STUDENTS’ IDENTITIES AND MOTIVATION IN EFL CLASSROOM

YEIMY Xiomara Barrera OSPINA
Yenyffer Alejandra Hurtado Vera

Universidad de la Salle
Facultad Ciencias de la Educación
Licenciatura en Lengua Castellana, inglés y francés.
Bogotá D.C., Junio, 2013
STUDENTS’ IDENTITIES AND MOTIVATION IN EFL CLASSROOM

YEIMY XIOMARA BARRERA OSPINA
YENYFFER ALEJANDRA HURTADO VERA

Trabajo de grado presentado como requisito para optar al título de Licenciado en Lengua Castellana, Inglés y Francés

Director:
EDGAR LUCERO BABATIVA

UNIVERSIDAD DE LA SALLE
FACULTAD CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS.
BOGOTÁ D.C., JUNIO, 2014
RECTOR:
CARLOS GABRIELGÓMEZ RESTREPO. FSC.

VICERRECTORACADÉMICO:
CARLOS CARVAJAL COSTA

DIRECTOR FACULTAD CIENCIAS DE LA EDUCACION:
DANIEL LOZANO FLORES

DIRECTOR DEL PROGRAMA:
VICTOR ELIAS LUGO VASQUEZ

LÍNEA DE INVESTIGACIÓN:
EDUCACIÓN, LENGUAJE Y COMUNICACIÓN

SUBLÍNEA DE INVESTIGACIÓN
EDUCACIÓN, PROCESOS SOCIALES Y SUBJETIVACIÓN

DIRECTOR PROYECTO:
EDGAR LUCERO BABATIVA
Nota de Aceptación


Firma del Presidente del Jurado


Firma del Jurado


Firma del Jurado


Bogotá, D.C., Junio, 2014
Dedication

This research project changed my life. More than teaching me how to do a research, it gave me the opportunity to know amazing people as my tutor Edgar Lucero. This dedication is for him, because of his hard job, his humanity and devotion to help all his students. In addition, this important achievement had not been possible without my mother, a woman who has been my father too and has given me the goodness of her heart. She makes me happy and is my biggest support in every way. She is the best woman I know. Besides, I offer this success to my husband, who is my complement. He gives me strength, courage, and love. The path of my life and all what I do have not sense without GOD and his wonderful blessings, he has lifted me in each fall and he whispers on my ear every day to give me a new opportunity. Finally, this dedication is to Xiomara Barrera because of the support, the laughter, the tears and the great friendship that emerged in her from and for this project.

Yenyffer Alejandra Hurtado Vera.

In first place, I thank God because of giving me faith to achieve this project. I also thank to teacher Edgar Lucero because of his patience, dedication, labor and help during the process of this project. I thank my parents because they have supported me along the whole major in order to finish my studies and acquire my professional degree. Finally, I thank my partner and friend Alejandra Hurtado since she left a mark in me, becoming me into what I am today.

Yeimy Xiomara Barrera Ospina
Abstract

During our formative research process at La Salle University and CAFAM Santa Lucia School, where we developed our pedagogical practicum, we found elements that condition the students’ learning such as the motivation to learn English as a foreign language, their identities, behaviors, feelings and expectations.

Therefore, as a strategy to identify and analyze the students’ motivation and identities, it was necessary to integrate activities that facilitate and promote their interest for the acquisition of a foreign language. Thanks to this, we examine the students’ responses and reactions to the different activities proposed to measure their impact on the students’ identities and motivation in the English learning process. To achieve this objective, we investigate and analyze literature review based on the activities implemented in EFL classes, age and level of students, the motivational factors, identity, and behavior in the classroom.

We use a descriptive methodology for the observations, questionnaires, and sociograms. Results show that the participant students’ identities refer to their personality, and their characteristics refer to reactions and attitudes when they face English classes. Thus, the identification of identities clearly benefits the development of linguistic abilities, allowing teachers to implement activities that encourage students’ motivation and their free expression of behaviors and reactions.

*Key words:* identities, motivation, expectations, behavior, attitudes, EFL activities.
Resumen

Durante el proceso de formación investigativa en la universidad de La Salle y en el colegio CAFAM Santa Lucía, el cual nos permitió realizar la práctica pedagógica, se encontraron elementos que condicionan el aprendizaje de los estudiantes como: la motivación hacia el aprendizaje de inglés como lengua extranjera, la identidad de cada estudiante, su comportamiento, los sentimientos y las expectativas.

Por lo anterior, como estrategia para identificar y analizar las identidades de los estudiantes se hizo necesario integrar actividades que facilitaran y promovieran el interés para la adquisición de una lengua extranjera. Gracias a esto se indagó mediante el transcurso de la práctica cómo respondían los estudiantes a las diferentes actividades programadas y a partir de sus reacciones se midió el impacto que tiene la identidad y la motivación en los procesos de aprendizaje del inglés. Para cumplir con este objetivo se vio la necesidad de investigar y analizar algunas propuestas teóricas con base en las actividades implementadas en las EFL clases, la edad y el nivel de los estudiantes, los factores motivacionales la identidad en el aula y el comportamiento.

Se utilizó una metodología descriptiva para las observaciones, sociogramas y cuestionarios. Los resultados mostraron que las identidades de los estudiantes participantes hacen referencia a su personalidad y las características hacen referencia a las reacciones y actitudes que los estudiantes manifiestan durante las clases de inglés. Es por eso que la identificación de la
Identidad favorece de manera clara el desarrollo y la potenciación de las habilidades y capacidades lingüísticas en los estudiantes, permitiendo a los docentes aplicar actividades que fomenten la motivación y el libre desarrollo de la forma de ser, actuar y comportarse.

Palabras clave: Identidades, motivación, expectativas, comportamiento, actitudes, actividades EFL.
# Table of Contents

CHAPTER 1

Introduction ......................................................................................... 1
Statement of the problem ..................................................................... 3
Research Questions ............................................................................. 5
Research objectives ........................................................................... 5
Justification ....................................................................................... 6

CHAPTER 2

Theoretical Framework ........................................................................ 8
Learning languages EFL ...................................................................... 8
EFL classroom activities ..................................................................... 9
Learners’ Variables .......................................................................... 12
  Students age .................................................................................. 12
  Students level ............................................................................... 13
Motivational factors .......................................................................... 14
Motivational Aspects ........................................................................ 16
Identities .......................................................................................... 18
Behavior .......................................................................................... 21

CHAPTER 3

Methodological framework ................................................................. 24
Type of Research ............................................................................... 24
Setting ............................................................................................. 25
Population ........................................................................................ 26
Instruments of data collection ........................................................... 27
Research Procedure .......................................................................... 29

CHAPTER 4

Data analysis and results ................................................................. 32
  students’ identities in EFL classroom ............................................... 32
Characteristics ................................................................................ 35
Observation logs .............................................................................. 41
  Students’ language ........................................................................ 42
  Students’ reactions ........................................................................ 43
  Students’ behavior ........................................................................ 45
Questionnaires .................................................................................. 46
Students’ motivation, students’ behavior and students’ identities........48

CHAPTER 5
Conclusions and pedagogical implications..........................50
References..................................................................................54
Annexes....................................................................................56
List of tables

Table 1: Interactive activities in EFL classroom.................................10
Table 2: Common reference level A1..............................................13
Table 3: Comparative chart about three motivational perspectives..............15
Table 4: Principles of motivation..................................................16
Table 5: Chart of procedures.........................................................30
Table 6: Identities’ characteristics..................................................36
Table 7: Results from the Observation Logs......................................41
List of figures

Figure 1: Identities process in EFL classroom……………………………20
Figure 2: Characteristics and identities diagram……………………………36
List of annexes

Annex 1: Observation logs.................................................................56
Annex 2: Sociogram........................................................................59
Annex 3: Questionnaires.................................................................60
Chapter 1

Introduction

When teaching a second language, many different aspects are necessary to take in consideration such as didactic, pedagogical and learning strategies, teaching strategies and evaluation, among others. However, several factors are suitable of analysis. Mainly those that relate to students’ performance in relation to the disposition for the acquisition of a new language. Nowadays, educational challenges are driving teachers toward an evolution of educational theory and practice, educators need to find tools for developing better learning processes and one of those tools is motivation inside the classroom, but also the different identities revealed during the classes.

Focusing on learning English as a foreign language (EFL), we have observed that motivation may vary depending on the students’ response to the teaching process and their socio-cultural context. Researchers, as Marzano (2003), have suggested that motivation is the clue to all learning. The biggest problem is perhaps when students’ lack of motivation is absent in the EFL classroom. If a child is not motivated enough, he or she cannot improve his or her level of language acquisition. In the same way, behavioral issues are present within lack of motivation. When lack of motivation and behavioral issues conflate, students reveal their identities inside the class through their displayed behaviors.

This research study intends to observe and analyze the type of identities that 10-to-13-years-old students reveal at CAFAM Santa Lucía School (CSLS). By discovering them, it is possible to make observation processes divided into two parts. The first one is the observations using log charts in which we analyze three different categories, students' language, students'
behavior and students' reactions. The second part is in relation to sociograms that show a map of
the classroom, the students' location and disposition to the English class. In addition, the
application of questionnaires of motivation orients language teaching and learning. They also
offer information about teachers and students' relationship, students' feelings, classroom climate,
and students’ thoughts. The results of this research provide significant information about
students’ motivation inside the EFL classroom contributing with the CSLS to advance in its way
towards bilingualism.

The first chapter of this document describes the statement of the problem, the questions
that orient the study and the objectives that guide it in order to identify students’ identities at
CSLS, determine students' behavior and finally, relate students’ identities and behaviors with the
aim of determining motivation towards Saturday’s English classes at CSLS.

The second chapter shows the theoretical supports about motivation and identities in the
classroom. According to the design of our study, we want to reflect upon the importance of
identifying students’ identities and behaviors to determine their motivation during the classes
observed. In order to get this goal, our research mixes identities, behavior and motivation as
fundamental elements in the learning process of students of sixth grade at CAFAM Santa Lucía
School.

In the third chapter, we expose the type of research, the process of data collection and the
research instruments. Finally, the fourth chapter presents the manner in which we analyze data
and obtain the results and conclusions.
Statement of the Problem

CAFAM Santa Lucía School (CSLS) is an institution of formal education where in-practice teachers from Universidad de La Salle contribute with English classes in Saturday courses. The population of the school ranges between nine to eighteen years old including courses for parents and adults from the school. This research concentrates on students from sixth grade who are between ten to thirteen years, in English level A1 according to the Common European Framework of Reference (CEFR). Those students show different attitudes facing English language learning. Some of them are prankish, distracted and disobedient, others show their interest to learn English, and they are smart and judicious.

Along the pedagogical practice, we identified the characteristics mentioned before through each class and by observations registered in our observation logs and sociograms. All the activities, attitudes, and behaviors are important to discover the manner the students assume the class. Observations documented in our logs contain the way in which students react, their language and behavior in the classroom and their response to the activities proposed. In addition, we asked them regularly about their personal aspirations, their experiences during the Saturday English classes and the learning climate they faced each class. We inquired about these aspects in order to relate the students’ identities and behaviors to determine their motivation.

The main point of our inquiry is students’ identities and behaviors as a factor of analysis with regard to their performance in EFL activities. We can observe that, in the context of CSLS, the environment changes constantly, and so does each student. For example, authors generate interest and attractive lesson plans and projects with the purpose of creating pleasant spaces. In that way, students could encourage their learning. Subsequently, the researchers of this study could identify that the educational environment of the Saturday’s courses is one of the main
contexts where students acquire information; they face situations during the Saturday classes that influence the way in which they assume English classes in the school on their daily routine. This situation may shape in any form their lives in general.

Considering the above issues, we realize that lacks of motivation could difficult the process of learning English as a foreign language. It makes unamenable some topics in class. As a result, CSLS students may associate school experiences of Saturday’s courses with boring moments, deficient grades and negative communication with the English teachers. In sum, they seem to show a rejecting attitude to learn English and subsequently, the students start to create an identity inside the class from those issues.

Furthermore, through the development of this study (preliminary observations); we could identify some other factors that affect students’ actions, reactions, behavior and the learning process. One of them is the time students spend studying topics seen each Saturday. The reasons are of different kinds. For instance, they do not care about it, they did not understand the topic, they are not interested or they forgot to study. In that way, in each class, the teacher has to dedicate much time reviewing topics because students’ seem to get less encourage in their learning process each time.

Other relevant issues are the absence of teaching and learning resources that the school offers to in-practice teachers and the parents’ expectations about Saturday’s English classes. On the first one, we realize that learning resources are necessary to create appealing and different classes that help students to feel motivated to attend class every Saturday. The second issue is important because parents may think that students are reinforcing and learning English on
Saturdays’ classes; however, they do not think of students’ motivation to be in class every Saturday and their motivation to study and reinforce at home.

Finally, we consider lacks of motivation, behavioral issues, absence of resources and parents’ attitude as elements that affect the process of learning English as a foreign language in students of sixth grade at CSLS. By analyzing those elements, we consider important to encourage students’ process implementing interesting, appealing and attractive classes by means of activities that promote motivation and allows the teachers to realize the students’ identities facing those activities. That implementation could create on the students better attitudes during the classes; they could improve their skills, feel motivated to study outside the school and improve their performance in the target language.

Research Questions

Therefore, this research looks for giving answer to the following questions:

1. What identities and behaviors do CAFAM Santa Lucía School (CSLS) students reveal during the activities proposed for Saturday English classes?

2. How do such identities and behaviors talk about the students’ motivation towards Saturday English classes?

Objectives

According to the two research questions established, the objectives of this study are:

1. To identify the different students’ identities and behaviors during the activities proposed for Saturday English classes at CSLS.

2. To match students’ identities and behaviors with the aim of determining the students' motivation towards Saturday’s English classes at CSLS.
Justification

Nowadays, learning English as foreign language for Spanish speakers’ population is a requirement practically in all fields. It offers different opportunities to people and allows the access to the information in the social media, or in the different forms that it presents. To illustrate it, we can mention the Internet, the television or the books. People do not need to live in an English speaker country to demand the use of the language and to express the need to understand and learn it.

This project seeks to identify and analyze the different identities that a group of students reveal during the English Saturday classes, and the manner such identities talk about their motivation. This study can consequently show that students’ identities are constructed and re-constructed in each class; and how much their language weaknesses decrease when they work in the different skills (reading, writing, speaking, listening and grammar and vocabulary).

This study is also important to show that learning English is not easy for the sixth grade students at CSLS if they do not have a positive attitude facing the process of learning. It is important for them to understand that the acquisition of English language is a tool in the professional and socio-cultural life. This research besides aims to contribute with the approach to attend lacks of motivation present in the students during the classes. In addition, this research aims to identify the reasons of their negative behavior and to achieve better dispositions in the EFL classrooms.

Based on the previous statements, this project, apart from identifying students’ identities, is bound to analyze and interpret students’ response through their language, their reactions and their behavior in the activities proposed during the classes. Thus, this project holds the intention of identifying how receptive students are depending on the activity
We want to observe the contrast between activities acceptance to create a useful and pleasant environment easy to understand and interesting for the students with the purpose of encouraging them to learn more English. Finally, this research attempts to determine the manner identities vary during the course establishing characteristics that refer to the personality and the way students are. Moreover, those characteristics also refer to students’ behavior and the way they act. As a result, teachers could orient efforts towards finding activities and spaces that improve such process. This holds the purpose of offering continuity to the Saturday’s classes and contributing with the quality of education in foreign language learning at CSLS.
Chapter 2

Theoretical Framework

The theoretical framework of this study starts with the definition of English as a foreign language (EFL) and the activities in the EFL classroom. Then, we present the variables of students’ age and students’ level in the EFL classroom. The next concept that gives foundation to this study is the motivational factors. In the second part of the theoretical framework, we define identities, behaviors, and their relation with the affective factors, response, feelings and expectations. With these concepts, we understand for matching students’ identities and behaviors with the aim of determining the students’ motivation towards Saturday’s English classes at CSLS.

Learning English as a Foreign Language (EFL)

Learning English as a foreign language, based on Brown (2007), is one’s native culture with few immediate opportunities to use the language within the environment of that culture. Brown explains his postulate presenting an example of a Japanese learning English in Japan. According to Brown (2007), two global developments mitigate the clarity of identifying a simple EFL context:

1. The current trend toward immigrant communities establishing themselves within various countries (e.g., Spanish, Chinese or Russian communities in a large city in the United States) provides ready access to users of so-called foreign languages.

2. In the case on English, the penetration of English-based media (specifically television, the Internet, and the motion picture industry) provides further ready access to English even in somewhat isolated settings. (Brown, 2007, p. 205)

Brown (2007) explains that people who are learning English in their own contexts should not dismiss the foreign language in the native culture in order to develop a potential
acculturation process. In other words, the learner could experience considerable culture stress depending on the social, political and cultural status of both native and target language. The purposes and the intensity of motivation in learning English as a foreign language are also relevant in the learner’s experiences because it is different when a person is learning only for academic reasons or when learning because of socio-cultural or personal interest occurs.

This concept gives us the understanding of having an EFL context for this study. The students we observe have few, almost zero, immediate opportunities to use English within the environment of the school, family, and surrounding culture. The purposes and the intensity of motivation in learning English in their culture are also relevant in the observed students because they seem to be taking these classes mostly for academic reasons.

EFL Classroom Activities

Activities in the classroom are the way in which the teacher interacts with his students (Graves, 2000). Developing interactive language teaching evolves the necessity of language teachers to evaluate his performance in order to orient adequately their classes. Along this research, we develop the activities depending on the objectives of the lesson, the level of the students, the topics to teach and the contextual factors of the setting, number of students, their age, facilities and resources available. Teachers have to think of the students’ situation facing the foreign language; taking care with time he or she spend talking, offering different kind of interaction among classmates and so on (Graves, 2000).

Classroom activities are not in a closed circle. On the contrary, it depends on the students, and directly on the teacher and the context. At CSLS, activities could vary based on the population's needs. To illustrate this fact, we include in our classes for this study activities in which students feel comfortable like peer work, games, slice and visual material, ideas and
opinion, choral drills, and intentional joking. Furthermore, we include activities in which they give information, read aloud, and initiate the participation, not verbal interaction and all those activities in relation with oral and speaking skills. As indicated further in the chapter of data analysis and results, these last activities decrease the students' motivation towards learning English.

The left column of table 1 below shows a set of activities in the EFL classrooms, suggested by Brown (2007). The right column of the table displays the activities we developed inside the EFL classroom with the students at CSLS. Accordingly, the table explains the kind of interaction recommended by the author and the manner we adapted it for each activity in our research study.

Table 1. Interactive activities in the EFL classroom.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>KIND OF INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives information</td>
<td>Giving information, facts, own opinion or ideas</td>
</tr>
<tr>
<td>Students response specific</td>
<td>Responding to the teacher within a specific and limited range of available or previously practice answers. Reading aloud, dictations, choral drills.</td>
</tr>
<tr>
<td>Students response</td>
<td>Responding to the teacher with students’ own ideas, opinions, reactions, feelings.</td>
</tr>
<tr>
<td>Open-ended or student initiated</td>
<td>Initiate the participation.</td>
</tr>
<tr>
<td>Silence – AV</td>
<td>Silence during the audiovisual activities, tape recorders, projectors and devices used to communicate.</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Gestures or facial expressions to communicate without the words.</td>
</tr>
<tr>
<td>Use of jokes</td>
<td>Intentional joking, kidding, making puns attempting to be humorous.</td>
</tr>
<tr>
<td>Silence Activities</td>
<td>Periods of quiet during the class in which it is not necessary verbal interaction.</td>
</tr>
</tbody>
</table>

Language Activities based on the Common European Framework of Reference (CEFR). Different language activities stimulate the communicative competence in language
learners. Based on the CEFR, those activities involve reception, production, interaction or mediation. With this type of activities, learning, teaching, and assessment may occur more effectively. We give a punctual account of each of these activities since they give base to the classroom activities we perform with the CSLS in this study.

1. **Reception and production:** They are primary and require interaction. Receptive activities include silent reading, consulting textbooks, understanding course content and so on. Productive activities include oral presentations, writing and fluency in speaking among others. The application inside the CSLS classes of this kind of activities it is oriented to achieve the interaction among students and fostering their speaking and listening skills by means of games, listen to music and the production of song’s lyrics. Besides, the dialogues, role-plays and videos are part of the pedagogical planning to engage students with the skills mentioned.

2. **Interaction:** Learning to interact includes more than an exchange to receive and produce. Interact is a way to acquire knowledge developing different roles. With the CSLS students, we create different agreements in which all the students have different requests; they have to pay attention to the organization of the room, helping others with the difficulties with the contents, moderators in speaking activities and games. With this kind of assignations, they have to interact and create relations that are not established. In that manner, we foster interaction leaving the “comfort zone” creating different environments.

3. **Mediation** allows the communication by means of interpretation, summarize, translation, records and paraphrasing. With the mediation, we reinforce reading skill, grammar and vocabulary by using tasks and examples of books and worksheets. Also, applying
readings about storytelling asking students for specific information and asking students to practice grammar by writing short paragraphs to share with classmates reading them aloud.

Finally, the CEFR mentions that language activities must be contextualized with domains. Those domains base on four contexts: public, personal, educational and occupational. In this project, the most important domain is Educational and it refers to all the activities that promote learning/training context in which the objective is the acquisition of specific knowledge or skills.

Learners Variables

This study focuses on a specific population during the pedagogical practicum at CSLS. That is the reason we include in this document a specification about the variables of students' age and students' level. As mentioned earlier, EFL activities are a vital part in the process of learning. The priority resides also in adapting those activities to the students. Providing that, on the next part of the study, we present and describe these two variables of our specific group of students at CSLS.

Students’ Age

This study concentrates on sixth grade population at CSLS. Those are kids and teenagers between ten to thirteen years old. According to Brown (2007), the “terrible teens”, as the author refers to these type of students, are in a stage of transition in which they are facing changes in all the aspects of their life. They notice that their bodies are not the same as one or two years ago; they start thinking in new situations as relationships and dating, their preferences in relation of music, religion, and culture start changing.

Some aspects that Brown (2007) mentions to take in to account in this variable of age are:
• Factors surrounding ego, self-image and self-esteem in kids and teenagers become stronger, so the teacher need to be attentive and reinforce taking care of the influence.

• Teens are ultrasensitive and they pay attention to all the situations in the environment besides, they attend to how others perceive them in relation to their performance and their physical and emotional changes.

• Teacher has to be attentive also to avoiding embarrassment situations, affirming students’ talents, encourage individual and group work.

• Take advantage of the students’ changes in relation with their thoughts to foster critical thinking and the capacity to solve abstract operations.

**Students’ Level**

Students’ level of sixth grade at CAFAM Santa Lucía School is A1 based on the CEFR. This basic user can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. She or he can also introduce him/herself and others and can ask, answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. She or he can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

In this level, students can recognize not only their own skills but also what they are able to do in this stage. Table 2 below shows what each student can do at A1 level in the four language skills.

Table 2. Common Reference level A1

| Listening | Students can recognize familiar words and very basic phrases, concerning myself, my family and slowly, clear and short dialogues or conversations. |
Reading

Students can understand very simply and short sentences, words and names.

Speaking interaction

Students can ask and answer simply questions in relation with very familiar topics. She/he can interact but other person has to be prepared to repeat, speak slowly or rephrase.

Speaking production

Students can use simple sentences to express where she/he lives and to describe the people who she/he know.

Writing

Students can fill forms and write short sentences or postcards.

It is necessary to mention that not all the students of sixth grade at CSLS are in the same level. Most of them do not perform speaking production or interaction, others present lack of vocabulary, coherence and cohesion when they write short sentences. In the listening activities, all of them need the recording more than three times and when the teacher reads aloud, they use their mother tongue to express that they do not understand the text. In the same manner, since the class has students of different ages, for instance, a 10 years student with a 14 years student, we observe that there is difficulty to develop activities connected to the contents established because of their interests, performance, attitudes, and likes. Those specifications about the population are a result of teachers’ observations in Saturday’s courses.

Motivational Factors

As we mentioned in the beginning of this research study, motivation orients the purpose of teaching as it unveils the different identities created inside the EFL classroom under study. Brown (2007) states that motivation leads the students to make decisions about the goal to pursue and the efforts to reach that pursuit.

Providing this, Brown (2007) considers three different perspectives to analyze students' motivation. Those are traditional points of view, psychological theories and the constructivism. In table 3 below, we expose the principal characteristics of each perspective.
Table 3. Comparative chart about the three motivational perspectives (Brown, 2007)

<table>
<thead>
<tr>
<th>Behavioral definition</th>
<th>Cognitive definition</th>
<th>Constructivist definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skinner and Watson made a relation between rewards and punishments. If a person wants to obtain a goal when he/she achieves it, that person waits rewards (skinner) that help the human being to reinforce the behavior. Brown mentions that reinforcement theory is a powerful tool inside EFL classroom. All the students pursue a reward: grades, positive points, diplomas and so on.</td>
<td>There are many physiological perspectives about motivation. Here we are going to considerate three of them: Drive theory: Its foundation is based on motivation from basic innate drives, those are: Exploration, manipulation, activity, Stimulation and Knowledge Ego enhancement. Hierarchy of needs theory: In this psychological theory, Brown mentions Maslow’s hierarchy of needs; it is a pyramid that progresses from the satisfaction of physical needs, the communal needs, and finishes in the “self-actualization.” Self-control theory: People decide how to feel, what to think and what to do for themselves; the reason is that people feel comfortable and highest when they can decide and take his/her own choices.</td>
<td>Each person motivates in a different way and pursues his/her own goals. Needs is take in to account in this constructivist definition because is seen as a personal constructions oriented through goals. Motivation here derives from the interaction with others. Learning English as foreign language requires a little bit of the three theories explained before.</td>
</tr>
</tbody>
</table>

Seen from the traditional point of view, we have to mention that the behavioral paradigm is the foundation of all the motivational aspects since it reinforces the learners' behavior through pursue of rewards. The cognitive psychological theories mention the perspectives that explain motivation from a deeper analysis of the learners' self-control and the observable phenomena (Brown, 2007). The third point of view is the constructivism that concentrates in social context and personal choices in pro of achieving personal goals.

Despite these perspectives to see motivation, McClelland, Colman, Finn, and Winter
STUDENTS’ IDENTITIES AND MOTIVATION IN EFL CLASSROOM

(1987) present the principles of motivation. These principles point to the degrees of change, curiosity, accomplishment, and responsibility that learners must present in the actions they get into. Table 4 presents these principles in more detail.

Table 4. Principles of Motivation.

| McClelland and co-workers principles of motivation |  
|--------------------------------------------------|---
| • The socialization of taste for novelty, the quest for moderate degrees of change. |  
| • Encouraging children's curiosity. |  
| • Criteria of effectiveness in encouraging job evaluation results in the search for task accomplishment (personal autonomy). |  
| • Learning self-assessment. |  
| • Responsibility. |  
| • Insistence of parents in high levels for the performance and an explicit evaluation. |  
| • Preference for training independence. |  

Taking into account the theory presented before, we realize that the participant students may feel more comfortable on their learning process as they can do their activities and work in program feeding their curiosity, developing autonomy and personal motivation. Besides, with the implementation of this theory, we noticed that the students might be able to create a relation between their reactions and language and their behavior and identities. This theory then gives foundation of our research study to reveal the students’ behavior and identities during the Saturday English classes.

Motivational Aspects and Components

Dornyei (1994) mentions that motivation is one of the most important factors when learning a second language. In his article "Motivation and Motivating in the Foreign Classroom", he presents motivational aspects to consider when teachers are directing EFL classes. From authors
such as Gardner and Lambert, Dornyei considers the social dimension and psychological contributions that influence on motivation (p 273). The social dimension deals with the relation between learner's attitude and the social context plus the relational patterns (group and individual drive). In such relation, the communication coding, the individual's identity, and the social organization mold the learner's motivation towards the language learning. Dornyei sees motivation inherent to the individual and projected towards the social context. As motivation is born in the individual, psychology contributes to understanding the learner's motivation with respect to the learner's knowledge, orientations, desires, identification, and achievement. These components influence the learner's motivation.

In recent papers, Dornyei (2001) and Dornyei and Ushioda (2013) inquire about the manner motivation influences on the language student's learning process. They present the relationship between context and motivation in these two studies. This relationship is important in our research study since it allows us to observe in more detail the participant students' behavior in the different teaching environments. In all of them, the context, the social aspects, and the manner they communicate play closely with their attitudes. As the authors expose, all these aspects are part of a huge phenomenon of motivation that is constructed and re-constructed by means of the students' identities and the way they use language and display behavior.

The nature of this relation can be evident in these three situations: “who learns – what language – and where” (Dornyei, 1994, p. 274). In these three situations, the context, the psychological part, and the use of language are permanently in intertwining. It is the event when the components of motivation take part. Dornyei talks about three components in his theory of motivation:
1. **Self-Efficacy**: it is the individual skill to judge how to perform an action. When a person has a strong sense of efficacy, the failure may not be too much relevant.

2. **Self-Confidence**: It is the ability that people have to achieve results and accomplish goals competently. In terms of language, we need the affective and the cognitive aspects plus the frequency interacting with other cultures to obtain self-confidence.

3. **Need for Achievement**: it is the tendency to work with intensity and looking for the excellence all the time. If we talk about academic achievement, the need for achievement is then more than relevant.

Therefore, from this theory, it is important for us to create comfortable situations for students in class so that they could reflect their interests, preferences and feelings inside the classroom. In all learning process, teachers must account for students’ attitudes and behavior because those elements reflect students’ motivation. As a consequence, we consider important to dedicate important attention on students’ identities in EFL classroom in order to identify if those elements, factors and points of view, are part of the students’ performance inside the classes.

**Identities**

All the events inside the classrooms represent importance to students. They perform in different ways depending on the situations and their feelings during the learning process. Learning English as a foreign language also allows experiences that people in the school live every day, as it creates relations among classmates, perceptions of other people, the teacher and themselves. When people are learning a language, for this case English language, they perform in different forms based on the situations faced inside EFL classroom. This scenario changes depending on the population and the conditions in which students are learning. Based on those situations and factors such as context, behavior, response to the activities, expectations, feelings and personality, this
study attempts to define identities and the motivation presented with the purpose of clarifying how students’ identities and motivation are related in EFL teaching and learning processes.

According to Gee (1999), there are three different perspectives in relation to identities: identities created from relationships, identities from the own recognition from the others, and identities from the positions in conversation that the others draw upon. The first one deals with what students think about themselves in the classroom; this view includes not only the physical own, but also their behaviors, their sayings and their acts. The second one relates with how students perceive their peers. Finally, from the position in conversation, students can analyze their performance but also their peers' position, gestures, sayings, behaviors among others. This study accounts for these three perspectives of students' identities in order to compile each student's manner of relating, being recognized, talking and behaving in only one type of identity that characterizes him or her. With respect to the first one, to know what the students think about themselves in the classroom, we apply a series of motivational questionnaires and observations to denote not only their physical own, but also their behaviors, sayings, and actions. For the second one, how students perceive their peers, we apply a series of sociograms and observations. From the position in conversation, we analyze their performance, position, gestures, sayings, and behaviors with the set of instruments used in this study.

In agreement with Zacharias (2010), the process of exploring the term identity is extremely complex. The author mentions that English learners' identities, addressed and studied from a poststructuralist point of view, can recently be conceptualized as multiple, diverse, dynamic, and contradictory. Eventually, Kramsh (1993) asserts that (sociocultural) identities are not static or deterministic. They are on the contrary constructed from what the EFL students bring to the classroom. Thus, identities are established and then taken away at the end of the
lesson or course. These two postulates evidence that identities are multidimensional. They depend on the population, interest, context, culture, resources and the teachers. They concern about students’ performance inside the classroom and the identities conceptualized.

In our study, we take into account the type of students in the observed class, their interests and culture, the type of context (CSLS) and the available resources, all in line with the classroom activities proposed. This account helps us to determine the type of identities the students reveal class after class. We account for each student's identity in class. Then, we reunite those identities to determine just one that compiles all the revealed identities displayed in the set of observed sessions. In such analysis, we want to show how the motivational factors and components relate to those identities. The following figure represents our perspective of analysis of those motivational factors and components before starting EFL classes and after them.

Figure 1. Identities process in EFL classrooms for this study.

This figure represents the process of the creation of students’ identities through motivational factors and components in our EFL class. The participant students at CSLS are learning English language developing EFL activities. On the left side of the figure, the factors
behavior, feelings and expectations are present; the students come to class with these elements based on previous experiences and their background. In the middle of the figure, the variables of students´ age and students´ level are present. Those variables permeate students´ identities with the contact of the context and the communication demanded because all the students of sixth grade at CSLS are in different English levels and not all of them come with the same age.

Those variables influence EFL classes and vary the environment and the teachers´ perspectives at the time of planning each session. Identities are in the center of the picture because they are constantly changing as classes advance. Motivational factors also influence identities and all the process in relation to students’ performance. The resulting identities, on the right side of the figure, are configured with the same factors (behaviors, feelings, and expectations) but with different reactions throughout facing the EFL classes.

**Behavior**

We define patterns of belief and behavior that students have about Saturday classes based on the data of sociograms and the chart that explains the characteristics of the identities (see table 6). We identify the manner the identities talk about the students' motivation by means of the characteristics that describes the students’ behaviors and feelings presented in the class. The behavior holds a clear relation with the characteristics of the sociograms since they show an overview about the different situations that students face inside the EFL classrooms and how they manage such situations. In the following paragraph, we make a literature review about behavior.

From different authors, we are going to clarify the factors presented on the figure 1. In relation to behavior. We learn an association of identities with motivation based on Madrid and Perez (2001). They deduce that an individual is motivated in a certain way when he pays
attention to something to detriment of something else. Different alternatives of behavior suggest several motivational deductions on the individuals’ choices.

Choice is the designation or attribution of preference of alternatives that suggest motivational deductions. Madrid and Perez (2001) also mention that people (or teachers in this research) seek to explain why individuals behave in a specific manner. Although in fact, we can only describe individuals' behavior when they are reciprocally with their environment, no claim that we are able to find the relation of such behavior with the type of identities the students display along the sessions observed. The explanation of a student's type of behavior bases on the type of identity he or she unveils in class (Mantero, 2007). This author affirms that students reveal their identities by the manner they fit into the societal schema (the classroom) for the behaviors they present. Therefore, students' behaviors are the expressions of their identities in context. Complementarily, Brown (2007) mentions that motivational definitions and behavioral issues (as rewards) function to reinforce behavior, to cause it to goals, and to overcome challenges.

Affective factors, feelings and expectations configure students' behavior. Brown (2007) talks about affective factors in relation to sensitivity, inhibitions and egos among children and teenagers. He explains that a myth exists about students’ inhibitions inside the classroom. People often think that kids are painful and silent because of the teacher or the presence of adults among them. Not so, kids repress their feelings because of their peers. Therefore, not all the population inside the EFL classroom feel or behave the same. Some students are talkative and extrovert, some express their ideas and participate actively during the class. However, “passive” and “active” students have in common one aspect: they are thinking all the time of what others think of them, what peers think when they speak in English, how they see the performance, and so on.
The students reveal all the behaviors and feelings that all those questions create when the EFL class is in progress. The function of the teacher in relation to this aspect goes around the guidance of the inhibitions of the students based on respectful attitudes. As Brown (2007) mentioned, students’ egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted (p. 103). All those situations need the support of the teacher to help students advance in his performance in class. In addition, it is important to take into account students’ expectations with the class because negative feelings could cause acts of frustration facing the learning process.

To overcome potential barriers to learning in relation to behaviors and feelings inside the EFL classroom, and expectations with the language, it is necessary for language teachers to take in mind (Brown 2007):

- Be patient and supportive to build self esteem
- Be firm in expectations about students. Help them to be convinced of their abilities.
- Support students’ expectations.
- Elicit oral participation among students specially the quieter ones to offer them enough opportunities to participate and overcome painful situations.
- Elicit respect among students avoiding taunting situations.

These teaching strategies definitely configure students' behavior and feelings in line with the established activities in class. Therefore, identities and their expressions, behavior, are notable for the teacher to account for in the classroom activities planned.
Chapter 3

Methodological Framework

Type of Research

This study follows a qualitative and descriptive research. Qualitative research focuses on exploring issues and understanding phenomena. It also allows the incorporation of the participant's feelings, ideas, emotions, personal accounts and opinion in context (Cohen & Manion, 2006).

We choose the descriptive research methodology. It consists of knowing situations, manners, and attitudes through the exact description of activities, objects, processes, and people. We use descriptive research methodology in order to establish the existence of a phenomenon by describing the different students' identities found in class by applying EFL activities and observing the results to determine how students behave depending on the class activities. This type of research covers the description, record, analysis, and interpretation of the current nature, composition and processes of the certain social phenomena (Richey & James, 2007). It works based on real facts. Specifically, descriptive research must indicate what the situation is in the research moment.

Based on Seliger and Shohamy (1989), the purpose of this kind of research is to examine a phenomenon that occurs at a specific place and time. A descriptive research is concerned with conditions, practices, structures, differences or relationships that exist in phenomenon under study. These authors explain that, during planning, the researcher adopts an exploratory stance and gains an understanding of the problem. The result of this understanding is the plan or intervention to apply. Considering the strategies, the researcher carries them out as begins to collect information through several instruments in order to guarantee data reliability. With these
data, the researcher can create new plans by means of analysis and reports. If the study demands it, the researcher needs to revisit the problem until a solution has been achieved and there is enough understanding of the problem.

This research project describes influence and variation in the students’ response and performance with regard to the motivational strategies applied in the activities proposed in the foreign language class. We must select certain attitudes and strategies in the classroom to determine, analyze and interpret students’ motivation, identities and behavior.

We support our study with the following procedure:

1. Decide on the questions: once we have decided on our research topic, we agree two specific research questions.
2. Select the population: we worked with sixth grade students. This is the population assigned in the Pedagogical Practice.
3. Determine method for data collection: we select descriptive research as research method because these enable us to collect the data that they need to answer the research questions.
4. Collect data: we collect the data by means of observation using sociograms and observations logs. We also collect data using questionnaires on motivation with closed and open questions. Organize and analyze the data: we define the identities, characteristics, and behaviors of the observed students.

Setting

CAFAM Santa Lucía School (CSLS) is located in Rafael Uribe Uribe district in the south east of Bogota city. It is one of the most populous districts in the capital according to the General
Secretary’s Office of Education. For this particular research project, the student’s average age is about 14 years. Their interests are associated with music, sports and supporting their families. Most of them show little interest in learning English. In respect to their professional expectations, however some of them seem to be interested in a bachelor degree.

Locality 18, Rafael Uribe Uribe is located on the south-west of the capital; it borders at the north with Antonio Nariño, at the south with Usme, the east with San Cristóbal and the west with Tunjuelito. This place acquired its name in honor of Rafael Uribe, a political and liberal leader as well as congressional representative of the Republic. With an extension of 1,310 hectares of urban area, this locality gathers more than 10 libraries and 24 foundations, corporations and community associations that offer the population benefits and information when wanting to know the zone.

The neighborhood where the school is located is safe to develop educational and social activities. Access roads are reliable; the school infrastructure is favorable for students to feel comfortable for their integral development as a person, and to develop their individual and collective skills. The school has several rooms distributed in three blocks, a cafeteria, a large patio where has a soccer field, basketball court, and a sand area for children. The patio has spacious and comfortable bleachers so students can relax at break.

Population

The participant students of this research have families that are composed of a mother figure in most cases, in some others the family is completely formed by the two figures, mother and father, but in some of these cases students usually have to stay alone most of the day because their parents work many hours, even at night. In specific cases there are families formed by
grandparents or close relatives. Even sometimes, few of them are the responsibility and care of their neighbors.

Locality 18, Rafael Uribe Uribe population has different kinds of problems: familiar, social and economic. Within them, we can identify displaced population, families with domestic violence, only parent and other situations of human rights violations. The main characteristic of CSLS students is that they belong to different socio-economic levels so the courses are extremely fragmented. Girls show special interest for arts and dancing whereas boys are more focus on sports and rap culture. We have observed the academic level in this school is probably one-step above in respect to some public schools aimed at the same population.

The English level is basic and students can take classes on Saturdays during two hours in order to improve their knowledge in this subject. The age range for students is 10 to 14 years. In our talks with the students, the main reason they give to take English classes at Saturday is defined by their parents as “learning English will give them a lot of opportunities for their future” and “this program can help them to improve their school grades”, because they receive an extra grade in their English classes at school. We collect this information from the students’ conversations in class. We select this population because during our practicum the CSLS assigned these courses. This group allows us to identify their identities and motivational factors.

**Instruments of Data Collection**

In order to answer the research questions of the study, three instruments serve to collect the information: observation logs, sociograms and questionnaires.

*Observation*

According to Potter (1996), this instrument is a technique of obtaining data by means
of direct contact with people, where the researcher has the opportunity to observe the other person in his natural state. Since the researcher is a passive and participant observer. That is why the researcher is an active observer.

For this research, we observe students’ behavior, expectations and feelings by means of videos recording for identifying how they are motivated to learn English. We also use this instrument for identifying and compare the attitudes and the interest inside the classroom. It means that, in this stage, we identify the kinds of identities and characteristics that students reflect.

*Sociogram*

According to Reynolds (2010), this instrument is sociometric because it indicates the position and changes of a specific group. It is a map of relationships that shows people’s behavior or actions in a place such as: studying, jumping, eating and it is also a chart revealing the natural friendship choices of the subjects.

For this research, we made seven sociograms in order to identify the students’ formation in each activity and the changes that they do so that we can recognize their behavior and identity.

*Questionnaires (type of questionnaire about motivation)*

In consonance with Potter (1996), a researcher teacher uses this instrument for gathering data in a specific place and time in order to collect real information because it develops anonymity since the students answer them with honesty. We analyzed responses with quantitative methods. That is why the results are generally easier to examine.

For this research, we apply three questionnaires in order to confirm if the data gathered on the observations have a relation with the expectations and opinions of the
students because we want to compare both of them for identifying motivational factors and recognizing each student’s identity.

**Research Procedure**

This research takes place at CSLS. Each semester is composed of 15 Saturday classes from 9:00 am to 11:00 am (a total of 120 minutes). Through observations, we identify which students are interested in learn language and analyzing how students response in each EFL activity that we propose for each session class. Observation logs and sociograms take place after watching the videos for making a general description about events inside the classroom in order to describe specific cases of motivation, feelings, and expectations. We design three questionnaires for confirming if our observations have a relation with students’ feelings and expectations. We apply the questionnaires in a piloting tested with the population at CSLS with each A1 courses composed of 15 students. We collect the students’ artifacts at the end of each class.

The information that we analyze from these instruments is as follows:

1. Students’ behavior.
2. Students’ motivation, their language and reactions.
3. Students’ identities and their characteristics.

We collect all relevant information on a research log and gather several students’ artifacts in order to show validity and credibility on this research. In the table below, we list the instruments and purposes for this research.
Table 5. Chart of procedures.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>INSTRUMENT</th>
<th>CATEGORIES AND SUBCATEGORIES</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OBSERVATION</td>
<td>CATEGORY ANALYZED:</td>
<td>We observe students in order to identify their behavior by using video recordings. In the first stage the purpose is to analyze students’ feelings and beliefs based on their behavior facing the foreign language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDENTS’ BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBCATEGORIES:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FEELINGS BELIEFS</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>OBSERVATION LOGS</td>
<td>CATEGORIES ANALYZED:</td>
<td>During the second stage we designed an observation log in order to analyze students’ reactions, Language and behavior during the Saturday classes. Besides, in this stage the purpose is to establish students’ identities’ and observe their variations during the whole process. Then, we analyze the identities and the characteristics in relation to the English classes.</td>
</tr>
<tr>
<td></td>
<td>AND SOCIOGRAMS</td>
<td>IDENTITY AND MOTIVATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBCATEGORIES:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDENTS’ LANGUAGE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDENTS’ REACTIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IDENTITIES CHARACTERISTICS</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>QUESTIONNAIRES</td>
<td>CATEGORY ANALYZED:</td>
<td>With the questionnaires we analyze students’ motivation in relation to personal aspirations, learning climate and the relationship with classmates and teachers. Those</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MOTIVATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUBCATEGORIES:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q1: Relationships in class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q2: Feelings, behavior and attention in class.</td>
<td></td>
</tr>
<tr>
<td>Q3: Expectations and interests in the class.</td>
<td>subcategories are established based on the questions of the questionnaires and the experiences faced during the Saturday English classes with the students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 4

Data Analysis and Results

In this chapter, we present the findings of this research project with a description of the analysis processes and the categories that emerge from the collected data. The results give an answer to the question about the identities the students reveal in the Saturday English classes and the relation they have to the students’ motivation towards these classes. We present the results by explaining first the emerged identities, then the characteristics of the students' identities taken from the analysis of the sociograms, and finally the subcategories of language and reactions, from the observation logs and video recordings. To validate and complement the results, we include a set of three questionnaires that give light to the students' motivation in relation to the results stated with the other instruments.

The students’ identities in Saturday English classes

According to the data analysis of the instruments applied (except for the questionnaires), we found ten identities in the students. In order to get these ten identities, we first observed the video recordings repetitively in line with the observation logs. From this observation, we started to establish a possible identity, student per student, every session. We analyzed if the established identity was prominent for the observed student or not. If the identity was prominent, we named the observed student's identity in line with the language, reactions, and behavior. This process was the same for each student and for each identity established. Each identity holds a set of prominent features that allow a definition of each one.

After the explained process, the ten identities established for the students are:
1. **Apathetic**: This student presents no evidence of motivation. This type of student does not care about participating in class, doing homework, playing board games, paying attention to the explanation; interact with classmates, share opinions. An apathetic is usually angry, parted from other students, develops activities that are no in relation with the class, and is arrogant and distant. For example, when the student is interested in other things except the class. This kind of student does not feel emotions in relation with the activities presented, the student is indifferent to attention calls.

2. **Clever**: It is a student with enough knowledge and information. He/she is able to figure out classroom activities and situations, no necessarily from knowledge but from handy actions. This sort of student shows management of English skills in each class. For instance, listening for specific details, listening to English songs, choose the correct answer among others. In terms of speaking activities in relation with social and cultural contexts, using the words in the right order and with the correct pronunciation. When writing this student is able to compose short paragraphs using the structures and vocabulary in the appropriate form. In reading, this student understands Emails, letters and articles for scanning specific information. A clever normally does not need to do many efforts to understand contents or situations in different contexts. This student gives a good use to the information provided during the English classes.

3. **Academically kept**: This student expects that the other peers do the tasks on their duty. This type of student follows the others opinions and actions for doing the assignments. An academically kept does not have initiative or intention to launch an effort or overcome challenges and achieve classroom goals. This student generally does the same as others since it avoids work or duties such as submit homework or class work, does not
have much participation in group activities learn by heart the vocabulary that needs in specific moments of the class as oral presentations.

4. **Shy**: This student is not comfortable with his/her classmates. This student becomes easily frightened and avoids situations as oral and public presentations because this type of events does not offer emotions of relief. For instance, the student who does not speak when teacher asks something, do not answer to the requirements but does the activity. In group activities, the student does not participate actively and does not have a leadership attitude. This kind of student is mistrust. She/ he wants to be unnoticed all the time. For example, during the session number four, the shy student was quiet and calm, but when teachers asked about the activity practiced during the class the student did not answer and he/she becomes introvert and could not speak in front of the class. Then, the student went to the teachers and asked questions but with low voice taking care that others did not see or hear what he/she said.

5. **Well-behaved**: This student does the class duties and follows the teacher’s instructions. This sort of student is able to differentiate positive from negative aspects of the class. This type of student is able to make decisions in each classroom situation by taking into account the context. For instance, a well-behaved student is usually concentrated during the tasks, is the first student who finishes the assignments, does all the homework and participates actively in the class. The teachers do not call for his/her attention.

6. **Stuck-up**: This student believes she/he knows about all the contents and activities of the class. This kind of student does not care about teachers’ explanations, playing board games, interacting with classmates, respecting teachers, doing tasks in class and homework. The reason of this carelessness is because a stuck up is disinterested,
egotistic, egocentric and self-centered. This student develops the activities individually. For example, when the student does not share his/her ideas because wants to be the only who provides correct answers.

7. **Quiet**: This student presents insecurity. This type of student does not like participating in class, sharing opinions or ideas with classmates, doing role-plays, working with students who are not his/her friends, and playing games in class. A quiet is usually distant and withdrawn. She/he prefers developing activities just with his/her friends.

8. **Lazy**: This student expects that the others do the tasks of the class. This student does them but without interest. This student does not do homework either, work in class, pay attention not take notes. A lazy is usually inactive. He/she likes to distract his/her classmates during the English classes. For example, when the student is not interested in tasks, she/he does not feel active emotions in relation to the activities proposed.

9. **Minded**: It is a student without motivation to attend class. This type of student seems absent when attending class. He/she does not care about participating in class, doing the exercises, playing the board games, sharing opinions and improving his/her skills. A minded is distracted, parted from other students, doing other activities different from the topic studied in the English class.

10. **Serene**: This student is calm and untroubled. This sort of student knows the topics but he/she is not interested in showing his/her knowledge. This student participates in class, helps other students to understand the issues, and pays attention to teachers’ explanation.

**Characteristics**

As we mention in the theoretical framework the students’ behavior is analyzed in this research by means of the data taken from the sociograms, we define patterns of behavior that
students have about Saturday classes. These results help us identify the manner the ten identities established above talk about the students' motivation. We designed and applied a chart (see table 6 below) divided into three parts. The first part, characteristics, establishes the students’ behaviors presented in the class. In the second part, we give a description for each of the students’ behaviors. In the third part, we identify the students who presented each characteristic. A student can have different characteristics depending on the class activity.

Figure 2. Characteristics and identities difference.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>DESCRIPTION OF BEHAVIOR</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay attention</td>
<td>The student doesn’t pay</td>
<td>S15</td>
</tr>
</tbody>
</table>
The descriptions of the behaviors identified are:

1. **Pay attention** in class is important because students need to get knowledge from seeing and hearing things. It is a part of every practice whether the class is interesting or not and is the first step in the learning process. One of the aspects to take into account is when the students do not pay attention to what they are doing. It can be a drawback in their learning because they do not seem to care about the development of the class. This is evident when the students concentrate on issues such as talking to the classmates, drawing or doing activities in relation to other subjects but not the topic of the class. This characteristic is predominant in the identities of academically kept, apathetic, minded,
and partially in the stuck-up. This last identity reveals this characteristic only because of its smartness.

2. **Curiosity**: this characteristic is evident when the students usually look at the dictionary for trying to improve their vocabulary or looking at books for exercises to do. It is also notable when the students have wishes to research and consult issues about the class without requirements or orders. This type of behavior reveals curiosity for learning. The identities of clever and well behaved demonstrate this characteristic.

3. **Rudeness**: this characteristic reveal students without courtesy and those who present lacks of refinement answering questions to the teachers or talking to their classmates. They use inappropriate and offensive words; the tone of the voice is curt and brusque. The language used inside the classroom is clumsy and crude. They do not care about the speech employed during the activities with both, teachers and classmates. This characteristic is evident in the identities of lazy and apathetic.

4. **Importance of the task**: Developing tasks is necessary because students distinguish the relevance of concepts of the class. It is important when students show engage with the activity or when they reject it. To detect it, teachers have to analyze aspects as pertinence of the activity, the understanding of the class and the explanation. For instance, teachers give the instruction about the task and students are wondering if that is a good signal. Otherwise, when students have the instruction but they do not develop the task, they are reflecting their feelings facing the assignment. The identities that demonstrate importance to the tasks are clever, well behaved, quiet and serene.

5. **Class development**: Satisfaction and enjoyment in the class development are dependent upon leading students to cooperate managing their own behavior and their attitudes. In
the same way, there are statements that help teachers to develop the class such as a set of rules or follow instructions to achieve the objectives. Classroom management issues are a very important concern for teachers in order to detect students’ needs and lacks in previous knowledge. When the development of the class is revealing their feelings, they contribute to enhance the process. This characteristic is overriding in serene, well behaved, quiet and shy.

6. **Interruptions:** By interrupting, students are not respecting others. This type of students consider they are more important than their partners when they distract classmates talking about different aspects than class, when they think they know everything or also when they are not interested in class and do not respect it. An aspect to take in to account is to try to understand why these students are continually interrupting. Are they doing it for teachers’ attention or classmates' attention? Alternatively, do they really need help to understand the contents of the class? It seems to be just an acquired bad habit of the students. In the English Saturday classes, we found specific situations about it. For instance, the teachers are explaining a content of the class; then the students raise their hand asking for help. The teachers go to help them but when the teacher approaches; the students have just forgotten their question. Interruptions by a bad habit are unfold in lazy, academically kept and serene identities. Interruptions because of interests and needs are revealed in the well behaved and clever.

7. **Shyness:** Shyness causes different behaviors on students, they reflect their feelings being quiet, distance or introverted. Shyness students express unhappiness, they are anxious and self-conscious and the way classmates and teachers think about themselves has a profound effect on all areas of their lives. These sorts of students are likely to be passive.
Others easily influence them. A shy, generally should practice being in social situation with a friendly environment to develop communicative skills and strength the ability to show self-confidence. The shy identity manifests this type of characteristic the most, however, identities like quiet and serene present it only because of its silent attitude.

8. **Interest:** It enhances the learning process and creates positive emotions and environments during the classes. Interested students develop their creativity and they are engaged with the activities proposed. They are able to solve problems or different situations faced during the classes because they have good attitudes and they make classes enjoyable for all their classmates and teachers. The Positive energy of this sort of students allows meaningful processing, focused their attention and active involvement in learning activities. By means of interest, students demonstrate the importance and significance of the English classes and it helps to stimulate intellectual efforts to achieve goals that challenge students. Clever and well behaved are those identities that represent better this characteristic.

9. **Good job:** Classroom jobs are an effective way to involve students in the classroom. It gives them an opportunity to show the teacher and their classmates that they can be trusted with responsibilities. It gives all students an opportunity to hold each position and gain an understanding of what it means to develop the activities in a good way. The teacher should discuss each job with the students and their responsibilities. The teachers should ensure that the students have an understanding it could be by means of role-plays, group activities, creative tasks, games and competitions. The students, especially young students, are enthusiastic when they get to help the teacher; the quiet, serene and clever identities reveal this behavior.
10. **Collaboration:** collaboration is a mutually beneficial relationship between two or more students who work toward common goals by sharing responsibility, authority and accountability for achieving results. The purpose of collaboration is to create a shared vision and understanding of the students to develop different kind of activities that make them to encourage their knowledge facing stronger and more effective processes. The well-behaved, quiet, shy and clever are those identities that disclose better this characteristic.

**Observation Logs**

From the data collected in the observation logs, we establish three different subcategories about students’ manifestations and responses during the classes. These results orient us to interpret the manner the ten identities speak, react, and behave during each session. We designed a chart divided into three parts (see table 7 below). The first part, describes students language, their talk and speech. In the second part, we register all students reactions facing the different activities developed. The third part relates to the students’ behavior. In the subsequent description of each part, we provide the analysis to register the identities and its changes during the process.

<table>
<thead>
<tr>
<th>Students’ language</th>
<th>Language associated with their personality. Language of feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ reactions</td>
<td>According to teachers’ classroom rules, students have reactions of disrespect and displeasure, on one hand, and reactions of good attitude and serenity on the other.</td>
</tr>
<tr>
<td>Students’ behavior</td>
<td>Misbehavior that calls for the use of classroom management strategies.</td>
</tr>
</tbody>
</table>

The subcategories analyzed are:
Students' Language

In the field of the students' language, we analyze students' talk in the classroom registering all their comments, responses and oral manifestations; their language is associated with their personality. All the classes, students used different words or speech tools to represent their feelings, opinions agreements or disagreements in relation to the activities proposed. In that way, they reflect their identities with their language.

However, despite of students' particular identities inside the EFL classroom, they manage a similar language. Apathetic, academically kept and lazy students manifested their feelings facing the English class creating a barrier in order to avoid interaction using the speaking skill. They said that they did not like the activities and refused to do board activities, oral presentations or role-plays. They were talking with the classmates during whole classes in which they were present. When teachers asked them about the homework, class activities or assignations in general this sort of students said that they did not want to do it because they did not want to be in Saturday English classes.

On the other hand, we find that clever, quiet and shy students handle the same language since they enjoyed doing board activities, games or oral presentations but they do not feel comfortable expressing their thoughts or doing further comments. However, in terms of speaking activities, they were attentive and they were able to speak in English using accurate language just when the teacher asked them. Furthermore, serene and well-behave students present alike descriptions because they were respectful when teachers or classmates talk to them. They do not talk too much during the classes and they do not participate actively.
Stuck up students expressed disagreement in relation to group activities or collaborative situations because he/she said that do not want to develop the tasks since she/he knows the topic. He/she was talking too much during EFL class with other classmates, generally with minded student, they deal with the same words, and they revealed feelings using body language and face expressions.

**Students' Reactions**

At the beginning of each session, teachers establish rules to the students in order to develop an appropriate environment during the class. We analyzed that according to the circumstances, the students reveal specific reactions. We classify the students in five reaction groups since they have similar responses in the EFL Saturday English classes.

In the first group are apathetic, minded and stuck-up students. They present disrespectful attitudes, they seems hateful, rude and unfriendly in view of the fact that they express displeasure towards the activities proposed. They react in a negative way and angrily showing dislike in group tasks, game boards and individually assignations. When speaking activities, they reject to participate arguing that they do not like English and they do not understand. They thus ignore teachers' requests. Generally, those students are always together and they do not like when teachers assign different classmates in group activities.

In the second group are academically kept and clever, they are distinguished because of their respectful attitude. However, as the nature of their identities is different they present specific differences. Clever student is attentive; he/she follows the instructions and reveal interest when listening and speaking tasks. In the moment of group activities he/she demonstrate annoyance because he/she do not like the lack of enthusiasm of his/her classmates and their lacks
using the language. Otherwise, academically kept student is respectful with teachers, but he/she prefer group assignments because he/she do not work, so that, others make his/her work. While his/her classmates develop the tasks he/she is talking, when teachers call his/her attention he/she respect and keep calm but do not evidence interest, do not follow instructions and make gestures expressing careless.

In the third group are well-behaved, shy and quiet students. They are students who attend class regularly and they are expecting about the activities. They manage a good attitude, their good disposition is manifested in each class by completing the tasks and helping others, playing the games with enthusiasm, paying attention when explanations. They are characterized because of their constantly positive attitudes.

Apart from the groups mentioned before, there are two identities which are separate because their particular reactions. The first one is serene, this type of student manifests calm, ask and answer questions but just whispering on teachers' ears. Is respectful, keep silent, never share with classmates and always is apart from the group. This student has a particular tendency to conceal him/herself under the tables during oral presentations. Besides, he or she does it when the teachers asks for specific information. Also, the serene get upset when classmates laugh at him-her because he-she do not want to speak or he keep alone in group presentations because he-she do not like to share with others.

Finally, lazy reveals different reactions that do create a relation with other identities. He-she seems disinterested in all activities, he do not care about the class. In two sessions attend class without notebooks or school supplies arguing that he do not want to assist but he-she does it because of his-her mom said. When teachers call his-her attention he-she sits on his-her chair
making bad gestures and do not develop the activities, then call teachers to ask aspects about the class but he-she do not work. His-her classmates do not like to work with him-her and they create new groups without him and the lazy react with a relax attitude. This student never present assignments in class or homework.

*Students’ Behavior*

In this part of the observations logs, we register all the behavioral aspects. In here, there are no groups of identities established because despite of the particularities of each identity the whole group have similar manifestations in relation to the environment and climate of the class. Nevertheless, lazy, apathetic, minded and academically kept students present misbehavior during the first, second and seventh sessions. When those specific situations teachers applied strategies to manage those issues. Those strategies are relating all the students but just the identities mentioned before required their applications.

The first strategy is behavioral reminder, by means of it; the teachers warned the students about their behavior and the situations that those behaviors create inside the classroom. For instance, a behavioral reminder is present when teachers make eye contact with students or they approaches to the students to see what there are doing or knowing the reasons of their behaviors. The second strategy is academically adjustment; we applied it when the fourth identities mentioned do not work in class because of their misbehavior. In that case, teachers change their conditions during the development of the tasks. For instance, in group activities, they have to work alone or teachers assign extra homework to reinforce topics and vocabulary worked during the classes.
Moreover, when minded, apathetic, lazy and academically kept appearing visible disinterested they start talking in little groups among them, so that, teachers call their attention and dialogue with them to know the reasons for being distracted and disobedient. Apart from those specific situations during the sessions mentioned at the top of the analysis, all the students present really good behaviors developing the activities, participating in games, competitions, submitting on time and answer to teachers’ open ended question in relation to the concepts to observe if they handle the concepts.

**Questionnaires**

We applied three questionnaires (see annexes): learning climate, class experiences, and personal experiences. These questionnaires were taken from Deci and Ryan (2004) and adapted for the research context. They involved questions about learning climate, class experiences, personal aspirations, and class contents. The students had to give their opinion upon their learning English experiences in this instrument. We designed and applied them in order to find out the students’ perceptions and beliefs.

By analyzing the learning climate questionnaire, we found positive issues in relation to the way students feel with their teachers and their influence in the students’ learning process. First, the students perceive that the teachers comprehend them, as they can trust in the way teachers look for their understanding of the topics and concepts worked during the classes. The students also manifest that the teachers listen and acknowledge their opinions and points of view at the same time they manage their emotions. Besides, they express they participate in class with they feel comfortable. This can happen because, according to their answers, the teachers promote spaces and create situations to enhance their speaking skills. Thus, the students can express their
ideas, opinions, and comments freely. In terms of mingling, the students perceive that the teachers are worried of their learning process. The reason of this answer is that the teachers respond to their requests and accept them as they are. In the negative aspects, we found that students feel uncomfortable when teachers talk to them because they cannot express openly due to the pressure or nerves.

Based on class experiences questionnaire we revealed that students do not develop the activities because they get distracted and they could not concentrate easily. That is why they are not conscious of what they are doing during the class activities. It means that the students need a person to control them. This leading motivates them in order to develop the assigned activities. Besides, they do not frequently listen to their peer for that reason they do not interact with their partners. They tend to do activities as quickly as possible and without noticing if they are applying the contents of the class because they are not interested in them.

According to what the students said in the open and close questions about class experiences, personal aspirations, and class contents, we could identify that they go voluntarily to classes because it is important to them and their family stimulate them to attend Saturday English classes. We also notice that the students are conscious of their capacity to study English since they find easy to understand the contents. Furthermore, we realized that students feel that English allows knowing new things, have opportunities and if they effort themselves they will be able to success in their performance. These practices showed a positive aspect of students' learning process, expressing an autonomous attitude. However, there are negative aspects in relation to personal aspirations as they are not interested in growing as a person yet. Besides, the students feel distrust because they feel ashamed when they need to express in front of their classmates and they are not completely sure of their abilities to learn English.
Students' Motivation, students’ behavior and Students' Identities

Within the process of learning English as a foreign language, motivation has been a relevant and important aspect for language acquisition. In that way, this research holds the purpose of analyzing the type of identities and behaviors that students at CSLS reveal and the manner they talk about their motivation. In other words, the force that moves students to be or not on task in relation to Saturday English classes. That force can be intrinsic, which is internal to the person, or extrinsic, which is outside the person.

If the identity was prominent, we named the observed student's identity in line with the language, reactions, and behavior. We find that apathetic is the student who presents no evidence of motivation; an academically kept does not have initiative or intention to launch an effort or overcome challenges and achieve classroom goals. Lazy: the student who expects that the others do the tasks of the class. This student does them but without interest Minded: It is a student without motivation to attend class

On the other hand, we notice that characteristics help us identify the manner the ten identities established above talk about the students' motivation. Both identities and characteristics are intertwined to display the motivation towards contextualized actions. Satisfaction and enjoyment in the class development are dependent upon leading students to cooperate managing their own behavior and their attitudes.

By means of interest, students demonstrate the importance and significance of the English classes; it helps to stimulate intellectual efforts to achieve goals which challenge students. The nature of each identity is different, that is why the students present specific differences in their behavior, language and reactions. They manage a good attitude, their good
disposition is manifested in each class by completing the tasks and helping others, playing the games with enthusiasm, paying attention when explanations. They are characterized because of their constant positive attitudes. Despite of the particularities of each identity the whole group has similar manifestations in relation to the environment and climate of the class.

Apart from those specific situations during the sessions mentioned at the top of the analysis, all the students present really good behaviors developing the activities, participating in games, competitions, submitting on time and answer to teachers’ open ended question in relation to the concepts to observe if they handle the concepts. In the negative aspects, we found that students feel uncomfortable when teachers talk to them because they cannot express openly due to the pressure or nerves. It means that the students need a person to control them. This leading motivates them in order to develop the assigned activities. These practices showed a positive aspect of students' learning process, expressing an autonomous attitude they are not interested in growing as a person yet.
Chapter 5

Conclusions and Pedagogical Implications

This study gives teachers an educational view about the identities and behaviors that the students reveal when learning English as a foreign language and the way in which they give an account of their motivation. Subsequently, we realize that the identities and their characteristics become a measure of students' feelings, behaviors and attitudes. Moreover, we recognize the importance of determining the relevance of the identities that lead students to learn English, or not.

According to the study done in the whole process of data analysis, the most relevant conclusions that emerged are the following:

In consonance with the data analysis of the instruments applied, the identities reveal during the activities proposed for the Saturday English classes were apathetic, clever, academically kept, shy, well behaved, stuck up, quiet, lazy, minded and serene. We defined these identities during the whole process developed in the pedagogical practicum at CSLS by means of video observations and a wise study of each student along the classes in relation to their behavior, language, reactions and attitudes facing the activities proposed.

Based on the previous information, we conclude that those identities talk about students' motivation because they condense in its definitions the perceptions and believes that they have when facing language learning. Such identities consolidate three different human being dimensions, socio-affective, cognitive, and communicative in relation to the English learning. In this research, we analyze how the dimensions work in three different forms. Firstly, the students' characteristics detailed in the sociograms identify the students' principles of motivation (McCleland et al. 1987). For instance, apathetic, academically kept, lazy, and minded
revealed no evidences of motivation since they did not pay attention or demonstrate curiosity in class. On the contrary, they generated interruptions to the class development all the time. Therefore, they did not improve a process of training independence, self-assessment, or job evaluation. In the case of the other identities (clever, shy, well behaved, stuck up, quiet and serene), we were able to discover that undoubtedly their response to the activities proposed were in most of the classes positive. They showed motivation to give importance to the tasks, to develop a good job and to attend classes regularly.

Secondly, with the observation logs, we evidenced that the last identities mentioned above became more motivated in this academic space if we consider their participation in the activities of group activities and interaction. In addition, by analyzing their performance in relation to their speech, their reactions and their behaviors along the course, we can conclude that they feel comfortable with the activities and it was a positive aspect to enhance their level of English language. Consequently, the students became more assertive in communication, writing, reading and listening tasks. Doing a closest relation, we found an increment in the students’ motivation through their identities without forgetting that definitely they were passive in their reactions, with a language and behavior that clearly manifested their feelings. In the case of apathetic, academically kept, lazy and minded it was evident that neither in this way they felt motivated towards Saturday English classes.

Finally, the third questionnaire involved questions about learning climate, class experiences, personal aspirations, and class contents. This instrument helps us to further analyze the reason and moment the students present lacks or increment in their motivation. Upholding that the students had only two academic hours per week of English classes, this questionnaire allows to know why the apathetic shows no evidence of motivation, careless of participating in
class, no homework done, preference of board games, interaction with classmates, anger, arrogant, and parted from other students. Similar situations occurred with the other nine identities, by using the questionnaires, specially the class experiences questionnaire, the students reveal if they like or dislike English classes and the reasons the feel demotivated or motivated.

Through data analysis, we were able to examine that all the concepts stated on the theoretical framework were accounted. Those concepts allow us to get an understanding for matching the students' identities and behaviors with the aim of determining the students' motivation towards Saturday English classes. For example, according to Dornyei and Ushioda (2013), students construct and re-construct the huge phenomenon of motivation by means of their identities and the way they use language and display behavior.

As we mentioned in the literature review, motivation orients the purpose of teaching as it unveils the different identities created inside the EFL classroom. Throughout the current research, we were able to determine sixth grade students' identities at CSLS through the design and application of activities based on their English level and the CEFR. The implementation of those activities changed our EFL practices at CSLS in a positive way, since we could relate identities and behavior in each activity applied with the aim of determining the students’ motivation (in their capability to perform and their feelings. In agreement with Kramsh (1993), it could happen because identities are not static but multidimensional. They depend on the varied situations and nature of the class. Therefore, we conclude that motivation foster those variations in identities and behavior in every class.

Moreover, the process of the identities stated in figure 1 is reliable because, from the very beginning of the course, the students establish their own beliefs about English learning and reveal them within the different activities proposed in every session. Subsequently, they vary or
alter in line with the behaviors, feelings and expectations that emerge along the course. In this order of ideas, we were able to observe the significant influence class activities and students’ own motivation have on their performance. Motivation plays a principal role since activities in a communicative and collaborative environment allow students to interact with innovating tools to by doing this research study in our pedagogical practice, we enquire about the particular identity of each student. With the data collected and analyzed, we could define and characterize all the identities of our students. Based on such identities, we can recognize which identities favor language learning, foster their learning process. In turn, motivation allows them to improve and strengthen their English level.

Finally,
References


Zacharias, N (2010). *Stories of Multilingual English Teachers: Negotiating Teacher Identities*


Annexes

Annex 1.

Example of observation logs applied at CSLS.

<table>
<thead>
<tr>
<th>COLEGIO CAFAM SANTA LUCÍA</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSIDAD DE LA SALLE</td>
</tr>
<tr>
<td>FACULTY OF EDUCATION</td>
</tr>
<tr>
<td>BACHELOR IN ENGLISH, FRENCH AND SPANISH</td>
</tr>
<tr>
<td>PEDAGOGICAL PRACTICUM III</td>
</tr>
<tr>
<td>OBSERVATION LOG 4</td>
</tr>
</tbody>
</table>

**RESEARCHERS:** Alejandra Hurtado – Xiomara Barrera.

**POPULATION:** Sixth grade students.

**LOCATION:** Cafam Santa Lucia school – Technology room.

**TIME:** From 9:00 to 11:00 A.M.

**DATE:** Saturday September 28th, 2013

<table>
<thead>
<tr>
<th>SUBCATEGORIES OBSERVED</th>
<th></th>
</tr>
</thead>
</table>

**STUDENTS’ LANGUAGE**

**Student 3** Were quiet and calm. He did not say further comments.

**Student 4** She always is really shy, when she asked teachers she went to the desk and said to the teachers her doubts, she did not said further comments.

**Student 5** was calm and was talking with students 4 and 8.

**Student 8** was talking with their classmates, she was quiet and calm.

**Student 9** was talking all the time with student 10; he was really apart from their classmates.

**Student 10** Was really quiet, talking with student 9 during the first activity; he also was apart from the other classmates.

**Student 11** was talking with student 3 during the first activity, always presenting a
STUDENTS’ IDENTITIES AND MOTIVATION IN EFL CLASSROOM

Students 1,2,6,7,12,13,14,15,16 did not attend class on Saturday 28th.

STUDENTS’ REACTIONS

Student 3 Were quiet and calm but he is playing all the time with student 11. He was respectful when teachers called his attention.

Student 4 She always is really shy, she did not had bad reactions and she developed the activity without problems.

Student 5 Was interested but she was talking too much, for that reason she developed activities latest that other classmates. When teachers called her attention she was really respectful and embarrassed.

Student 8 she was quiet and calm.

Student 9 Had really bad attitude, he did not like that teachers called his attention and asked him about the assignment, he presented the first activity but doing gestures and bad posture.

Student 10 was respectful but he did not work during the first activity, he is really shy and he was sitting so far from the other students.

Student 11 acted like a person who did not know what happen during the class and what the assignment was because he always is playing and distracted.

STUDENTS’ BEHAVIOR

Student 3 During the second activity he was really attentive and happy.

Student 4 Was calm and enjoying the activity always presenting a good attitude.

Student 5 Was respectful and calm.

Student 8 Had a really good behavior.

Student 9 Had a bad attitude, he did not enjoy the class and he did not want to participate.

Student 10 did not have bad attitude but is always with student 9, apart from the other students and talking. He enjoyed the class but also is really shy.

Student 11 Participated during the second activity because was dancing and playing, but during the other activities he was lazy, he is always apparently disorientated.
because he did not want to develop the activities.

**GENERAL OBSERVATIONS AND ANALYSIS OF CLASS**

The class was really calm. There were few students and they had a really passive attitude. Some disobedient students did not come to class so it is possible that students were a little bit quiet for that reason. During the second activity student were active and interest, all of them developed the activities except student 9, he always showed inconvenience and he always was disappointed.

In general we observe that just some students were expecting the activities because they like, but some others were not motivated, it seems like they did not like to attend class on Saturdays.

**STUDENTS’ CODES AND IDENTITIES’ NICKNAMES**

<table>
<thead>
<tr>
<th>CODE</th>
<th>STUDENTS’ NAME</th>
<th>NICKNAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Davidson Herrera</td>
<td>Atenido</td>
</tr>
<tr>
<td>4</td>
<td>Mayra Rojas</td>
<td>Penosa</td>
</tr>
<tr>
<td>5</td>
<td>Valentina Esteban</td>
<td>Juiciosa</td>
</tr>
<tr>
<td>8</td>
<td>Stephanie Tamara</td>
<td>Callada</td>
</tr>
<tr>
<td>9</td>
<td>Juan David Camelo</td>
<td>Visitante A descortés</td>
</tr>
<tr>
<td>10</td>
<td>Julian Moreno</td>
<td>Visitante B</td>
</tr>
<tr>
<td>11</td>
<td>Miguel angel Jerez</td>
<td>Perezoso-mal educado</td>
</tr>
</tbody>
</table>
Annex 3. Questionnaires applied at CSLS.

Questionnaire 1.

Colegio Cafam Santa Lucia - Universidad de la Salle
Cuestionario Experiencias en clase. - Instrumento N. 2

Este cuestionario está relacionado con las experiencias durante la clase de inglés de los sábados. Sus respuestas serán confidenciales, por favor contéstelas clara y honestamente. (Basado en el maas Q)

**ESCALA VALORATIVA:**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>nunca</td>
<td>Poco frecuente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
<td></td>
</tr>
</tbody>
</table>

1. Durante la clase de inglés puedo experimentar emociones (tristeza, alegria entre otras) y no ser consciente de ellas en ése mismo instante.

¿Qué tipo de emociones? ¿Pues en todas las clases alegria o angustia?

2. No desarrolló las actividades de la clase por falta de cuidado o porque me distraigo.

¿Cómo se distrae y por qué? La verdad yo no me distraigo mucho y no me distraigo porque me lanza mucho la atención.

3. No desarrolló las actividades porque no me interesan.

¿Por qué no le interesan? Si me interesan son canciones.
4. Encuentro difícil concentrarme en lo que está pasando durante la clase y las actividades desarrolladas.

<table>
<thead>
<tr>
<th>X</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>nunca</td>
<td>Poco frecuente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿Por qué? _Nunca porque_ si logro concentrarme en 

5. Tengo tendencia a desarrollar las actividades lo más rápido posible sin prestar atención a lo que estoy haciendo y aplicar los conocimientos adquiridos durante la clase.

<table>
<thead>
<tr>
<th>X</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>nunca</td>
<td>Poco frecuente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¿Por qué? _Siempre trato de saber que estoy haciendo y porque_ 

6. Tengo tendencia a desarrollar las actividades de la clase y no me doy cuenta si estoy aplicando los conocimientos explicados durante la clase.

<table>
<thead>
<tr>
<th>X</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunca</td>
<td>Poco frecuente</td>
<td>Frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿Por qué? _Yo pongo atención y se me preguntó_ 

que haces?
7. Tengo tendencia a tensionarme o incomodarme cuando debo desarrollar las actividades de la clase.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>nunca</td>
<td>Poco frecuentemente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿Por qué? No nunca porque me gusta cómo hablamos.

---

8. En ocasiones pareciera que no tengo mucha consciencia de lo que estoy haciendo durante las actividades de la clase de Inglés.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunca</td>
<td>Poco frecuentemente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿Cuáles ocasiones? Siempre entiendo.

---

9. Desarrollo las actividades sin estar atento a lo que realmente debo hacer.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>nunca</td>
<td>Poco frecuentemente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿Por qué? Estoy muy atenta antes de desarrollar la actividad.
10. Me siento tan concentrado(a) en lo que debo lograr durante la clase que me olvido de interactuar con mis compañeros, pierdo noción de tiempo y espacio y me alejo de todo y todos.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunca</td>
<td>Poco frecuente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿En qué situaciones le ha ocurrido?

Por el tema o actividad que llevaremos acabo.

11. Tengo la capacidad de escuchar a los demás y prestarles atención a la vez que desarrollo las actividades de la clase sin perder la concentración.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunca</td>
<td>Poco frecuente</td>
<td>frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿Cómo lo identifico?

Porque mientras explico me enredo yo misma.


<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunca</td>
<td>Poco frecuente</td>
<td>Frecuentemente</td>
<td>Muy frecuentemente</td>
<td>siempre</td>
</tr>
</tbody>
</table>

¿Cómo lo identifico?

Porque estoy pendiente de lo que va a pasar.
LEARNING CLIMATE QUESTIONNAIRE

1. ¿Me siento comprendido por mis profesoras?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totalmente desacuerdo</td>
<td>Parcialmente en desacuerdo</td>
<td>Neutral</td>
<td>Parcialmente de acuerdo</td>
<td>Totalmente de acuerdo</td>
</tr>
</tbody>
</table>

En qué situaciones:

En cualquier cosa que nos expalan a cada uno de nosotros.
En nuestra clase de curso de inglés y lo que uno no entiende no lo explican.

2. ¿Me siento en capacidad de expresarme abiertamente con mis profesoras durante la clase?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totalmente desacuerdo</td>
<td>Parcialmente en desacuerdo</td>
<td>Neutral</td>
<td>Parcialmente de acuerdo</td>
<td>Totalmente de acuerdo</td>
</tr>
</tbody>
</table>

En qué momentos:

Cuando necesito alguna pregunta me expreso con mis profesoras pero no tantas veces por que en situaciones soy tímida.

Siento que mis profesoras me aceptan como soy.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totalmente desacuerdo</td>
<td>Parcialmente en desacuerdo</td>
<td>Neutral</td>
<td>Parcialmente de acuerdo</td>
<td>Totalmente de acuerdo</td>
</tr>
</tbody>
</table>

Como lo identifico:

Porque nunca nos juzgan siempre están de acuerdo como somos y como nos sentimos.

4. ¿Mis profesoras se aseguran que yo realmente entienda los temas de la clase y lo que yo necesito hacer?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totalmente desacuerdo</td>
<td>Parcialmente en desacuerdo</td>
<td>Neutral</td>
<td>Parcialmente de acuerdo</td>
<td>Totalmente de acuerdo</td>
</tr>
</tbody>
</table>

Como lo hacen:

Porque si uno no entiende una le pregunta y ella nos lo contestan y se aseguran de que aprendamos también con actividades.
5. Mis profesoras fomentan que yo participe en clase.

<table>
<thead>
<tr>
<th></th>
<th>Totalmente desacuerdo</th>
<th>Parcialmente en desacuerdo</th>
<th>Neutral</th>
<th>Parcialmente de acuerdo</th>
<th>Totalmente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Como lo hacen:

**Claro, siempre ellos piensan en nosotros y uno con mucho cariño y respeto los tratamos como unas amigas para todos.**


<table>
<thead>
<tr>
<th></th>
<th>Totalmente desacuerdo</th>
<th>Parcialmente en desacuerdo</th>
<th>Neutral</th>
<th>Parcialmente de acuerdo</th>
<th>Totalmente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

En que situaciones y por qué:

**Claro, siempre ellos piensan en nosotros y uno con mucho cariño y respeto los tratamos como unas amigas para todos.**

7. Mis profesoras responden mis preguntas total y cuidadosamente.

<table>
<thead>
<tr>
<th></th>
<th>Totalmente desacuerdo</th>
<th>Parcialmente en desacuerdo</th>
<th>Neutral</th>
<th>Parcialmente de acuerdo</th>
<th>Totalmente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Como lo identifico:

**Claro, siempre uno tiene que hacer una actividad y uno no la entiende uno les pregunta y ellas responde cuidadosamente y lo entienden.**

8. Mis profesoras escuchan mis opiniones para la clase.

<table>
<thead>
<tr>
<th></th>
<th>Totalmente desacuerdo</th>
<th>Parcialmente en desacuerdo</th>
<th>Neutral</th>
<th>Parcialmente de acuerdo</th>
<th>Totalmente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

En qué momento:

**En momentos si uno da una opinión puede se calienta como pregunta pero siempre escuchan las opiniones de uno.**

9. Mis profesores manejan las emociones de los estudiantes muy bien.

<table>
<thead>
<tr>
<th></th>
<th>Totalmente desacuerdo</th>
<th>Parcialmente en desacuerdo</th>
<th>Neutral</th>
<th>Parcialmente de acuerdo</th>
<th>Totalmente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Como lo identifico:

**Claro, porque siempre si uno está tranquilo y cuando ellos se escuchan y se preguntan a uno que en lo que tenemos.**
10. Siento que mis profesoras se preocupan por mi como persona.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totamente desacuerdo</strong></td>
<td><strong>Parcialmente desacuerdo</strong></td>
<td><strong>Neutral</strong></td>
<td><strong>Parcialmente de acuerdo</strong></td>
<td><strong>Totamente de acuerdo</strong></td>
</tr>
</tbody>
</table>

En que situaciones y como lo identifico:

Si / que siempre si cada uno de nosotros es tratado mal, ellos siempre están muy pendiente de cada uno y nos conducen y nos ayudan.

11. No me siento muy bien con la forma en que mis profesoras me hablan.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totamente desacuerdo</strong></td>
<td><strong>Parcialmente desacuerdo</strong></td>
<td><strong>Neutral</strong></td>
<td><strong>Parcialmente de acuerdo</strong></td>
<td><strong>Totamente de acuerdo</strong></td>
</tr>
</tbody>
</table>

En que situaciones:

Elos nunca nos tratan mal nos hablan bien y cuidadosamente y siempre con respeto y a todos nos tratan bien a todos nos sonrisas.

12. Mis profesoras tratan de entender mi punto de vista de las cosas y situaciones antes de sugerir nuevas formas para hacer las cosas.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totamente desacuerdo</strong></td>
<td><strong>Parcialmente desacuerdo</strong></td>
<td><strong>Neutral</strong></td>
<td><strong>Parcialmente de acuerdo</strong></td>
<td><strong>Totamente de acuerdo</strong></td>
</tr>
</tbody>
</table>

Como lo identifico:

Si que algunos de mis compañeros como yo no entendemos algo ellos no se equivocan con una actividad de aprendizaje.

13. Me siento en capacidad de expresar mis sentimientos a mis profesoras.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totamente desacuerdo</strong></td>
<td><strong>Parcialmente desacuerdo</strong></td>
<td><strong>Neutral</strong></td>
<td><strong>Parcialmente de acuerdo</strong></td>
<td><strong>Totamente de acuerdo</strong></td>
</tr>
</tbody>
</table>

En que situaciones:

en momentos cuando no tengo con quien hablar me expreso con ellas.

14. Siento que mis profesoras me dan opciones y yo puedo elegir lo que me gusta.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totamente desacuerdo</strong></td>
<td><strong>Parcialmente desacuerdo</strong></td>
<td><strong>Neutral</strong></td>
<td><strong>Parcialmente de acuerdo</strong></td>
<td><strong>Totamente de acuerdo</strong></td>
</tr>
</tbody>
</table>

En qué momentos y como lo identifico:

en una actividad nosotros en un grupo elegimos las cosas y ellos nos dio muchas opciones.
CUESTIONARIO DE ASPIRACIONES PERSONALES Y CONTENIDO DE LA CLASE

El siguiente cuestionario es acerca de sus aspiraciones personales en relación con el inglés como segunda lengua. A su vez incluye preguntas sobre el contenido de la clase. Por favor, conteste el cuestionario lo más honesta y claramente posible, sus respuestas serán confidenciales.

1. Para mí es importante aprender inglés, por eso asisto voluntariamente a la clase de los sábados.
   - Totalmente cierto ✓
   - No muy cierto
   - No es cierto

   Aprender inglés es importante para
   [<br>]
   Estados Unidos y gracias a que podemos aprender inglés en cualquier Universidad Estado unidense.

2. Sé que aprender inglés me permite conocer nuevas cosas y me brinda nuevas oportunidades.
   - Totalmente cierto ✓
   - No muy cierto
   - No es cierto

   ¿Qué nuevas cosas aprende con el inglés?
   - Aprender los partes del cuerpo en inglés.
   - Aprender a decir cosas en inglés y poder entender a los extranjos.

   ¿Qué nuevas oportunidades le brinda aprender inglés?
   - Saber hablar inglés.

3. Soy consciente de que tengo la capacidad de aprender inglés y que puedo desarrollar mis habilidades.
   - Totalmente cierto ✓
   - No muy cierto
   - No es cierto

   ¿Qué habilidades puede desarrollar al aprender inglés?
   - Que al hablar en inglés tenga que se habla en inglés y se ya estará preparado.
4. El inglés no me agrada, no me interesa aprenderlo.
   Totalmente cierto   No muy cierto   No es cierto ✓

   ¿Por qué no le agrada? Sí me agrado y quiero aprender

5. Me gustaría aprender inglés pero se me dificulta demasiado.
   Totalmente cierto   No muy cierto   No es cierto ✓

   Mis dificultades para aprender inglés son no se me dificulta hablar inglés

   Totalmente cierto   No muy cierto   No es cierto ✓

   ¿Por qué siente pena? Nunca

7. Me interesa crecer como persona, por eso asisto a la clase de los sábados y aprendo inglés aunque no me agrade.
   Totalmente cierto ✓   No muy cierto   No es cierto

   Quiero crecer como persona porque quiero terminar mis estudios y ser un profesional

8. Asisto a la clase de los sábados únicamente porque a mi familia le interesa que yo aprenda inglés.
   Totalmente cierto ✓   No muy cierto   No es cierto

   Totalmente cierto ✓   No muy cierto   No es cierto ✓

   No tengo las habilidades de Nunca.
10. Los contenidos de la clase se me dificultan mucho.
   Totalmente cierto ☑️ No muy cierto No es cierto
   Se me dificultan porque _nunca se me dificulta_.

11. Me siento capaz de manejar y desarrollar el material de la clase de inglés de los sábados.
   Totalmente cierto ☑️ No muy cierto No es cierto
   Soy capaz porque el material _es guay y no me esfuerzo mucho_.

12. A pesar de que se me dificulta aprender inglés, sé que puedo alcanzar mis metas y objetivos en la clase de los sábados desempeñándome bien y esforzándome durante el curso.
   Totalmente cierto ☑️ No muy cierto No es cierto
   Mis metas y objetivos son _ser profesional ayudar a mamá y a las chicas y tener un lugar_.