in the classroom, and they considered that Spanish should be used or allowed when learning English. This is reinforced by the answer that 50% of the students gave to the statement number five in the survey, about the importance of translation in the learning of English; they said it is the most important part of this learning process. Therefore, for these students, Spanish and translation as part of the English class promote a positive attitude of students. On the other side, students also ask to speak 100% in English, but at the same time, they also want to include their mother tongue in the class. They are ambivalent towards both languages, but they recognized that their exposure to the target language outside the classroom is very poor and they feel they need Spanish to feel more comfortable.

The general results showed that students have positive and favorable attitudes towards English at school and this is because they relate it to the notion of English as a global language, which means they recognize the importance of mastering the language in current times, and they declared it is something that could be very helpful for their future. These answers gave us the idea that they understand the importance of mastering a foreign language to be more competitive in their future expectations; furthermore, students' answers show clearly that they consider English as an important tool to acquire new knowledge and improve their academic and professional opportunities.

With respect to the attitudes towards the learning of English as a foreign language, particularly talking about the teacher and his/her methodology in the class, students show a general positive feeling towards some teachers that have shared with them during the six years of school. This positive feeling is related directly to aspects like dynamism in the class, the power of motivation, resourcefulness, creativity, and some specific personality features as patience, empathy, interest, and respect.

Finally, it could be said that in this study there are more positive than negative feelings and experiences. In fact, there is a combination of positive factors, e.g. most of the students have not had bad experiences in English classes; they have a comfortable environment in the classroom; they have had teachers who have influenced their positive feelings towards the English language; and they are very critical about the materials, the methodology and the whole process of teaching and learning a foreign language. However, there are some negative aspects that must be analyzed, e.g. the lack of confidence at facing interaction with someone, Colombian or foreign; and the lack of practice outside the classroom. These two aspects make us think that even though the students have positive attitudes in general, there is something missing in the process and it is necessary to look for it to have more confident and motivated students, and therefore to have better results at learning and in the academic results. That something could be the lack of practice in the classroom, which takes us to one recommendation done by students about the reinforcement of speaking in the class, because that is what they are interested in.

5.2.2. Beliefs

To talk about beliefs it is necessary to start mentioning the ones who received the most *agree* and *totally agree* answers and percentages, and it is important to remember that the total

of interviewees were 103 students. It is also important to clarify that in some cases it was hard to interpret the results because there was no significant relevance between the totally agree and agree results, and the totally disagree and disagree results, so it was decided to add both positive as one result, and both negative as one result. In this order of ideas, the most common beliefs and perspectives presented by students are:

1. If I learn to speak English well, I will have plenty of opportunities to use it (102 students).
2. It is important to repeat and practice English a lot (102 students).
3. If I learn English well, I will have better job opportunities (102 students).
4. English is important for my future (100 students).
5. Anyone can learn to speak English (99 students).
6. Learning English nowadays is indispensable (92 students).
7. The most important part of learning English is to learn the vocabulary (90 students).
8. It is important to speak English with an excellent accent and a good pronunciation (87 students).
9. Learning English is learning to communicate (86 students).
10. English is learnt in a practical, non-theoretical way (78 students).
11. The best is to learn English in a country where English is spoken (78 students).
12. The English class should start with a game to activate knowledge (77 students).
13. Learning English is easier for kids than for adults (73 students).
14. Learning English is different from learning other subjects (72 students).

From these beliefs, four belong to the category of motivations and expectations of students with English as a foreign language, four correspond to the category of learning and

communication strategies related to English, four relate to the category of the nature of English learning, and two belong to the category of English language aptitude. The category about the difficulty of language learning did not receive high percentages; instead, the answers tend to be neutral. What can be said about this category is that students do not feel safe at speaking in front of others, and that is why they prefer reading and writing instead of speaking and listening; and this is one of the reasons why students recommend reinforcing these last two skills in the classroom.

In the case of beliefs about motivations and expectations of students with English as a foreign language, we can say that they were the ones who received the highest scores, and this allows us to establish that almost all respondents have a strong instrumental motivation towards learning English, due to they believe that this will make possible for them to gain access to better job opportunities. It is also possible to say that they have an integrative motivation in certain way because they manifest that at learning English they will have plenty of opportunities to use it; and this related to the answers given to the category of English for life in the World Café, makes us confirm that they want to travel abroad to study and work, so they want to participate and be part of a community where English is the tool to communicate. Likewise, according to all the answers gathered in this study, it is confirmed that students give a very high level of importance to learning English as a tool and a means of communication that will help them in their academic and work future in a globalized world where English is an international language.

As a final comment for this category, in the statement six that could be also a representative belief (66 students answered agree and totally agree), one situation can be seen and it is that students consider that at the end they are going to learn English very well, and the ones who

were neutral is because they recognize they have a lack of knowledge of certain aspects of the language.

About the category of learning and communication strategies, we can say that for eleventh graders, practice and repetition are effective strategies, but they are not sure about guessing from context (most answers were neutral, followed by the opposition to this strategy), they prefer not to take risks. This last statement was not taken into account for the list because there is not a noticeable belief, but the answers are important to complement the learning strategies. Concerning to speaking English with excellent accent and a good pronunciation, students assume that pronunciation is a very important aspect for them as non-native speakers. In fact, at relating this to the information gathered in the World Café, it is very clear that for students is really important to reinforce speaking and pronunciation. It is possible that this belief about pronunciation and good accent is there because they recognize the importance of English as a language of international communication in many parts of the world, and because they manifested several times that they just wanted to be understood in English by the others no matter the country, so for them the objective is not to speak like natives, it is just to be intelligible. This gives us the tools to introduce in the English classes three very important concepts: lingua franca, intelligibility and comprehensibility.

It is supposed that the knowledge and the influence that the teachers have about English currently, have also influenced students in the classes; and of course, the experience they had with the native speakers in the fellowship program from the government was very enriching for them because that increased their interest for the language and they also started to develop a multicultural knowledge. As Pajares (as cited in Villarreal, Muñoz and Perdomo, 2016, p. 141) and Ellis (Ellis & Tanaka, 2003) say, beliefs depend on the experiences that students have

lived and which have allowed them to make decisions about the language and its learning for the present and the future, and also in these beliefs, the teachers have an impact and affect what students learn and how they learn it.

Finally, for this category, there is another statement with a high level of agreement and it was the one about learning English in a practical, non-theoretical way, which reinforces the idea about experiences, in this case experiences in the classroom. Joining this to the information of the World Café, students clearly manifest that they want more practical activities, they want daily situations, learning contents in context, using real materials, they want more examples of how using the language, they want more movement in the classroom to experience and live the language in a more meaningful way.

The other category with high percentages was nature of language learning. In this case, 90 students expressed that vocabulary is fundamental in the learning of English and this is confirmed by Schmitt (2008) who says that “learners need large vocabularies to successfully use a second language, and so high vocabulary targets need to be set and pursued” (p. 355). For students, aspects as grammar and translation are also important because they have a considerable high level of agreement (54 and 52 respectively), but not so important as vocabulary; and they do not care either if the teacher is a native speaker or Colombian, as was shown in the previous information from the World Café. Something interesting is that students say that the best is learning English in a country where English is spoken, maybe this is related to the emphasis they made on pronunciation and accent. However, a doubt is born here because if they do not care if the teacher is native or not, and if they just want to be understood, why to learn the language in a country where English is spoken? In addition, why not to consider

the knowing of the culture of the countries where English is spoken as an important aspect in the learning process? These ideas need to be clarified because they show ambivalence.

A final aspect about this category is that students think that learning English is learning to communicate, and this is directly related to the previous paragraphs where it was said that they see English as a means of communication in the world. They also recognize that learning English is different from learning other subjects, which means they know that each subject has its own methodology and strategies to be taught. This can be linked to the information given by students in the World Café when they talked about experiences with different teachers (different subjects) in their English class, which they did not like because those teachers did not know how to teach the language.

The last category with a high level of agreement is the one about foreign language aptitude. Here, students manifest that anybody can learn English, that is why most of them were neutral and opposite to the idea of people with a special ability to learn the language; however, they say that this process is easier for kids, and they express this because they think kids learn in a different environment to the one they have. Anyway, the participants consider they have a special aptitude to learn English, it is not a representative belief but it got enough agreement (57 students). If this is related to the information gathered in the World Café about experiences with English, it could be said that for most of the students these experiences have been positive and have played an important role in their motivation, and even in their attitude towards the language, and of course in recognizing their abilities to learn it.

5.2.3. Needs

For showing the needs expressed by students, these needs were classified according to Hutchinson & Waters' proposal (1987) which is about target needs and learning needs. First,

the target needs will be presented in the following chart, and they are classified as necessities, lacks and wants.

<i>Necessities</i> (what is necessary in the learner's use of language)	<i>Lacks</i> (what necessities the learner has taken into account against what the learner knows)	<i>Wants</i> (what the learner wishes to learn or what he feels he needs)
Oral interaction with others Pronunciation and vocabulary Speak in English 100% in the classroom Put the language in real practical situations: at the airport, job or study interviews, among others	Oral practice and interaction inside and outside the classroom Memorize vocabulary Listening comprehension activities	Be intelligible and comprehensible in any field (academic, labor, daily life) To be able to communicate with anybody in any place of the world

The results about necessities in relation to the usual use of English point to the academic and general purposes, focusing on the oral ability. What students forget is that it is very important to develop the other skills to have a good and effective use of the language. The results about wants, confirm the ones about necessities, they need English for academic and general purposes. Concerning the lacks, the three presented in the chart can be very useful at the moment of planning classes and practicing a particular skill.

With respect to the learning needs, what students need is:

- Dynamic and practical classes

- To include the most frequent media in classes
- To continue working in groups, but at the same time giving spaces to individual activities
- To have more than two hours of class during the week
- To include real materials to the class (media, literature, books, audios, comics)
- To include more pronunciation and vocabulary activities
- To have a teacher with a good methodology who does not attach the class to the classroom plan, who has a variety of topics to include in the class, and who knows how important is to them the practice of listening and speaking
- To have a teacher who respects their individual processes
- To have more classwork instead of homework

This data in general shows the preference of students for certain topics, learning strategies, and characteristics of the teacher. It is important to know these preferences, not just to find out what is useful for students but also to have an idea of what they do not like. Here, students provide a very clear list of examples of activities they want to be included in the English class and how they want to practice them, so it is important to take into account their recommendations for the future changes in the area plan. It is true that in our case this is not a course for specific purposes, but the information gathered is crucial for our general English course, because it gives tools to the English teachers and the school to improve their pedagogical practices by taking into account the voice of the students. What students ask is not difficult to implement, I consider that to reinforce speaking, including modern teaching practices, and to include a broader topic base in the classroom are strategies that can be easily

taken into account in the English classroom and could also bring the results that the educational community needs.

6. Conclusions

- The answers given by the students showed more positive than negative experiences, and in general, they showed they liked the English language and the English class.
- For eleventh graders is very important to study English, and they think that the foreign language is a significant tool to improve their academic and professional opportunities. It is very clear that students have an instrumental motivation towards the learning of English, due to this language will possibly give them the opportunity to access to better job opportunities, to travel abroad and be part of a different community.
- There is a considerable number of students who do not relate the language with culture. In addition, there are some ambivalent ideas they have about the country where the English should be learnt and the skills they need to practice. These issues need to be clarified.
- The study showed that beliefs of students play an important role in the process of learning a foreign language, because thanks to the previous experiences lived by them; they have constructed positive expectations and a positive concept of the language.
- The noticeable beliefs collected corroborate students' attitudes towards English and its teaching-learning process at school; and at the same time, show a number of lived experiences and the influence these have had on their lives, giving elements to teachers and the school to improve processes in the classroom and even outside of it.
- Students' answers demonstrate that learning English should be addressed in ways that can be more meaningful. How? By providing students with learning experiences that go beyond the normal class, experiences where oral interactions can be the most

important aspect, and where contents and materials can be contextualized in a real environment.

- For teachers, it is very important to know the students' beliefs and how these can favor or difficult the English learning process, and in this way they can modify those beliefs that do not let students advance, and can give them more opportunities to develop the communicative competence they want.
- The information about the different types of needs obtained with this study is useful to provide some basic ideas about changes in the area plan, and even in the syllabus. It also gives ideas about picking, adapting and designing materials according to the students' needs and purposes. Teachers need to take this into account at the moment of organizing their planning and their practice in the English classroom.
- It is important to clarify to students that speaking can be their ideal skill to be developed, but they cannot forget that English learning implies more than one skill and they need to manage all of them to have a good proficiency level in the language.
- Speaking is the most important aspect of English for students. Work on it is a challenge for teachers in this school due to the few hours of class they have during the week and due to the results that the schools needs to show to the Ministry of Education in the Prueba Saber 11 (test that is focused on reading).
- It is clear that for the students the context is not appropriate to practice the language, they do not have enough spaces to put it into real practice. In fact, their families and homes are not either spaces provided for practice, because in spite of their parents tell them to learn English they do not know it.

- The students who talked about having bad experiences with English related these experiences to having a non-English teacher in the class. This is a very relevant topic in the educational field, because it does not depend only on the principal of the school, it is a matter of the educational policies and norms. Not having the English teacher for the English can cause future problems to students to adapt themselves to the subject and even to create resistance towards it, besides it can be really counterproductive because students can learn the language in the wrong way (bad pronunciation, fossilization of mistakes, wrong grammar rules, among others).
- The World Café methodology was a very useful tool at the moment of gathering information because students felt comfortable and they could express themselves without any restriction. It is recommended for this kind of studies because it promotes the sharing of experiences around a topic and the free participation.

7. Recommendations

- For future research: It is very important to analyze with the students of all levels what bilingualism means; and at the same time, to include the concepts mentioned previously: lingua franca, intelligibility, and comprehensibility. This will make the English classes more enriching and will give the opportunity to teachers of including and widening the multicultural aspect in the learning process of the students.
- It is necessary to use modern teaching practices and resources during the English classes. Students need to be provided with more opportunities to use the language outside the classroom and teachers should give them extra tasks related to their preferences (movies, music, TV series) which will have them engaged in their learning process and experiences.
- For analyzing a future survey, it is important to use a different scale: Agree, Neutral, and Disagree. In some cases it was hard to interpret the results because there was no significant difference between the totally agree and agree results, and the totally disagree and disagree results.
- It would be very useful to analyze the study habits of the students out of the classroom in order to understand the low level of proficiency they present, especially in the national test. Their results are not bad but they do not represent what they showed in this study.
- It is very important to analyze what kind of homework is being sent to students. As for all students, homework is not one of their favorite issues, but depending on the type of homework, they can feel more motivated and interested in the language. This was

related to study habits, and also to learning strategies, which would be a very useful material for the school, the teachers, and most importantly for the students.

- Bearing in mind that the school is implementing an updating process of the English area plan, it would be very interesting, useful, and enriching to implement all the information gathered here with the rest of the students, especially with sixth graders who are beginning their process in the school.

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9. Appendices

Appendix A

CREENCIAS SOBRE EL INGLÉS COMO LENGUA EXTRANJERA Y SU APRENDIZAJE EN EL AULA DE CLASE

Este cuestionario busca conocer las creencias de los estudiantes de grado 11° de la IETI Antonio José Camacho con respecto al idioma Inglés como lengua extranjera y su aprendizaje en el aula de clase. El cuestionario hace parte del Trabajo de Grado de la docente Ayda Lucy Zambrano en el Programa de Maestría en la Enseñanza del Inglés como Lengua Extranjera de la Universidad Icesi. Agradezco su colaboración y la autorización para usar sus respuestas de manera confidencial como datos de la investigación.

*Obligatorio

1. Dirección de correo electrónico *

2. Nombre *

3. Grado *

Marca solo un óvalo.

11-1

11-2

11-3

11-4

11-5

4. Lee cada una de las siguientes declaraciones y marca tu nivel de acuerdo o desacuerdo en cada una de ellas. Por favor, responde todas las preguntas.

Marca solo un óvalo por fila.

	Totalmente de acuerdo	De acuerdo	Indeciso	Desacuerdo	Totalmente en desacuerdo
Aprender inglés es más fácil para los niños que para los adultos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si aprendo a hablar bien el inglés, tendré muchas oportunidades para usarlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Es importante hablar el inglés con un excelente acento y una buena pronunciación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si aprendo bien el inglés, tendré mejores oportunidades laborales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más fácil hablar inglés que entenderlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más fácil entender inglés que hablarlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hay personas que nacen con una habilidad especial para aprender inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La parte más importante del inglés es aprender la gramática.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es importante repetir y practicar mucho el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Está bien adivinar si no conoces una palabra en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La parte más importante del aprendizaje del inglés es aprender a traducir del español al inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que acabaré aprendiendo a hablar inglés muy bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La parte más importante del aprendizaje del inglés es aprender el vocabulario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más fácil leer y escribir en inglés que hablarlo y entenderlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es importante hablar el inglés con un excelente acento y una buena pronunciación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si aprendo bien el inglés, tendré mejores oportunidades laborales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más fácil hablar inglés que entenderlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más fácil entender inglés que hablarlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hay personas que nacen con una habilidad especial para aprender inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

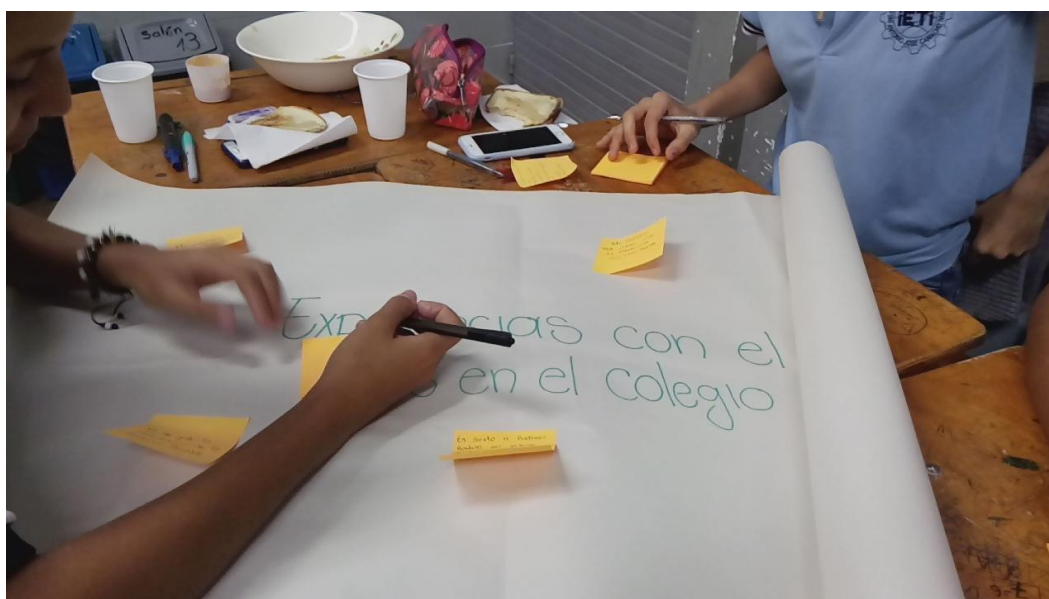
La parte más importante del inglés es aprender la gramática.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si escucho a alguien hablar en inglés, me acerco y trato de interactuar para practicar lo aprendido.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tengo una aptitud especial para aprender inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me siento seguro al hablar en inglés delante de otras personas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lo mejor es aprender inglés en un país en el que se hable inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cualquiera puede aprender a hablar inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es mejor recibir la clase de inglés con un profesor nativo que con un profesor colombiano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El inglés es útil dentro de mi contexto familiar y socio-económico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El inglés es importante para mi futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés es muy difícil.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés es aprender a comunicarse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La clase de inglés debe empezar con un juego para activar conocimientos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La clase de inglés debe empezar con un juego para activar conocimientos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El inglés se aprende de forma práctica, no teórica.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Para hablar inglés es necesario conocer las culturas de países en los que se habla inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés es diferente a aprender otras asignaturas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La gente que puede hablar otro idioma es muy inteligente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés actualmente es indispensable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B

Photographs



Fotografía 1 Mesa 4 “Necesidades y Recomendaciones”
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 2 Mesa 1 “Experiencias con el inglés en el colegio”
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 3 Discutiendo y organizando ideas
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 4 Trabajando en grupo
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 5 Organizando mis ideas
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



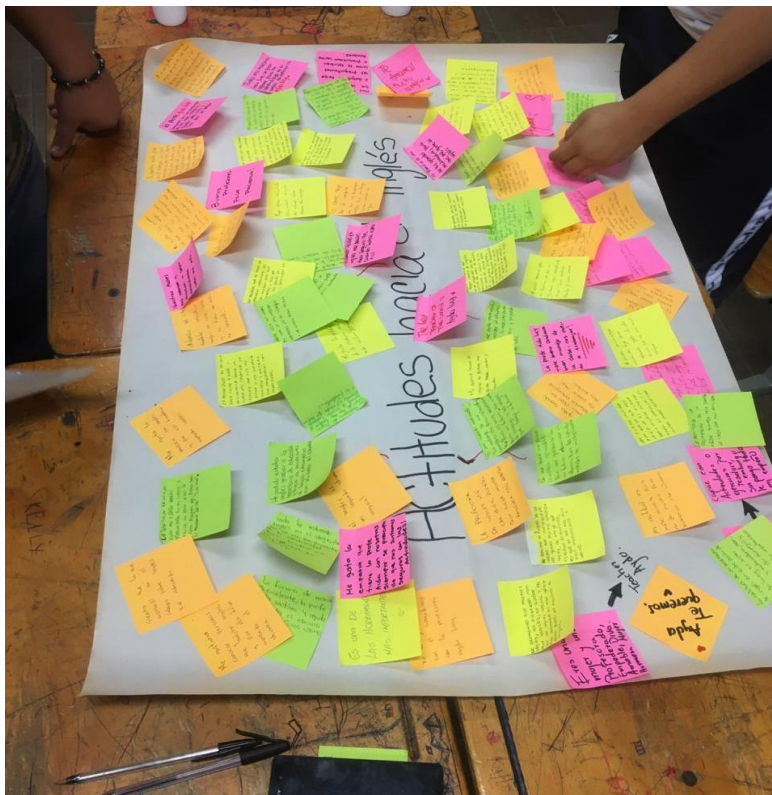
Fotografía 6 Mostrando nuestro trabajo
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 7 Mesa 3 “Actitudes”
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 8 Mesa 4 “Inglés para la vida”
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



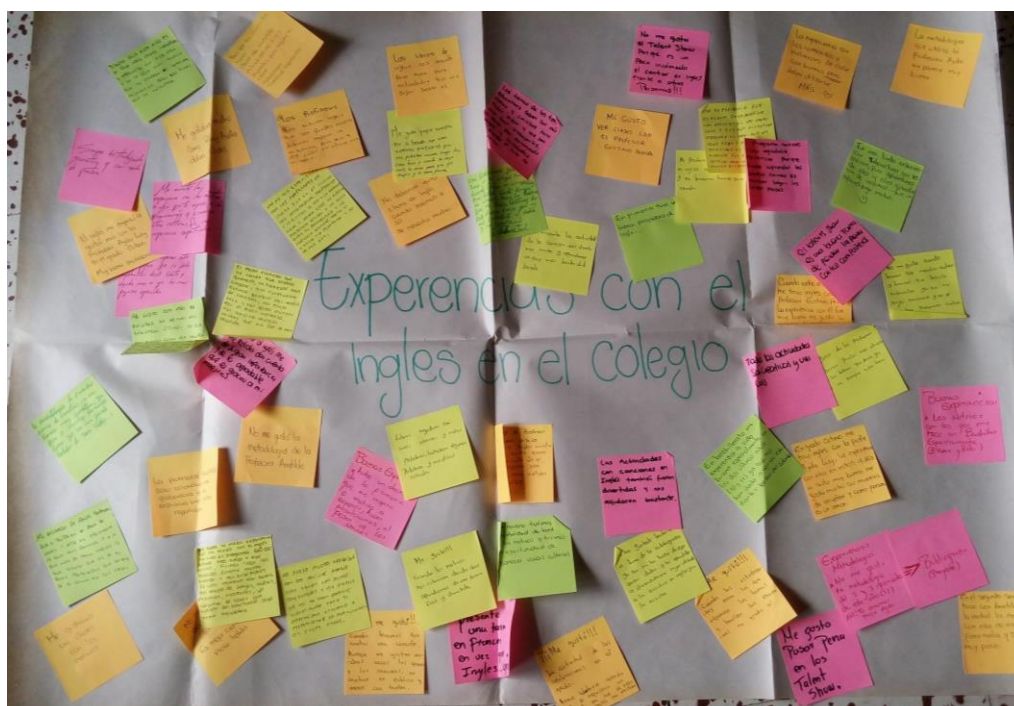
Fotografía 9 Mesa 3 Trabajo final después de la rotación
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 10 Leyendo y discutiendo comentarios
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 11 Grupo de trabajo del World Café - Estudiantes de grado 11°
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 12 Mesa 1 Trabajo Final
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 13 Mesa 4 Trabajo Final
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.



Fotografía 14 Invitación al World Café
Fotografía de Ayda Lucy Zambrano. Cali, 2019. World Café. Archivo personal.

Appendix C

Informed Consent - World Café



Universidad Icesi – Maestría en Enseñanza del inglés como lengua extranjera

Investigación: “*Students’ Attitudes, Needs and Beliefs about English as a Foreign Language and its Teaching-Learning Process in the Antonio José Camacho School*”

Investigadora Principal: Ayda Lucy Zambrano Pasos

Título de la investigación: Students’ Attitudes, Needs and Beliefs about English as a Foreign Language and its Teaching-Learning Process in the Antonio José Camacho School

Tutora: Diana Margarita Díaz Mejía

Sitio de investigación: la investigación se llevará a cabo en la Institución Educativa Técnico Industrial Antonio José Camacho – Sede Central

Introducción:

La Maestría en Enseñanza de inglés como lengua extranjera tiene como requisito de grado la realización de un trabajo de grado de tipo investigativo. El propósito de este trabajo es tanto el desarrollo de competencias investigativas por parte de los docentes, como la práctica reflexiva. Para poder proceder con el ejercicio investigativo, es necesario contar con la autorización de los padres para usar información de los estudiantes y con la autorización de los mismos niños y niñas. Esta investigación se llevará a cabo el día Viernes 4 de Octubre de 2019 y hará parte del trabajo desarrollado en el área de inglés.

¿Por qué razón se está haciendo este estudio? Esta investigación se está realizando como proyecto de investigación requisito para grado de la Maestría en Enseñanza de inglés como lengua extranjera en la Universidad Icesi. El estudio busca darles voz a los estudiantes para que manifiesten sus expectativas y necesidades reales en cuanto al aprendizaje del inglés de acuerdo a su contexto socio-económico y cultural, y de esta manera a hacer propuestas para mejorar las prácticas pedagógicas en las aulas de clase de idioma extranjero en nuestra institución.

¿Cuáles son los procedimientos de este estudio? ¿Qué van a pedir a los niños y niñas que hagan?

Los estudiantes participarán de una técnica de trabajo llamada World Café, en la cual compartirán sus experiencias, sus expectativas y necesidades en cuanto al aprendizaje del inglés. Esto se realizará en un espacio de la institución, con autorización del Rector y conocimiento de los Coordinadores, y se llevará a cabo en una sola sesión.

¿Cuáles son los riesgos o inconvenientes del estudio? Se considera que no hay riesgos ni inconvenientes por participar en esta investigación. Lo que los estudiantes manifiesten no será usado para ninguna otra investigación ni por ningún otro docente, y se mantendrá total reserva de sus nombres.

¿Cuáles son los beneficios de este estudio? La participación del grupo es muy importante en este estudio. Este estudio busca que los estudiantes de grado once manifiesten sus inquietudes y sus necesidades reales en cuanto al aprendizaje del inglés, además que contribuyan en la mejora de las prácticas pedagógicas en el aula para futuras generaciones.

¿Se hará algún pago por la participación en este estudio? Los niños y niñas, o sus familiares, no recibirán pago alguno por la participación en este estudio. Tampoco habrá consecuencias si se decide no autorizar la participación de algún niño o niña.

¿Existen costos por participar en este estudio? No hay costos por participar en esta investigación.

¿Se puede dejar de participar en el estudio y cuáles son los derechos de los niños, niñas y sus familiares? Usted no tiene que hacer autorizar la participación de su hijo o hija en este estudio si no lo desea. Si está de acuerdo con autorizar la participación de su hijo o hija en este estudio, pero luego cambia de opinión, se podrá solicitar el retiro del niño o niña en cualquier momento. No hay ninguna penalidad o consecuencia si se decide que no se quiere participar o no se quiere continuar participando.

Ni los niños y niñas, ni sus padres, están obligados a contestar preguntas relacionadas con el estudio que no quieran contestar.

¿A quién puedo contactar en caso de tener preguntas? Puede contactar a Ayda Lucy Zambrano Pasos, Lic. En Lenguas Extranjeras y docente de inglés de grado 11 en el presente año lectivo, al correo alzp1021@gmail.com, o puede localizarla en el salón 9 del segundo piso de la institución.

¿Qué uso harán de la información que se recolecte a partir de la aplicación de la secuencia didáctica? La información recolectada en la presente investigación será usada con fin exclusivo de conocer lo que los estudiantes piensan sobre la enseñanza y el aprendizaje del inglés en nuestra institución, y sus expectativas y necesidades reales de acuerdo a su contexto. No se publicarán nombres ni datos propios en los informes que se produzcan en el proceso de investigación. El uso de la información será confidencial y con propósitos académicos únicamente. Se requieren registros fotográficos y videos, en los que se puedan ver el desarrollo

de la metodología del World Café, por lo tanto se solicita su autorización para utilizar este material en la elaboración del documento final. En la publicación de fotografías en el trabajo escrito no se incluirán los nombres de los niños.

Documentación de consentimiento

Yo he leído este documento y decidí autorizar la participación de mi hijo o hija en el proyecto de investigación descrito arriba. El objetivo general, el tipo de participación que tendrá mi hijo o hija, y los posibles riesgos e inconvenientes han sido explicados de manera satisfactoria. Declaro entender que puedo retirar a mi hijo o hija en cualquier momento. Al escribir mi nombre yo certifico que he leído este documento de consentimiento y que estoy de acuerdo con la participación de mi hijo o hija en esta investigación.

Nombre del niño o niña

Firma del padre, madre o acudiente

Fecha

Firma del padre, madre o acudiente

Fecha

Appendix D

Informed Consent - Survey



Maestría en Enseñanza del inglés como lengua extranjera CONSENTIMIENTO INFORMADO

“Students’ Attitudes, Needs and Beliefs about English as a Foreign Language and its Teaching-Learning Process in the Antonio José Camacho School”

La Maestría en Enseñanza de inglés como lengua extranjera tiene como requisito de grado la realización de un trabajo de grado de tipo investigativo. En este caso la docente Ayda Lucy Zambrano Pasos llevará a cabo la investigación con estudiantes de grado 11° y para poder proceder con este ejercicio, es necesario contar con la autorización de los padres para usar la información. Se les solicitará a los estudiantes contestar la encuesta online **“Creencias sobre el aprendizaje del inglés”** y el uso de la información será confidencial y con propósitos académicos únicamente. No hay riesgos ni inconvenientes por participar de la encuesta.

Documentación de consentimiento

Yo he leído este documento y decidí autorizar la participación de mi hijo o hija en el proyecto de investigación descrito arriba. El objetivo general, el tipo de participación que tendrá mi hijo o hija, y los posibles riesgos e inconvenientes han sido explicados de manera satisfactoria. Declaro entender que puedo retirar a mi hijo o hija en cualquier momento. Al escribir mi nombre yo certifico que he leído este documento de consentimiento y que estoy de acuerdo con la participación de mi hijo o hija en esta investigación.

Nombre del (de la) estudiante

Firma del padre, madre o acudiente

Fecha