Student's attitudes through the implementation of different activities enhancing writing and

speaking skills in the EFL classroom.

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Abstract

Las actitudes en los estudiantes frente a clases en una segunda lengua es un tema orientado a la motivación y el ambiente en el salón de clases, es por este motivo que pocos autores a nivel Latinoamérica han escrito sus experiencias con el tema y la literatura tratada es dada en otros idiomas diferentes al español-Inglés , por eso este estudio enfoca sus esfuerzos en analizar las actitudes que los alumnos de tercero y cuarto grado de un colegio distrital en Bogotá presentan en el momento de desarrollar actividades enfocadas en las habilidades de producción (hablar, escribir) mediante actividades funcionales y sociales como interacción verbal, escritura espontánea y colaborativa, escritura entre compañeros.

La recolección de los datos está dada mediante el uso de herramientas como notas de campo de los profesores, encuestas y entrevistas sema-estructuradas después de cada sesión de la implementación. La tabulación de datos está realizada mediante una tabla de triangulación donde se consigna el fragmento citado analizado, las bases teóricas y una explicación soportada en hipótesis.

Los datos analizados sugieren que los alumnos tienen una predisposición en el inicio de la clase en donde se muestran nerviosos y algo incomodos al participar. Se lograron identificar estrategias para generar en los estudiantes actitudes positivas frente al desarrollo de las mismas como el uso de medios audiovisuales identificando los niveles y formas de aprendizaje.

Después del desarrollo y análisis de la implementación se plantean varias hipótesis entre ellas que el uso adecuado de factores que modifiquen o enaltezcan la mezcla de emociones dentro de las clases favorece la parte afectiva en primera instancia y crea un efecto cascada interfiriendo así en las actitudes de comportamiento para llegar a tener influencia positiva en las actitudes

cognitivas hecho reflejado en los ambientes de aprendizaje autónomo vistos durante la implementación.

Palabras claves: actitudes, actividades funcionales de comunicación y de interacción, escritura espontánea y colaborativa, estrategias de enseñanza.

The students' attitudes facing lessons in a foreign language is an issue both oriented to motivation and the environment in the language classroom. For this reason, few authors in Latin America have written their experiences about such issue. Conversely, literature is given in languages other than Spanish and English. Therefore, this study focuses its efforts on analyzing the attitudes that students in third and fourth grade in a public school in Bogotá present at the time of developing activities focused on production skills (speaking, writing) through functional and social activities and interaction verbal, spontaneous and collaborative writing, and peer writing.

The data collection was supported by three different techniques: Field notes from teachers, surveys and semi-structured interviews applied after each implementation. On the other hand, the tabulation and analysis of collected information, at its final stage, was actually organized and presented in a triangulation table in which analyzed fragments, theoretical basis and supported explanations were included.

The analysis suggests that students have a predisposition at the beginning of lessons by showing a feeling of nervousness and discomfort when participating. Conversely, a series of audiovisual strategies were adapted, and in this process, the proficiency level of children and their learning styles were also considered. As a result, those strategies built positive attitudes towards the development of reliable learning environments.

After the development and analysis of the implementation process, several hypotheses arise. The proper use of factors that modify or exalt the mixed emotions within lessons, at first, promotes the emotional sides of learners, and creates a "cascade effect" interfering in the behavioral attitudes in order to have positive influences on the cognitive attitudes. This fact is reflected in the autonomous learning environments that were observed during that implementation process.

Key words. Attitudes, functional communication activities, social interaction activities, collaborative writing, teaching strategies.

Acknowledgments

CHAPTER 1

INTRODUCTION

Nowadays globalization has been covering all the aspects of daily life, with this phenomenon change in education are one of the most relevant fields that humanity must affront.

First world and developing countries concern about second language acquisition has been increased notoriously and this necessity had less advanced in developing countries. Colombia was not an exception, for this the country seeks promote learning of a foreign language. It involves oral and writing production, during the search of this new goal Colombia adopts the common European framework as reference to establish proficient levels in each communication skill, and this document compiled basics standards in foreign language given an answer to coverage and quality that country requires, due of Colombian government idea is become population bilingual in a few years.

Although the aim of standards related to the second language acquisition is to develop at the same level four skills: speaking, reading, listening and writing the real educational context seeks strengthen just reading skills. The aim is to obtain better results in the Pruebas Saber which are the tool through Education ministry evaluate the basic quality education in the country. It is carry out each year to third, fifth and ninth graders. It means that some institutions prefer develop reading skills and let productive skills on the other side. Starting with this point and being immersed in Colegio Instituto Técnico Distrital República de Guatemala (IED) where the researchers generate social interaction and functional activities which will be explained among

the theoretical framework, to identify and understand attitudes expressed by students in English classes performing productive skill tasks in English as foreign language.

During the professional practice, researchers could observe some relevant aspects in the language learning process in the students from "Colegio Instituto Técnico Distrital República de Guatemala (IED)". Such aspects involved that researchers as student teachers have been immersed in the student's context with third and fourth grades. For this reason this study focuses on the productive skills, writing and speaking and how it works in a public school context, considering external factors such as the teachers and the environment in which they were developed, but these factors did not affect the central objective of the study.

To get a more specific research and more concrete results this study is centered in the student's attitudes analysis through the implementation of different production skills activities in the EFL classroom. In order to achieve the main objective of this study, researchers decide to use some specific strategies that were observed in the field notes during the professional practicum before the implementation, in which students were motivated and developed the tasks by participating actively when they performed production skills.

The objective was born from the observations of the first classes during the first semester of the professional practicum, in which researchers taught through different activities trying to encourage students to participate actively in class in order to change their fear and anxiety when they performed tasks in foreign language. It was realized that the majority of students did not feel a significant encouragement to the planned teaching strategies. In addition, the researchers noticed that third and fourth graders were not able to express themselves by productive outcomes because they were afraid to speak in front of the class, researchers realized that students were

afraid because did not want to participate, seem to be uncomfortable and anxious, also because they took long time to think what they are going to say. Another important aspect that affected the productive skill performance was that students felt uncomfortable writing their ideas in other language, however in receptive skills students performed in a better way proposed activities

- First chapter contain show a contextualization of students in which describe student's context, school features and learning behavior

- Then in chapter 1 includes research line, objectives, research question and type of study.

- In chapter 2 will be explained the literature review and theoretical framework which was used to support this study.

- Chapter 3 explain the methodological design and describe the tools that were implemented to gather information.

- Chapter 4 related to Instructional Design in which describe how was carry out the implementation.

- Then during Chapter 5 will be explained and developed the data analysis.

- Finally in Chapter 6 researchers presents conclusions and implications in a pedagogical environment.

After that, this study will develop the theoretical framework and literature review in which expose the main ideas about concepts such as attitude and it components, the second language acquisition and finally different teaching strategies to foster student's attitudes.

Statement of the problem

Speaking or writing in a foreign language currently and specifically in English is a relevant issue to promote in education environment or workplace. It is a word wild phenomenon because most of the business, education courses, cultural and social context are in English. At this point people should be conscious that learning a second language from childhood is a need. However it is not in that way, from an early age, children say they do not like, it will not like, or do not feel ready and prepare to learn a second language when they have not been taught with an approach to acquire a foreign language.

In Colegio Instituto Técnico Distrital República de Guatemala (IED) children in third and fourth grade where the present project which is focused on students have different attitudes toward English classes, depending on the activity of the lesson and also according to the skill developed in it. Some students were enthusiastic and engaged. Sometimes they showed nervous and exited, For Ajzen (1988) "an attitude is a disposition to respond favorably or unfavorably to an object, person, institution or event"(p.3). For this reason, the researchers search to analyze the different attitudes that students show during productive skill activities in a English foreign language class gathering information form field notes taken from observations made by the researchers, semi-structure interviews and semi-structure surveys made to the students to know how they their opinions and feelings toward the development of activities based on the productive skills.

In foreign language learning classes, researchers generally look for students who have a significant learning with each activity, with the aim to change the myth that learning English is boring and can only be achieved with the traditional approach as it has been done years ago but currently is still in progress. English classes at Colegio Guatemala were focused on copying from

the board to the notebook sentences using the verb to be, basic vocabulary and structures according with meetings with school staff.

On the other hand, currently there has been designed, and spread theories, approaches and activities to motivate students, to make them feel that they can learn successfully a foreign language, to develop learner's autonomy, independence, and also to make them feel responsible for and in control of their own learning.

The study of motivation has been a prominent area of researching in psychology and education for many years (Dörnyei, 2001). Those studies are designed based on young learners whose main focus is to foster motivation and approach of curiosity and self-interest of students towards the subject.

In those hundreds of activities that have been created by experts in pedagogy and foreign language teaching, they always tried to reach the purpose, either to improve the skills of students, some focused on Reading, writing, listening and speaking, specialized in each skill of these and depending on what the teacher wants to work or the needs from the students. Other knowledge to reinforce or introduce their students to new subjects, cultures and different worlds.

Considering that none of these purposes have the same result in two classes because in a classroom there are several factors in performance at the same time, including the social and cultural context of the students, the age and the main factor in which this study which will focus: is the attitude that according to Krashen (as quoted in Hamilton, 2007) "postulated two hypotheses with regard to attitude and aptitude. Regarding aptitude, that it may be directly related to conscious learning and regarding attitude, that correct attitudinal factors encourage language acquisition on the part of the learner". Krashen established a theory related to the

Attitude and Aptitude in Second Language Acquisition and Learning which provides a prudent explanation for what had appeared to be a strange finding: according with Krashen (1981) concern "both language aptitude (as measured by standard tests) and attitude (affective variables) appear to be related to second language achievement, but are not related to each other". It is possible have high aptitudes and low attitudes, either high or low. A result is that attitudinal and active factors are more important than aptitude in learning a foreign language.

Foreign language acquisition is a complicated process. In children it becomes more complicated because they are receptive and capture information faster. They tend to lose concentration easily. In addition, the fear of the unknown makes regular that students even feel motivated. They take different attitudes towards the activities that they face in class. Not all students react in the same way; for instance in a game, activity or a simple handout to fill in; so the teacher should be aware about the learning styles of the students in a whole classroom; At this point the majority of students are 7 to 11 years old. Students tend to acquire the knowledge through visual and kinesthetic styles easier than in an auditory way.

According to Oxford (2004) Language learning styles and strategies are among the main factors that help to determine how well -our students learn a second or foreign language. During the first months of the professional practicum the researchers realized that students were motivated more when they carried out activities that were focused on visual and kinesthetic styles. In this way researchers could determine what kind of activities might work in students to foster in them different positive or negative attitudes, feelings, emotions and opinions facing the class.

In Colegio Instituto Técnico Distrital República de Guatemala (IED) students in third and fourth grade have been participating in English classes given by practitioner's students- teachers

from Minuto de Dios University. Classes have been proposed throughout the first part of the year with different activities to motivate students and planning from the early years of their school that English subject could be interesting and fun. These activities have confronted different attitudes among students. They were very active and participative in activities that do not involve productive skills such as reading and listening skills but they do not feel comfortable developing activities that involve speaking and writing skills, it was observed in students reactions when tasks requires past in front of the board and speak or generate a discourse either speaking or writing, they speak softly, they forget the vocabulary, did not want to participate when teacher call them. During first classes in the observation while students perform productive activities, which are the ones who need to generate a product rather than receiving, feel afraid at the moment of speaking in front of their classmates.

For these reasons, it has become important to identify and describe different kinds of attitudes in students through the implementation of different productive activities, focused on functional and social interaction which are activities that engage students to create dialogue foster in them sharing ideas, giving them a real environment to carry out the activities, so they experiment attitudes through the development of implementation of activities such as instant, collaborative and writing to each other activities, and teachers should observe carefully what of these attitudes are persistent or which are constantly changing.

Justification

Taking into account that we live in a globalized world and that most people are aware that foreign language learning creates more opportunities in their jobs and professional fields. This awareness is not generated from childhood, obtaining as a result from early childhood certain negative or positive attitudes facing this kind of learning. Also it is important that students know

and be interested form early childhood in different cultures, hobbies, customs and beliefs which open their minds and allow them to treasure their own culture.

During English classes with students from third and fourth grades from Colegio Instituto Técnico Distrital República de Guatemala (IED), the proposed activities have been diverse in each session and although the teacher expects and plans for each session that addresses a particular way, some of the classes change completely according to the attitude that students show. These attitudes are noticed more when students have to carry out functional productive skills, such as: processing information and social interaction activities as conversation or discussion sessions, basing dialogues and role plays based on school experience, role plays controlled through cues ad information, large-scale simulation activities. Even if the groups are similar they respond in a different way. Some students answered with positive attitudes it means they participate in class, students output was according to what teacher planned in lesson plans, encourage other students and create collaborative environments. On the other hand others students were less enthusiasm in classes, they felt anxious and nervous to participate, they prefer to be quite and take a passive role in the activities.

For this reason, this study seeks to analyze and identify what are the student's attitudes towards foreign language learning process through the implementation of productive skills focused on functional and social interaction activities. Thus, to find the kind of activities that are more interesting for students, which makes them feel comfortable and which not. In this way, researchers in the role of teacher had to plan and implement activities in which students show their attitudes, regardless of whether are positive or negative.

Researchers target is to looking for third and fourth grade student's attitudes in foreign language process through the implementation of productive skill of functional and social

interaction activities in the professional practice, In 8 sessions in which students developed a set of different activities with the aim of causing various attitudes on them, it was achieve implemented strategies which allow students to express themselves in a freeway, also techniques which engage student feelings, emotions and beliefs. A space where the student-teachers took the role of observers to identify and interpret each of the attitudes that students demonstrate in front of the class.

Research Line

This study is located between the University research lines, *Specific Didactics: Field Of Reflection On Education* because the research project purpose is to implement activities and base on students reactions establish a relation between activities and the positive learning environment that each activity create, asking for teaching of scholar knowledge as this field offers a reflective point of view to this study, to make a contribution in the educational reflection field starting from the professional practicum, it will show a contribution in further research and also future training teachers. This study reveals teaching process in the public school throughout the implementation of activities in speaking and writing to reinforce positive or negative attitudes in students. It reflects how the didactics take an important place in the language learning process of English.

The study aim is to promote the teaching of foreign language, pedagogical implications and consequences, nevertheless the study look for find activities that foster positive attitudes in students in order to improve productive skills throughout strategies implemented by themselves such a collaborative work environments. Find answers in the Colegio Instituto Técnico Distrital República de Guatemala (IED) community needs, allowing outstanding academic development of the student. Also, this study will be useful for future researchers in order to benefit educational processes and teach ability in their scope of action.

Research Focus

This study looks into third and fourth graders' English attitudes language learning process through the implementation of different productive skills activities that students carry out in a public primary school in Bogotá.

Research objectives

General Objective:

- To analyze students' attitudes in the foreign language process through the implementation of oriented speaking and writing activities in the classroom. .

Specific objectives

- To identify students' attitudes through the development of functional and social interaction speaking activities and instant, collaborative and writing to each other activities.
- To identify favorable writing and speaking activities implemented for the development of positive attitudes and the reinforcement of negative attitudes detected.
- To classify students' attitudes identified into cognitive, affective or behavioral during the performance of writing and speaking activities in second language acquisition.

Research Question

What are the students' attitudes towards foreign language learning process through the implementation of functional-social interaction activities in speaking and instant, collaborative and writing to each other activities, in students of third and fourth grade in a public school in Bogota?

In the next chapter the theoretical framework will developed by researchers. Topics present in this chapter are the support to research project and allow the researchers create a relation between three constructs and how they help to understand, identify and establish a worthy implementation project that provide relevant results.

CHAPTER 2

Literature Review

The study that researchers inspected was *Motivation Conditions in a Foreign Language Reading Comprehension Course Offering Both a Web-Based Modality and a Face-to-Face Modality.* As well as this research; in the project the author considers that motivation plays an important role in education.

In this study the author Medina (2013) in Universidad Nacional de Colombia sets a case study in which the use of teaching aids, mastery gains in reading, proper presentation of tasks, and lack of humor were among the similarities found in the courses. In contrast, constant motivation, technical support, interactions among students, anxiety, and a high number of exercises constituted some of the differences between the modalities. (p.89)

In addition to work with reading skills and visual aids as Medina purposed, this study will worked with activities that involved students' attitudes and their reaction when they faced English classes. In Medina's research the population was mix in Web-Based Modality and a Face-to-Face Modality, researcher's project was develop in a public school where the methodology and context is different perhaps.

The study of Sergio Medina took place in the Universidad de Antioquia, Medellin-Colombia. Graduate students in specializations were require to certify their reading comprehension in a foreign language in order to be accepted to the second semester of their post graduate study

program. This research study took place in a completely different context because the motivations and students features were easier to achieve than in the University study.

Another study that allowed the researchers to focus the research project on the attitudes field was *Learner's Attitude and Its Impact on Language Learning.* In this study the author Meenakshi H. Verma (2001) selected a group of undergraduate courses that were learning a second language, and tried to establish a relation between the students attitudes and the approach and activities that the teacher applyed during the classes in order to understand the reason of the different students attitudes for this project .

Verma's (2001) investigation was an example and a guide about that the researches had to do, but with the variable that students in this case were primary, in early ages where students were crossing a concrete stage that according to Piagget is the stage in which students learn through images and tangible objects, in addition. The study was conducted at the Invertis Institute of Engineering & Technology, Bareilly (Uttar Pradesh) India. For this reason it was relevant to clarify that the socio cultural environment was completely different from Colombia.

Theoretical framework

Researchers consider it is important to contextualize the study in order to the reader has clear ideas about this research. Doing an extensive investigation researchers found three main theories that were useful for this project which helps to understand students' attitudes in foreign language learning process, which are foreign language learning process, students' motivations and strategies.

Second language acquisition

It is a relevant topic to develop as a first stage of the theoretical framework in which any child acquires concrete concepts of their learning process not just in acquisition of a second language even with anything else in their learning process. It means that for all knowledge that a child acquires, revising the theoretical framework to understand this process is necessary. Researchers review authors and select the most appropriate for this study. The first one is Stephen Krashen (1982), who declared that "language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill"(p. 7)

Krashen's (1988) concept, helps to the study in order to establish a perspective in which students acquire the language in not an extensive or tedious way. During this study researchers try to identify and implement a set of functional-social interaction activities in speaking and instant, collaborative and writing to each other activities taking in to account students style, preferences, rhythm. During the development of his theory Krashen (1988) states how attitudes and target language plays a role in the SLA process. Besides he explain factors which affect students such as, acknowledge, environment, context, tools to develop the language; Krashen (1988) states"second language attitude refers to acquirers' orientations toward speakers of the target language, as well as personality factors".(p.5)

An English class should not become a common class in which students just receive and store information in their brains. It is important that rules, patterns, and commands should be taught in an innovative way with activities that involve students to perform in active way stimulating the student's communication in real contexts.

During Krashen's second hypothesis mentioned factors which are directly relate to second language acquisition and only indirectly to conscious learning, he declared "Briefly, the "right" attitudinal factors produce two effects: they encourage useful input for language acquisition and they allow the acquirer to be "open" to this input so it can be used for acquisition" (p. 5). At Colegio Instituto Técnico Distrital República de Guatemala (IED) students have learning styles that allow teacher prepare lessons with full of resources such as kinesthetic, visual materials as they are growing up and acquiring habits in their learning process. Students develop less the auditory learning style, this fact could be prove because students first does not have enough material to develop auditory style such as recordings, CD players with authentic material, also head teachers at this courses taught with their basic knowledge which not include a really good level of pronunciation and fluency. It is easier for them to acquire the knowledge through visual aids and touch material than infers and extract in the vocabulary rules or patrons from a conversation. It is because students are not allowed to recognize and use their listening skills. These skills until now are beginning to be developed.

Krashen established that there are two independent systems of second language performance: the *acquired system* and the *learned system*. The *acquired system* is the product of a subconscious process; as babies' process, when kids acquired his/her first language. Krashen (1988) states "It requires a baste number of interaction between the environment and the target language - natural communication - in which researchers are concentrated not on the form of their utterances" (p. 1)., but in the communicative act, and the second is learning, which by contrast, refers to a process in which conscious rules about a language are developed. Krashen (1988) it means that the results are explicit knowledge about the forms of a language and the ability to practice this knowledge.

The majority of students in the courses develop their writing and speaking process in their mother tongue. However in English classes the proficiency that students require to product in a subconscious form is something that is no natural, the communication, interactions, performances, and every single activity promote students learning of the second language. The special context of Colegio Instituto Técnico Distrital República de Guatemala (IED) restricts the opportunity to develop conscious learning in students. A task at the school implies activities that copy the natural process of acquisition of language. In the course of the implementation, the introductions, presentations, guided practice and communicative practice or final tasks were developed in a natural environment. Here students acquire the knowledge from real context such as learning shopping centers, vocabulary to develop abilities, speaking and writing functional, restaurant, food, Zoo or movies that students have watched. All the topics were focused to develop a communicative practice trying to place it in a real context and daily life, in these way students can see the need and uses of the topics which they learned.

The second author which researchers support on is Klein (1986) who established that L2 acquisition is a process of enormous complexity in which a variety of factors are working and are divided into categories:

Klein (1986) established *Identity hypothesis* which asserts that "it is relevant for language acquisition whether or not any other language has been learned before. In other words, first and second language learning is basically one and the same process governed by the same laws"(p. 23) in the sense of repetitions, listening and reproducing sounds, and copying the mouth movements.

According with Klein (1986):

Contrastive hypothesis theory conversely, claims that the acquisition of a second language is largely determined by the structure of earlier acquired language, in other words similar structures between first and second language has a positive influence in transfers such as add s in some words to form the plural. (p.25)

Theories of learner varieties based on Klein (1986)who claims that "whether it can be for purposes of real-life communication or for dealing with exercises or simulated conversations; however these represent the learner's current repertoire" (p. 29). This category is most suitable with the research project, as it takes target language as a tool to promote positive attitudes as results in students. Nevertheless the learner varieties theory set aside relevant aspects about learner outcomes, the previous knowledge and variables that could affect this learning process.

Klein (1982) also mentions that the amount of students' needs and trend covers the totality of the factors that induce the learner to apply their language faculty to acquire a language and it is the outcome of the interaction that determines the actual propensity of the learner. In his study, this author makes emphasis in a theory which some dimensions of the learning process depend on their interests, for example, the communicative need in Colegio Republica Guatemala which are special because students has difficulties in oral production, relevant fact in reading this key point is crucial to develop of habits in students without mention that reading skill need is an valued item in Pruebas SABER. The writing necessity is an ability that could be developed in an spontaneous way during classes even in not scholarship environments.

It means that second or foreign language acquisition is understood in performance practice as the students' learning process involves cognitive or affective attitudes within the learning

process. This process involves factors that must be clearly planned and found important before any kind of activity. During the teaching experience, researchers realized that many aspects that influence the second language acquisition are related with behaviors, customs, believes and cultures that students already have, as these affect one way or another this process. To support this idea, researchers used Richards & Theodore S. Rodgers (1986) who state-that words, attributes or individual learners bring to language learning can also have an important influence on learning and some learning styles preferences. Affective factors such as shyness, anxiety, enthusiasm and others emotions that language learning may elicit and that may influence the learner's willingness to communicate

Although Klein (1982) gives a broad view of the contexts situations and appropriate theories, which can be given in the second language acquisition. Magnusson (1996) assumed that there are many "biological changes in the brain during the life span, but it is difficult to relate them causally to the phenomenon"(p. 3). And third, the notion of an "age difference" between a child learner and an adult learner collapses at least three types of development:

First, he explains a biological development which includes all physiological changes of central and peripheral organs, which according to Magnusson thoughts (1996):

> *Are somehow involved in language; then, the social development in which all at the same time are members of a particular social group, with particular norms, particular convictions, particular forms of social behavior, in brief; learning a foreign language means at the same time to gain a particular social identity. (p. 247).*

 Finally, as Magnusson (1996) concerns "it is open, and a matter of much dispute, to which extent linguistic development depends on cognitive development, and vice versa" (p. 247)

In Colegio Instituto Técnico Distrital República de Guatemala (IED) context students have had a common development in their learning process. None of them has a difficulty or weakness in their development. In the social context during classes students develop their own personality and create a good environment of collaborative learning though communicative tasks, peer-assessments, TPR activities that engage students. According to Myles (2002) cognitive theory, "communicating orally or in writing is an active process of skill development and gradual elimination of errors as the learner internalizes the language" (p. 45)

For this study, researchers took Krashen's ideas because he gives many contributions such as the level of emotional and natural part of language acquisition. Besides, his theory is related to the focus of this study which is oriented to the school environment for students. On the other hand Klein point of view is global about the acquisition of a foreign language, and analysis involving adults. For this study researchers use the most relevant theories to the population of the study and natural method which is related with Krashen's & Terrel (1983) theory who "see communication as the primary function of language, and since their approach focuses on teaching communicative abilities" (p.17)

His theory in the learning process as Krashen & Terrel (1983) "is based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts" (p. 1). For this research, researchers took ideas from Klein (1986) whose theory of positive emotion clearly differentiates the functions of positive and negative emotions since it is relevant to comprehend and create some assumptions to base and create strategies that involve students' emotions and develop positive and negative aspects during the lessons at schools. The fact that negative emotions affect students' attention and learning process is one of the purposes of the

implementations, although Klein ideas, mention a natural approach which could be developed with adults; this research in contrast make emphasis in the emotions that affect the language learning process.

Attitudes in foreign language learning process.

After reviewing this issue, it is necessary a complement to understand the students' attitudes and how they work during the development of English activities. In this theoretical review, some useful material was found for this research project, but researchers decided to work with authors who get a more realistic idea according to the context in which the project was based on.

Facing with a new language through different activities students show different attitudes. Some of them are positive other negative and finally there are some neutral attitudes which were inferred during the lesson because students get distracted of the activity, forget the main idea of the task, they confuse other classmates it made that time class was not enough, that planned activities did not achieve at all, and also that learning environment was focused on behavior and not in building knowledge, on the other hand the positive attitudes were presented in the class with reactions such as active participation, group work, collaborative learning environments which allow the lesson to achieve completely. Another point which is relevant to take into account is when the theory refers to attitudes is that the students attitudes maybe come to the classroom with prejudge, because of their family thoughts, believes, the previous experiences learning a second language or just because the students do not like that language.

To understand the students attitudes as they perform productive skills, it is important to define what attitude is for the project. For this reason, the study adopted the theory of Eagly and Chaiken (as quoted in Vaughan,2010)who defines the concept of attitudes as "learned

predispositions to respond favorably or adversely to a specific object". This definition is suitable because the project is focused on offering a range of activities to students to encourage and understand the favorable attitudes that arise during the development of these activities. Also, it is important to clarify that in this case students respond favorably or adversely to a specific object of which are the activities presented during the class.

It is necessary to consider that attitudes have been extensively studied in the field of social psychology. This field has established the ABC model of attitudes, which encompasses the notion that attitudes have three components: Affect, Cognition and Behavior. For this reason, Baker (1992) gives the researchers an important point of view for this study about the components of attitude. Baker (1992) divides the attitudes in three components:

The first, are cognitive attitudes, which involve opinions, thoughts, values and beliefs the language learners have about the knowledge that they receive and their understanding of the process of language learning. Abidin (2012) states that the cognitive attitude can be classified into four steps: connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. (p.122)

Then, he explains the affective attitudes which are those processes that support or contradict the foundations of feelings and beliefs towards the attitude object (in this case the new language). It would be love or hate, passion or anxiety to learn and develop what a student is learning. Abidin (2012)

Finally, the third readiness of action or as the ABC theory name (behavior). The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native

speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Abidin (2012)

According to the proposals of Kara (as was quoted in Abidin, 2012) states that "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally. The relationship between attitudes and action is neither straightforward nor simple."(p. 121)

This study is going to focus on these three categories of attitudes in order to find and understand why students show specific attitudes as they perform productive skills.

Understanding how attitudes are formed

Having understood the definition and the three components of attitudes is relevant to know how attitudes are formed and maintained. For this reason it is important to clarify that individuals are not born with perfectly defined attitudes about people or objects specifically, some of these are developed rapidly and maintained or changed during the life. According to McGuire, et al. (as was quoted in Ajzen. 2005) suggest that "one of the basic processes that determine the formation and development of attitudes, is based on the same processes of classical conditioning in associative learning taking as the main principle the stimulus and response that Pavlov (1927) proposed". This theory is related with the formation of the attitudes because people tend to make associations between different objects and different emotional reactions that accompany it. For this reason is possible to develop positive or negative associations with the classical conditioning. As an example it was evidenced that students do not perform the tasks being

aware of the knowledge they acquire, instead of that, they perform tasks just to get a high rate. In this order of ideas students make an association, they are aware that if they do the homework they will get a good note.

There is another basic learning process that applies to the formation of attitudes which is operant conditioning that basically defines learning as a process in which individuals learn new ways of learning by observing the actions of others. Attitudes are reinforced either verbally or through observation of others and tend to be preserved provided preferably if this enhances the positive aspects of the action or object.

On the other hand, according to Abidin as was quoted in (Wenden 1991) his theory gives to this research project an overview about the three components of the attitude which are:

> *The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude (in this case the English class). The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.*

This author contributes to the research project to understand in a specific way the attitudes and how their components affect the behavior and perceptions of the students in the classroom. Also how the students evaluated the knowledge that they acquire and how they feel with their performance. In addition, this theory involves student's attitudes according with the environment of the classroom.

It is probable, researchers go in search of describe and understand the student's attitudes, their feelings toward the class, and the activities. These are attitudes which are not affected by other factors such as the classroom environment, family beliefs, or socio-cultural background.

Strategies and techniques to teach productive skills

During the development of the professional practice and even more during the entire degree, researchers understood that in an education context any teacher must use plenty of techniques in order to achieve the complete development of lessons. The use of different kind of techniques helps to carry on complete activities without notice in the classroom signs of lack of emotions, motivation and participation. Before performing the lesson, it is mandatory to keep in mind the interactions to achieve completely such lesson. This is understood by Schön (as cited in Wallace, 1991) as "the stage where beginning teachers obtain substantial on-campus coursework that they expect to transfer directly to the in school practical setting where they begin to act as a teacher" (p. 13). It means that pre-service teachers are those prospective teachers who are setting into practice their knowledge in a real classroom environment after a complete teaching training program. All these teachers obtain the goal of the lesson and use real classroom environments to engage student's productions, in the same order researchers used a variety of techniques that allow teacher to finish successfully the lesson planning obtaining a good result and meaningful learning. Along with this concept, it is also meaningful to mention that novice teachers constitute a source of creativity, innovation, and motivation that spring up in the implementation of strategies geared to their students' benefit.

This is related to the results of the study conducted by Gürbüz (2006):

> To understand a little bit more how a good English class looks like and how it allows students to encourage with the target language and their perceptions about performing in speaking and writing as well, it was necessary to know really well what productive skills are and what are the useful techniques or ways to teach it. (p. 40)

The productive skills are speaking and writing, because learners need to articulate words and write to produce language. Learners receive language by listening to conversation, music, videos and also by reading comprehension, newspaper, poem, book, etc. Speaking is an oral production of language. McDonough, Shaw & Masuhara, (2003) stated that, "speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations". (p.133-134).

According with Ministerio de Educación Nacional MEN (2011) new objectives of ECO English for Colombia program education tries to find develop progressively and cumulatively four communication abilities speaking, reading, listening, and writing . Council of Europe (2001) states the CEFR common European Framework, starting from this point researchers select productive skills and develop strategies, activities and environments that stimulate the visualization of reactions, perceptions, preferences and all attitudes during the class.

Speaking

Speaking is the oral process to produce language. Besides it is found on the tree as one of the branches. It is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop.

According to Burkart,G (2003-2004)

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Nunan (1989) states that, to be successful in acquiring the speaking skill in the target language, the following sub skills should be developed:

1. "The ability to articulate phonological features of the language comprehensively.

2. Expertise on stress, rhythm, intonation patterns.

3. An acceptance degree of fluency.

4. Transactional and interpersonal skills.

5. Skills in talking short and long speaking turns.

6. Skills in the management of interaction.

7. Using appropriate formulae and fillers." (p.32).

In Colombia MEN (2006) has proposed standards in speaking skill which expect that students between 8 and 10 in third and fourth grades could develop follow abilities:

- "Expreso e indico necesidades personales básicas relacionadas con el aula.

- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.

- Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula.

- Respondo preguntas sobre mis gustos y preferencias" (19, 21)

[

- Express and indicated basic personal needs related to the classroom.

- Answer questions about people, objects and places around me.

- I maintain a simple conversation in English with a partner when developing classroom activity.

- answer questions about my likes and dislikes]

Researchers select previous abilities in order to carry out in class taking in to account ages, context, culture and the objective of the study which search for students show different attitudes in the English classes, speaking activities and techniques used.

Functional and social interaction activities

In these functional activities teachers structured situations in which learners had to overcome an information gap or solve a problem according with an specific context or clues given by the teacher and learners had to work towards solutions or decisions. These functional activities were used according with the use of language, sharing information or processing information.

In order to cover functional activities during the implementation in Colegio República Guatemala in third and fourth grades researchers selected and adapted activities such as:

Sharing information with restricted cooperation. It consists in producing simplest patterns of interaction. Situations are always related with learner processes information that other students must discover. In this kind of task teacher has the control and could move as far as students use of language needs required. Most used or adapted activities in this stage are *Discovering missing information*, it involves in most of the cases that students has a table with information about a tour by the city or football league ranking with deleted information, in order to complete the table student B has the different items of information, idea is that students share information and complete the chart Annex 5. *Discovering secrets* is another activity in which one student has a piece of secret information and rest of them has to use specific questions to discover and guest the secret. (Littlewood, 1981)

In ***sharing information with unrestricted cooperation*** activities could be adapted in same way but interaction is not given entire by the teacher. He gives to student the freedom use of language and he searches that interaction increases between them in order to achieve the objective in each task. (Littlewood, 1981)

During ***sharing and processing information*** students must discuss or evaluate information in order to solve or achieve the goal of the class; following this premise the essential activity for this kind is *reconstructing story-sequences* it means that teacher gives a kind of pictures sequence, learners must decide which is the logical order and they must reconstruct the story. (Littlewood, 1981)

Finally in ***Processing information*** teacher could adapt and extend any kind of the previous activity adding an outside element that allow students to use imagination, use of language and solve common real problems as in real life. An example of that is the common activity in which

teacher proposes a trip and students carry on specific items with rules about the content, the weigh, size, etc. (Littlewood, 1981)

Second kind of activity for speaking is **social interaction,** in this stage according to Littlewood (1981) learners must pay attention to functional and social meanings that language conveys; it means also that activities are approximate more closely to the kind of communication interaction situations outside classroom and language create a social behavior.

The fact that students stay most of the school time in a classroom teacher must convert this space in a social interaction center that promotes learning environments. The classroom as a social context is called often artificial environment for learning process and using a foreign language.

Conversation or discussions are tools in which teacher could have or not the domain of the activity, dialogues school experience is regarded as a source of relief from more strong language work. Teacher always tries to stimulate student's responses. It could be in a direct way, learner just responds and gradually other students were introduced in the discussion; so the teacher change the role of director to communicator. (Littlewood 1981)

Role playing on Colegio Guatemala experiences principal aim is to help young learners to understand their environment and come with situation in this context. They express experiences such as homework, worry about, low marks, and conflict with other students, teachers or parents.

Improvising is too related with grade of imagination, innovation and language autonomous work. This requires that teacher get student's attention throughout situation in which they can exploit in any way they wish.

It will be useful in Colegio Instituto Técnico Distrital República de Guatemala (IED) context to bear in mind aspects such as Accuracy, fluency, pronunciation and vocabulary in sense of given to students tools that provide knowledge in context or real events. Obviously the tasks and materials must be according with the students' level, social environment, social strata, customs, beliefs, culture.

To achieve that, there are many options that researchers can implement during the research and implementation. Some of them could be useful than others. In any context the lesson plan can treasure activities such as communication games, information gap, role play or simulations, discussions, group work and pair work. (Littlewood, 1981)

Writing

Let's move to the second concept of writing which is a specific skill, which helps people to put their thoughts into words in a meaningful form through pen and paper. According to Grossmann (as cited in Bashrin, 2013) "writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay." (p.3). Another point of view given by Nunan (1999) is "Writing displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure." (p. 275). For Colegio Instituto Técnico Distrital República de Guatemala (IED) students, it is a need in order to accomplish a National Standard in which student have to perform according to some patterns previously established. During the development of the classes, researchers observed students reactions and performing according with reading and writing which are criteria evaluated by this test.

Throughout Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, there are guides of how to develop writing skill and what students should develop with the corresponded age and grade. This study selected the following abilities from the standards according to MEN (2006):

- "Escribo el nombre de lugares y elementos que reconozco en una ilustración.

- Escribo información personal en formatos sencillos.

- Escribo textos cortos que describen mi estado de ánimo y mis preferencias.

- Escribo tarjetas con mensajes cortos de felicitación o invitación" (p. 19-21)

[

- Write the name of places and elements that recognize an illustration.

- Write Personal Information in simple formats.

- Write short texts that describe my mood and my preferences.

- Write short messages Card for congratulation or invitation]

Now techniques which were used during implementation lessons will be explained in order to know how it works:

First is ***instant writing*** activities is an stage in the lesson where students can ask to write on the board, notebook, or laptop, without preparation or warning, as it does not require a long writing process, the teacher can use it in any time of the class task and it only may take 10 or 15

minutes. It works well at beginning of a complex task to engage students confidence with their abilities. (Littlewood, 1981)

In instant writing, there are activities such as *sentence writing* in which students engage to the writing part throughout short writing. Teacher provides the introductory sentence and they have to complete about themselves. The little task could change and carry on any topic, such as weather, food, zoo. Another useful activity in writing instant activities is the use of music and in Colegio Guatemala it was implemented in simple exercises in which students guess words for a song. It could be adapted as film scores. In this activity students watch a piece of video and then describe the place, scene or character before the dialogue starts.

By using *pictures,* in any stage of the class allows students to carry out writing activities in grammar or vocabulary. In order to achieve aims and students obtain resources in more challenging tasks. One of the activities most used was describing pictures, in which students write simple descriptions of one person, place, or object. Annex 5

Littlewood (1981) suggests that Second kind of tasks or activities is ***collaborative writing*** which allow students to learn from each other giving to each member access to others' minds and knowledge at the end of the lesson all learners may share the glory.

Using the board to make collaborative writing is a tool in which everyone could observe what is going on. *Sentence by sentence* is an activity in which students could create a sentence, paragraph, letter, poem or any literature element with the collaborative work each time student goes up to the board to build the objective. The rest of students can help by offering suggestions, corrections or alternatives. Annex 5

Writing in groups and pairs is a variation of collaborative writing activity in which students in this context must have a script with this learner have more possibility to concentrate on language used. In *first lines and last lines activities* teacher give an image to stimulate students' imagination. They must create the first line possible story or possible end with last line, then according with students' level teacher give scripts or introductory paragraph sentence to develop a short story. (Littlewood, 1981)

Directions, rules and instructions, is a useful activity in which students are allowed to write instructional texts such as how to arrive to a place, how prepare a salad fruit it could be made by groups in order to distribute the task and create collaborative learning.(Littlewood, 1981)

And finally the set of **writing to each other activity** which turn into communicative and has a real purpose and those are composed by *pen pals, e.mails, and chat* this kind of activity consist in each student correspond with a pen pals. It could be adapted to the English classroom or if there are resources to an email address and get in touch with real native speakers. In the classroom we could imagine that each student is from different nationality and get in contact between them. The idea is that meet each other through the resource of chats short interviews or any other source. The purpose in this kind of task is that teacher provides the dialogue script and prompts the vocabulary. (Littlewood, 1981)

Second activity is *Letters backwards and forwards* this consist in let this students create with a common situation such as mothers' day, valentines' day, greetings, invitations, etc. letters that could be exchanged in order to improve students grammar, correcting errors or mistakes in students. (Littlewood, 1981)

In next paragraphs a base model of writing process will be described. It was appropriate to use in students form third and fourth grades. It is necessary to mention that it was adapted some parts of it to engage the students.

Writing process

In the writing process relevant aspects that is mandatory to explain to students that involve key aspects, also are sub-skills that allow students to develop any task. The first aspect to take in to account is handwriting and spelling. Those aspects in kids are elemental. They are expanding their own writing process even in their mother tongue. The correct spelling in kids is something that normally is a weakness. There are some common mistakes that will be corrected during the task and with a lot of practice students improve. The second point is layout and punctuation. For kids it is a point that must be acquired along the time at those stages students following basic rules. Perhaps it is important correcting and monitoring this aspect. The final aspect is sentence construction and text cohesion as previously was mentioned cohesion is assessed in different ways according with students' level. (Littlewood, 1981)

Basic steps encouraging students to write are; first set a positive and co-operative attitude towards writing, and then prepare students for writing. At this point teachers should help the students to gather ideas from reading, listening and talking to one another. Pointing out those aspects of written texts that can be used as models for their own writing. Finally structure writing activities such as "provide a clear model; make it clear when you want students to copy from the board; give them time; monitor carefully, especially with low-level students, as mistakes often occur at this stage.

CHAPTER 3

METHODOLOGICAL DESIGN

Research Paradigm

This research is centered as a qualitative research because its characteristics added a tool to understand a particular phenomenon in a special context as in Colegio Republica Guatemala with third and fourth grade students. According to Patton (as was quoted in Merriam 2009)

> Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions in there. It is not attempting to predict what may happen in the future necessarily, but to understand the nature of the setting (pg.14)

Research Approach

With this type of study researchers could expand their understanding about attitudes toward foreign language classes in a specific context, which will be reported below in setting of "Colegio tecnico republica de Guatemala"; and also will contextualize the environment in which this public school is involved regarding to pedagogic aspects.

A characteristic of all forms of qualitative research is that researchers are the primary instrument for data collection and data analysis. In this study it is exposed by the field notes that researchers made immediately after the class finished. Since describing is the goal of this research, the human instrument is the principal source to extract behaviors, situations, student's beliefs, specific features of students. It allow the researchers to find, observe and explain the student's strategies and attitudes towards English classes, this information will be collected using three types of tools, which are, the fields notes that students- teachers complete after a carefully

observation of all the attitudes and reactions that students presented during the class, the second is the semi-structured interview that allow the researchers to know opinions, suggestions and feelings toward the class, and finally the third instrument which is the semi-structured survey, which helped students to express their ideas toward the class, in a written way, for each of the before described instruments was designed a format.

Often qualitative researchers undertake a qualitative study because there is a lack of theory or an existing theory fails to adequately explain a phenomenon.

The type of Study of the project is action - research because through the implementation of strategies researchers seek to identify students' attitudes. *Parsons and Brown* (2002) "Action research offers many benefits for educators committed to a critical, investigative process of improving school practice, policy, or culture". (Gregory. 2014, p.2)

This study involves systematic observations and data collection which will use by the researchers through reflection, field notes, decision making during development of lessons and the development of more effective classroom strategies in lesson planning stages.

Whatever the scenario, action research always involves the same seven- step process … are the following:

1 Selecting a focus:

Having reflected, observed and found a situations that needed improvement in the class, researchers must choose from the different weaknesses and centered the attention in the apects the researches would like to focurs the investigation.

2 Clarifying theories.

During the second step it is relevant find differente theories about the research topic, to know more about it, find the different perspectives that had the issue and to decide on that point of view researchers would like to investigate. Clarifying theories also helped the researches to know what strategies were used in previous studies and how can innovate towad other investigations.

3. identifying the research question.

Having chosen the topic in wich researchers are going to carry out the study and also found information about it, previous studies, tools and techinques used in different investigations, is the appropiate time to choose a specific and menaningful question that allow the researchers guide the project.

4. Collecting data.

At this point it is relevant that researchers choose the best and the appropiate data collection instruments in orther to gather as much information as they can and the information that is necessary trying to aboid ambiguity and confusion, related to this study, choose the instruments and collected the data was complex process due to attitudes are related to believes, opinions, mood and this factors are difficult to describe either written and observations, for this reason this study had three data collection instruments: field notes, semi- structured interview and semi-structured surveys that complemented each other so that the information obtained would be as faithful as possible.

5. Analyzing data.

"A number of relatively user- friendly procedures can help a practitioner identify the trends and patterns in action research data. In this portion of seven-step process, teacher researchers will methodically, sort, sift, rank, and examine the data collection to answer two generic questions:

- What is the story told by these data?
- Why did the story play itself out this way?" (Sagor. 2000. Pg. 5)

6. Reporting results.

For teaching profession it is important and fundamental share what was found in the research, events such as faculty meetings, brown bag lunch seminars are the best opportunity to show other teachers and researchers the topic and the way that the investigation was done.

7. Taking informed action.

With the information and conclusion gathered in the research project teachers develop an action plan that helps to improve the weaknesses and avoid the repeating past mistakes found during the investigation. "More important, with each refinement of practice, action researchers gain valid and reliable data on their developing virtuosity". (Sagor. 2000. Pg. 5)

This research project follow most of the seven steps that Sagor establishes, for that reason the action-research the appropriate type of study in this investigation.

Setting

This study was developed in "Colegio Instituto Técnico Distrital República de Guatemala (IED)". The school is located in Las Ferias neighborhood more precisely in Cll 78 # 69T-45, Bogotá. The school is located in stratum 3, but there are students in different stratum 1, 2 and 3. The school was founded on April 20, 1981

The area where the school is locate has been changed during recent years, since this neighborhood a few years ago was only a residential area. Parents went to this school to ask to their children studying there, but know now Las Ferias is well known in Bogotá as a commercial

and industrial zone, occupied by big companies and factories, with one of the biggest shopping mall in the city: Titan Plaza. Consequently the number of students has been reduced significantly.

Preschool and primary education is offered by school in the morning. It counts, with approximately 560 students. To this schedule also tenth and eleven grader students attend ,who are studying a technical career in an agreement with (Servicio Nacional de Aprendizaje) SENA and in the Panamericana University courses that they are taking to in the future have the possibility to finish their professional career with this institutions.

Thanks to this agreement and the great advantage that school has to offer to the students, technical careers while are coursed their high school. The school has as main slogan in the Proyecto Educativo Institucional (PEI) "the integral instruction of citizens with business sense that makes clear that focuses on training students for them to sustain themselves and will be prepared for the workplace upon graduation". Currently the Institute awarded the title of Technical Secretary, Bachelor in Business and Accounting with Computer Guidance.

The school currently does not have a complete staff in its organization and administrative areas; meanwhile the coordinator solves problems and situations that require intervention. The school has three buildings, each one with three floors.

The Proyecto Educativo Institucional (PEI) searching for the integral formation of citizens with business sense as the coordinator says "School is an institution in which student has a lot of opportunities to develop their abilities in an environment of employment opportunities" *conversation with the coordinator (February 21st),* it means that all programs, subjects and curriculum are focused on promoting technical studies in school. Also students are beigns

educated with bases that give a different profile in contrast with an a academic degree. It is important to highlight that the institution accepts its weakness about the Second Language Acquisition Program, for this reason the school requires trainers-teachers to complement their PEI and also to promote a different kind teaching strategies for students.

About Institution mission Colegio Instituto Técnico Distrital República de Guatemala (IED) concern that:

> "The mission is to guide the process of comprehensive education of children and youth, promotes conditions and opportunities to foster the formation of respect, responsible and autonomous, through academic, technical and technological quality education in coordination with the Higher Education and the world of work for the transformation of their personal, social life and the natural and cultural environment. (Manual de convivencia 1998 *P4).*

It can be state that the mission of the school seeks the population and the neighborhood wellness, the characteristics of students and school resources is appropriate in terms of objectives and is consistent with the IEP team and the teachers in the school.

Regarding to the institutional vision:

> "In 2015, Colegio Instituto Técnico Distrital República de Guatemala (IED) will be leading the training of competent and recognized citizens in scope District and Local corporate, business and higher education level, for the excellent academic and work performance of the graduates" (*Manual de convivencia, 1998, P4).*

For this reason the objective for teachers and training teachers is to convert citizens with resources to affront a work life through bases and concepts in real contexts.

The information presented below was obtained from the first meeting between students-teachers and head teachers from the school and they explained that primary education there is no set curriculum for the English area but students have to take at least one hour a week. In preschool, first and second courses English teachers are from other areas such as Spanish, arts etc. They teach basic vocabulary such as colors, numbers, alphabet, etc.

In the third and fourth grade, English classes are taught by a teacher who is not exactly the area of English but has taken courses in English education with the government. For these grades the school is requiring practitioners to teach English and help with specific topics to the students and the head teacher.

The area of English is a subject that the teachers have decided to impart in a practical and empirical way but was not officially established in the curriculum; so, the school does not have activities related to this area as the celebration of English day.

Participants

The students of this project were from grades 3° and 4°, who have had an approach to English superficially. The hourly intensity is 90 minutes a week or less. It was mentioned before, classes are taught by teachers from other areas but they are very kindly and in the best disposition have been teaching them the vocabulary that children should handle two or three years ago.

The children are between 7 and 10 years. The level of English does not vary much among children. These students belong to social stratum 1, 2, and 3. They do not receive instruction in

English given by a specialist teacher in the area; as a result they used to do the same activities in the area of English as in the area of Spanish or other subjects. Of course, they all say they have learned vocabulary as the alphabet, colors, numbers and some animals, but few of them clearly remember that vocabulary. Subsequently all courses are: starter level and the level of the students is: Beginner according to the common European framework.

As students have not had a close contact with the English language in fact it was reflected in the level, and the time intensity, due as was mentioned before students take a class of 80 minutes a week, they have the willingness and desire to learn. They seem to be curious about the process of language learning because it is based on rewarding their participation and interest, the teacher does not correct their mistakes. She said during first meeting between practitioners and the school teachers that the he aim of the class was to promote the participation and to encourage students to want to learn English as a second language. She also gave an important grade to the homework because she thinks that learning vocabulary is the most importantly during the first years of English learning. However the subject must be based on knowledge; which means that students want to learn and develop the activities not just for a grade. Instead, the aim is that they become aware of the importance that would be if they are interested to learn a foreign language.

Because of the number of students and level of education in a public school, was necessary the coordinator seek make up for these weaknesses and needs that were evident from grades such as kinder garden until third grade. English as a subject is a topic that teacher with no experience taught from their own experiences to students, without any knowledge about on second language acquisition.

Fourth and fifth grade teachers have better level of the language due to personal experiences they have had with the language mixed with didactic. Perhaps the student's levels from previous grades do not allow them to reach the level of English that a child at this age is supposed to handle.

In view of this, it become a need to ask for student teachers to reinforce the topics covered by the teachers as pronunciation and correct use in real contexts and provide new methodologies to classes taught by teachers.

Data collection matrix

Question?	General Objective	Data Source 1	Data Source 2	Data Source 3
To analyze students' attitudes in the foreign language process through the implementation of oriented speaking and writing activities in the classroom.	What are the students' attitudes towards foreign language learning process through the implementation of functional-social interaction activities in speaking skill and instant, collaborative and writing to each other activities, in students of third and fourth grade in a public school in Bogota?	Field notes	Semi-structure interviews	Survey

Data collection Instruments

The aim of the study was to analyze the attitudes of the students toward the foreign language learning process when they perform writing and speaking activities.

Throughout the research project students were facing and carry out different tasks that enhance their attitudes, using visual aids, songs, competitions, group work among others, while were acquiring vocabulary and useful expressions in a real context. Consequently numerous instruments were demanded to gather information to know and interpret what students thought and felt in each task. See annex 1

Field notes:

According to Burns, A (as was quoted in Burns, R 1994):

"Defines field notes as a description and account of events in the research context which are written in a relatively factual and objective style, they generally include reports of nonverbal information, physical settings, group structures and records of conversations and interactions between participants, the observations records in notes can be oriented in different ways , from overall impressions of the classroom, to specific aspects of the research o recording made about one or two students". (pg.87)

Field notes describe everything that happens during the class and allows the teacher to make a reflection about it. The field note used in the observation in grades 3° and 4° in Colegio Instituto Técnico Distrital República de Guatemala (IED) has the following structure: skill, Topic, class number, boy's and girl's number, absentees, and field notes code. The next part contains significant questions that researcher has to answer according to the attitudes observation from the students during the class such as the attitudes perceived by the group or individually. And finally the next part of the field note which is the reflection or analysis, those are observers opinions and thoughts that seeks to find possible reasons why students respond or act in a specific way and not

another. The researchers believe that is fundamental to analyze and do a reflection trying to describe in as much as possible what happened in class, due to attitudes are difficult to interpret.

According to Burns (as was quoted in Hanrahan, 2003) "Taking field notes has led to a greater self-awareness in the classroom. It has enabled me to formulate, more clearly my teaching aims, methods and results"

The field notes allowed the researchers to gather relevant information during the tasks, trying to focus the attention when students performed productive skills activities and the attitude that they took facing those different activities. Many aspects were discovered in field notes such as the attitude that students had before, while and at the end of the class, the perception that students had toward English classes, the process of development of tasks, and will be significant tool during the conclusion of this research project. See annex 2

Interview

In qualitative research, it common and useful to implement interviews to gather information, an interview is a structured oral (or possibly written) exchange with someone.. It aims to gather information and / or perceptions from the participants of the study. There are two basic types of research interviews: semi- structured or open-ended and structured.

Patton states that (1990) "The former allows participants more flexible in guiding the exchange, while the latter generally follow a predetermined set of questions" (Patton , 2002, p. 167).

Semi-structure interview allows changes and formulate new ideas to the interviewer and the interviewee. Taking into account that the population of the research are children between 6 and 10 years old, it imperative that the researcher has the possibility to be flexible asking questions,

to learn more about the situation and the question, trying to keep the main point of the interview but allowing that some details changes and become spontaneous during the course of the interview.

At this point of the study, semi-structured interview is helpful to obtain relevant information and allows the interviewer to grasp explicit details that may not be able to capture throughout the observation described field notes. Semi-structured interview also allowed researchers generate new questions emerging from the interview to find more information about the attitudes taken during the different activities proposed. To make the evidence was representative were interviewed 20 students by class 5 girls and 5 boys in each grade. See annex 3.

Surveys:

"Surveys involve predetermined questions presented in a written form and thus they also assume adequate literacy skills on the part of those surveyed". (Burns, 2003, p.88)

In this research project the surveys were designed in three fragments, the first contains four questions related to the student`s feelings, with introductory sentences at the beginning of each answer to help students write consciously about how they felt and their attitudes during the class. The second part of the survey was designed with yes/no questions in which students had to decide   yes or no, according to four statements focused on the way in which students develop the activity. In the final part of the survey researchers proposes a scale from one to five for students to decide which the level the attitude of was during class.

The questions were written by the researchers being aware of the student's level and the low level of writing they had.

Student's surveys were applied taking 10 minutes at the end of each class and explaining the survey and how they should answer first, surveys were randomly answered by three girls and three boys each class. See annex 4

Data collection procedures

The first part of data collection procedures was the observation that researchers made to identify the different attitudes that students showed which the activities proposed, materials, sitting arrangement, etc. Then field notes were designed that allowed the researchers write comments and reflections that were captured during the observations in class, is relevant to state that researchers wrote the field notes some minutes after the class in order to remember all the observations.

 Related to the second instrument that was applied, which were the surveys or questionnaires, were designed with the intention that students express by themselves their written ideas about the class, materials, activities, and make them reflect about how they felt, what were their attitudes during the activities and some aspects more related to the research , the survey contained four open questions with introductory sentences to prevent students will answer in monosyllables and help them to answer , and then the survey presented five closed yes no questions to know exactly the student's perceptions, and finally six questions about the different attitudes they had in class on a scale of 1-5.

This surveys were presented ten minutes before finish each class, researchers chose different students each session, had not considered the academic or disciplinary level, it was mandatory that in each session had to be applied six interviews

The other instrument used to gather information was the interview, which in this case was a semi-structured interview. The interview was based in five questions that were changing during the course of the interview, related to the student's perceptions and feelings about materials the teacher prepared for the class, the different activities proposed, and if they liked or not. Those five questions were established but allowed the interviewer to ask back up questions that appear with student's answers. The interview was made at the end of the class, taking two or three minutes per student individually.

To make the data collection be as faithful as possible to what the students thought and felt during class, triangulation data was developed. "In research, triangulations mean including multiple sources of information of points of view on the phenomenon or question you are investigating" (freeman. 1998, pg. 96) in this research data triangulation was used along the different steps of this research three data collection instruments were implemented.

To analyze students attitudes was necessary to observed carefully students reactions and behaviors and all that happened during the class, to then write it in a field note that was the first data collection instrument implemented, then students answer a set of questions orally in their mother tongue to know how did they felt and their opinions related to the activities and class, finally they had to carry out a survey that allowed students to express their ideas in written form.

 The credibility of the study is given by the analysis of these three instruments due to researchers found similar opinions that were repeated in different classes and several students either in the semi structure interview as in the semi structure survey and generalizations and inferences that researchers made in field notes that also were repeated based on what saw and listen from students in their natural environment.

In this chapter the methodological items were presented, such as the type of the study, setting, instruments used to gather information and the way that they were applied. During the next chapter researchers will develop and explain the design of the lesson plans used during implementation, also the description and explanation of it; based on the communicative approach through productive skills activities.

Finally the aspects and attitudes that were repeated most during the data analysis were taken to create categories and sub categories developed in the data analysis chapter.

CHAPTER 4

INSTRUCTIONAL DESIGN

As this study is based on the student's attitudes face to English classes, lesson plans were designed and focused on the productive skills reaction, emotions, feelings and way in which is performed during development of writing, speaking skills (productive skills) versus listening and reading (receptive skills).

Development of activities, warm up, presentations, guided and communicative practice were performed, supervised and corrected by a training teacher. He observed that materials were according with student's ages. He followed that objectives were achieved successfully, throughout the tutoring sessions lesson plans were revised according with the problems and possible solutions that class could carry on. Development of lesson plans was the first phase to establish the initial point of what the study expect about the students face to tasks.

Data related with students attitudes toward foreign language class were gathered through the surveys applied at the end of each implementation class. Interviews with students and also field notes made by the researchers in which took notes of the way in which students performed during the activities, class and the attitudes that they showed. Besides in fourth grade students answer during two classes questions that allow the researchers to know how they felt with each tasks what do they like, or in contrast it makes them felt uncomfortable.

Through the implementation of each activity, foster different attitudes in students were important to understand why they perform in a determinate way according to the activity. From the ABC attitudes theory this study tried to identify the behavioral, affective and cognitive part

of the different attitudes that students present at the moment to accomplish tasks that involve reactions and activate their perceptions, emotions and feelings, toward productive skills tasks.

The procedure was developed according to the guidelines that program established for lesson plan, Hasan (2008) established a reflexive definition of lesson plan "lesson plan is the title given to a statement of the achievements to be realized and the specific meaning by which these are to be attained as a result of the activities engaged during the period" (p. 141)

Lesson plans design took decisive part in this research project because planned with one or two weeks in advance, were managed by titular professor, the lesson plan was a key tool in the research project because through it, researchers could structure a relationship between purposed activities were raised and the objectives to accomplish class by class, in addition to being useful to find that activities which could be enjoyable for students and also had to have a relationship with student preferences, and learning styles.

Lesson plans were designed in the following order, *Opening* in which researchers review with students last topic using an activity or a game, in this stage the main purpose was activated previous knowledge and prepare mind, body and attitudes to engage the class. The next step was *Pre*-skill activity, in which teacher made presentation about the topic, generally was vocabulary about animals, numbers, verbs, etc. through a real situation,

Throughout the presentation stage most of the time the materials were visual and kinesthetic because during the first semester of the professional practicum, students showed preferences and learning styles related to activities that were presented with colors, movement and characters. It was reflected during develop of first classes when students respond positive with active

participation, they showed enthusiasm with videos, images and thing that they could touch instead of audios or recordings.

Then, in the next stage the *while* skill activity was a key part of this study, because in each class students performed what they learned with tools given by the teacher, in this phase researchers took notes related to students attitudes during the performance of the activities that will used in the field notes instrument, describing each feeling, emotion and attitude that students showed.

The final stage is *after* skill in which students already had the enough information to create or develop a task presented by the teacher. At this moment they were allow to use the vocabulary, and useful expressions learned during *pre* and *while* skill steps. One feature of this stage is that activities were planned taking in to account the students level, social context whit the aim that they felt that they could perform a real situation.

Lesson plans were a tool for the researchers in order to show in a concrete form and establish communicative real situations which allow them to show how attitudes took place and were immersed in the learning process, as tool it has stages in which lesson plan develop a chronological order, a set of steps and a solid base to build up knowledge in students.

See annex 5

CHAPTER 5

DATA ANALYSIS

As it was stated previously attitudes and motivation take an important role in the foreign language learning process. ABC theory of attitudes establishes three components which are affective, behavioral and cognitive. In this part of the project the researchers are looking to understand student's attitudes in the foreign language process through the implementation of production skills activities. The analysis of data helps to understand which the main attitudes towards productive activities are.

To gather information researchers applied the following instruments: field notes, semi-structure interviews and questionnaires. Field notes were an important tool at the moment to collect perceptions and attitudes in students that probably they did not express in interviews or surveys by themselves. Regarding to semi-structure interviews were effective to know with their exactly words what students thought about the English classes. The interview was centered in students feelings emotions, negative attitudes that English class promote, materials even about the style in which class was developed and how could improve it. Finally the questionnaires let the students the opportunities to express themselves in a written way that allow them to reflect and think about the class, about how they felt and how their attitudes toward the class were. The instrument has sentences that help students to answer easily question and close question that allows them to know their specific perceptions. To identify the day in which the evidence was made, the skill worked in class, and the researcher that applied certain activity, data analysis had a convention such as: "FN_FG_SS_01" which means:

FN: field note: Data collection instrument.

FG: Favian Gutierrez: researcher that applied the instrument.

SS: Speaking Skill: skill was worked during the session.

01: class number 1: position of the 8 classes in which was applied this specific lesson.

After the data was collected, researchers designed a chart in which they could find the similarities between the three instruments that were used prioritizing the situations that appear repetitively. Having identified these aspects, it is fundamental that researchers categorized that situations that were found many times and also create subcategories such as patterns to be analyzed.

The categories and subcategories will present in the following order: a brief introduction in which category state a relationship between institution context and the analysis, then in order to exemplify will quote some of the most relevant textual words during the implementation such as field notes, interview or semi structure interview. After that researchers come to the theory and support the interpretation with a variety of authors and their mains ideas, according with that theory and the previous data analysis researchers propose an explication and few hypothesis about what happen in the implementation.

Categories of analysis

Before analyzing the categories and sub-categories given by the data gathered during the project it is relevant to remember the objective of this research project. The aim of this study is to understand students' attitudes in the foreign language process through the implementation of

productive skills such a; functional, social interaction activities in speaking and writing skills: instant, collaborative and writing to each other activity.

Category 1: Expected attitudes versus student's real attitudes during the activity.

The planning of activities and the communicative approach was designed with the aim to generate positive attitudes in students during their development. However the reaction of students toward the proposed activities was the fundamental aspect that allowed to develop this category.

As a matter of fact, this category makes reference to the attitudes that teacher expected to see during activity and the different ones that the students assumed during the activity.

Although some of the expected attitudes by the teacher were presented in the students, they also assumed different attitudes that researchers expected to find. Some were positive and others less positive. This fact generated those activities had to be changed in order to switch the attitude that students presented in a specific moment of the class to complete and finish the communicative purpose in the most appropriate way.

To clarify this category, researchers developed the analysis of the evidence collected through the artifacts and showed the relation between writing and speaking activities and student's attitudes, students own learning styles and the perception about real communication.

Following statements were extracts from the field notes, written by the researchers after each lesson.

"I expected that students were confident but nervousness an attitude that I could grasp individually, students felt nervous in the moment of speaking in another language, and for this reason they forget words and expressions that previously learn".

"It makes them nervous not being able to structure the dialogue well, so they hesitate to talk even if they recently develop a guide with the same vocabulary and the same ideas."

(Field Note 15th of September, 2014)

FN_FG_SS_01: "I could observe that shy students had a progress during the class. First they were afraid but then during speaking social interaction activity in which they had to interview their classmates, it was a semi-controlled role play in which students showed a connection not just with material, they create a collaborative environment and completed the task.

(Field Note 23th of October, 2014)

FN_AO_WS_02 "I thought that students would not participate but as the video continued and they saw their other partners involved, they raised their hands and took an active part in the class. The attitude I expected was that students got nervous and did not participate, but in contrast students were motivated among themselves unwittingly encouraged participation and interaction in class".

(Field Note 23th of October, 2014)

Perhaps students showed attitudes of fear, shy and rejection to participate in speaking activities at the beginning. Then most of them encouraged with the content and demonstrated an increase in their skills, although students had common mistakes in spelling, punctuation and

pronunciation they performed in a better way when they created a minimum space of confidence between them, instead of that the real communication task provided students and extra enthusiasm.

To interpret better the meaning of this first category it is necessary to explain how students created environments and how this environments affected in the language learning process, and explain from the learners perspective the real communication activity connotation, and how it affected their beliefs and attitudes; to achieve that it was necessary to create two sub categories that will be explained below

Subcategory 1: Students create environments of collaborative learning by themselves.

Social interaction activities are used in groups of students who require improving their performance during real situations tasks, daily or common events. In this kind of task students should turn to theirs previous knowledge and attempt to generate an immediate responses. For this implementation activities were used that let in one side the individual work and foster in a high level a collaborative learning process. In this way students acquired confidence and promoted that they feel satisfied during lessons. Now there is a quote of a Semi-structured interview which demonstrates student's perception about Social Interaction Activities:

Following statements were extracts from the semi-structure interview, written by the researchers after each lesson.

SI_01_FG_SS: "Bien porque creíamos que somos grandes. Yo creo que se sintieron alegres y contentos".

[SI_01_FG_SS "Well, because we believe that we are great. I think he felt joyful and happy"]

(Semi-structured interview 23th of October, 2014)

This student makes reference to the social interaction activity carry out during the implementation which was a semi control role play. In this activity students should made an interview with a short script and collect basic information about likes, dislikes, preferences, and personal information. For this activity, they made basic question with Wh questions; the student answered the question: How do you think your classmates felt during English class? In addition he argued that it is positive to the class by performing activities that allow them felt, immerse in the reality outside classroom environment to conclude, student mention that everybody enjoyed the lesson. Annex 3

Social interaction activities such as role - play are closely to the kind of communication interaction situations outside classroom and language form a social behavior. It contributes to collaborative learning process of each student in the sense of exchange experiences to develop or achieve goals. (Littlewood, 1981)

In the following passages evidence is presented as a complement of the previous idea with the survey applied to students after lessons:

S_FG_SS_16: La actividad de la clase de hoy me gusto porque… Fue divertido porque hablamos con los compañeros.

[S_FG_SS_16: "The activity class today was great because it was fun because we talk with classmates."]

(Survey 16th of Octubre, 2014)

In this instrument student expressed enthusiasm during semi-controlled role play activity. The student refered to a personal perception which reflects that they created environments in which nervous and discomfort decrease. At the same level that commitment and motivation increased when they performed activities such as speaking with mates in which they used real communicative skills. It was reflected in the immediate adaptation of the task.

Advantages of small group-works are that the more relaxed environment "it provides the students with the opportunity to negotiate the language they hear, free from the stress and rapid pace of the teacher–fronted classroom" (Boulima 1999. p77)

Following statements were extracts from the surveys, written by the researchers after each lesson.

S_AO_WS_20: La actividad de hoy me gusto porque nos pudimos hacer en grupo y por las actividades.

[S_AO_WS_20: "Today's activity was great because we were able to do in groups and activities."]

(Survey 20th of October, 2014)

It was evident that this student had a sense of confidence and took more advantage of the class developing group activities.

Collaborative writing as tool provides students strengths to build knowledge to achieve a goal together. It means that task in this kind of activities implies more challenge for students, provide

students a guide and supervise the learning process without direct interventions. (Littlewood, 1981)

FN_FG_SS_01: Students created an environment in which each one helped their pair, I was expected that students did not do the activity together, but the role play which is a social interaction activity was something that motivate students to worked in group; students had enough confidence to did the best effort with the pair to achieve the activity.

(Field Note 23th of October, 2014)

Lev Vygotsky (1962), states that people learn through the interactions and communications with others. "He suggested that learning takes place through the interactions students have with their peers, teachers, and other experts". Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback.

FN_AO_WS_02: Finally the students were organized groups of four and were handed a set of words and they had to organize themselves to form sentences that were presented. During the video, this collaborative writing was developed properly, and   students showed energy enthusiasm and good dispositions to develop the activity

 (Field Note 29th of August of 2014)

To reach the collaborative writing activity it was necessary to create groups. It makes that students felt comfortable because they knew that if they were not sure to answer or solve one of the sentences, the other fellows very surely would help or at least would give their opinion to

achieve the goal together; on the other hand, students felt confidence, and supported by the rest of the group.

"Participants work together and interact throughout the writing process, contributing to the planning, generation of ideas, deliberations, editing and revision". (Storch, 2013, p.2). Collaborative writing activities were used during implementation with the aim of awakening students' attitudes in order to look up and know how these attitudes play a role in writing skills.

S_WS_OCT: 71 % of students that were interviewed make reference to not be afraid of participating in collaborative writing tasks due of possible mistakes in theirs answers toward a 29% who said yes I am felt nervous or shyness to participate.

(Writing skill Survey October 2014)

Dates are appropriated with the evidence that show that students were not scared to participate in the class activity. I compare as it was previously expressed during communicative tasks. They created strategies of collaborative learning and it was reflected in an increment of determination to assume the task.

Based on the collaborative writing theory, which expresses that students should go through a process of brainstorming, drafting, analyzing and rewriting. In this order the ideas students made groups to achieve goals easier. This learning strategy had a positive impact on the attitudes, facing to writing process and engage less participatory students to demonstrate their abilities, supported by positive feedback, healthy competition and challengers in real contexts. (Hammer, 2004)

Subcategory 2: The meaningful foreign language learning process reflected through real communication.

As it was mention previously, students created and adapted activities to their own learning language acquisition. This could be achieved through incorporation of their own learning styles and positive environments to encourage students to express their ideas, beliefs and give them the opportunity to share with their classmates. It is worth mentioning that the aim of this project was to teach real communication activities that turns the knowledge in useful information which allow students feel that they are immersed in daily life situations. It becomes the knowledge in not just information, on the category, turn information in meaningful tools to engage students perform activities in second language and also they can show their real attitudes to English lessons.

The foregoing extracts of surveys reflect what students think about the usefulness of the real context in which English classes are based on:

S_AO_WS_20: Lo que aprendí hoy me sirve para: Cuando vaya a EEUU y compre ropa.

[S_AO_WS_20 "What I learned today is for When you go to the US and buy clothes."]

(Survey 20th of October, 2014)

S_FG_SS_23: Lo que aprendí hoy me sirve para: Una emergencia en otros países o para una entrevista en inglés.

[S_FG_SS_23 "What I learned today is for an emergency in other countries or for an interview in English."]

(Survey 22th of October, 2014)

S_AO_SS_15: Lo que aprendí hoy me sirve para: Aprender cómo debo ser en un restaurante ingles emocionante.

[S_AO_SS_15 "What I learned today is for Learn how should I be in an restaurant, exciting English."]

 (Survey 15th of September, 2014)

S_AO_SS_15: Lo que aprendí hoy me sirve para: Pedir comida y para decir comida en ingles.

 (Survey 15th of September, 2014)

Students, who learn a second language, learn more aspects than vocabulary. At the same time of the acquisition of a new language. One of the most important aspects is that students learn through different representations and create a picture of the world that surrounds them. It means that language is a social fact.

If students understand what they are learning through a real context then they will be able to create an image and their concept about the knowledge that is acquiring as an integral knowledge with social and cultural aspects, not only as the grammatical or linguistic aspect of a foreign language.

To develop a learning process, it is necessary to provide contexts in which students can interact and construct their own concepts, ideas, thoughts and social image concepts, ideas, thoughts and social image.

FN_FG_WS_01: During development of this task students had to perform an interview between an employer and a candidate. In each stage students made questions and answered

personal information and preferences. Pair work was something that allowed students to interact between them as they felt comfortable to speak and ask about the personal things.

(Field Note 23th of October of 2014)

This is a classic example of role playing social interaction activity. This provided students with real life situations. At the same time they improved their skills. Peer group engage students' emotions and promote a better performance, attitudes and also show special interest in the context of the task. As a result of the of imagination in students, the task presented as a new topic makes students like and enjoyed an interview that was the proposed activity. (Littlewood, 1981)

Writing in groups is a variation of collaborative writing activity, in which students have a guide script given in the material by the teacher, this allow them to concentrate on language used and to have an idea about what they have to do. (Littlewood, 1981)

FN_AO_WS_02: Teacher made a power point presentation in which a situation was represented in a clothing store, with a salesperson and the customer. It was presented through short dialogues, I noticed that students liked the activity because it is everyday useful information, so they tried to develop role play activity and learnt with pleasure the different clothing that were presented.

(Field Note 20th of October of 2014)

This introduction activity was presented with the aim to foster the social interaction between students, even if they did not remember vocabulary and some expressions it, kept motivated them with the activity because they became aware about the importance and real context that involves the activity.

"Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material or even the output of their fellow students in discussions, skits, problem-solving tasks or conversations". (Jeyasala, 2012. p. 165)

FN_AO_WS_02: Students behave in a quiet way and also were interested to learn the expressions because they felt that this information will be useful for them. They realized that it is a topic of everyday life and they can use it whenever and wherever they want.

(Field Note 15th of September 2014)

Students realized that the material and the activity was based on real context because during the contextualization teacher made questions about their preferences about restaurants and food, so they started the lesson being aware of the use and importance of the topic.

Students could use all they have learnt of the language or unconscious previous knowledge in real life exchanges, where expressing their real meaning is important and meaningful to them.

Category 2: Writing and speaking activities based on communication trigger students attitudes in learning process

Searching different students' attitudes during the activities performance researchers identify that students break through variety of attitudes in just one class. They performed writing and speaking activities according to their learning style, preferences and beliefs, in the following paragraphs researchers will write the evidence of types of learning processes and the influence that this process has in student's attitudes and learning environment.

To analyze deeply this category it is essential to divide the category in two topics which are attitudes in learning process through activities, and the learning styles role in communication tasks.

Subcategory 1: Instant, collaborative and writing to each other activities Functional and social interaction activities in speaking raise Affective and Behavioral attitudes.

The communicative approach of the activities was proposed with the aim that students generated an oral or written speech, initially they presented slightly positive attitudes towards the development of activities, as is shown in the evidence used to develop this category students began to change less positive affective attitude they had on the development of writing activities, to participate and develop in a better way the tasks, students showed positive affective attitude as well as behavioral.

> FN_AO_WS_02: At the beginning of the role play in the clothing store I expected that students participated more but I noticed the nervousness and discomfort they showed when they started to develop it. I thought they would not develop the tasks in the way that I expected. Students felt uncomfortable, nervous, and shy and did not want to participate. Then their attitude changed when the class progressed. Some students were encouraged themselves to participate and as they were talking with others they were also encouraging to participate.

(Field note, 20th October 2014)

With the aim that students felt identified with a real situation and were engaged with the topic, social interaction activity generated two opposite situations during class. First at the beginning of the activity the students felt nervous and this adversely affected the development of

the class. Affective attitudes were nervous and discomfort. Then when the students began to advance on the activity and it origined changes in behavioral attitudes an example of it was that students wished to participate and bring down walls created before the classes.

According to Rogers (as was cited in Kohonen, V et al. 2001) "argues that the individual's self-concept is a social product that is shape gradually through interaction with the environment." (p. 25). Also the author mentioned that students respond to situations that teacher proposed in accordance with how they perceive and interpret that situations.

> SI_01_AO_WS: A veces, porque a veces siento que no me los sé muy bien pero me gusta participar en las clases
>
> [SI_01_AO_WS: Sometimes, because sometimes I feel I do not really know but I like to participate in classes]
>
> (Semi-structured interview, 29 August 2014)
>
> SI_04_AO_WS: Pues a veces yo siento, cuando me paro yo siento que no me se algunas cosas y me dan muchos nervios.
>
> [SI_04_AO_WS: Well, sometimes I feel when I stand up; I feel like sometimes I do not know, and I feel really nervous.]
>
> (Semi-structured interview, 20 October 2014)

Students set up a parallel between positive and negative attitudes that were presented throughout the activity, and according to how the activities were presented and how students developed it as well they evaluate it also is important to consider if students liked or not the

activity, and how they felt during the development of the activity, and thereby a cognitive and affective attitude presented by students; in this case the student's attitude was positive.

"Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning" (Abidin, 2012, p. 1-8).

FN_FG_SS_01: I expected that students in the first part of the class were afraid because they were not prepared to pronounce or induce how pronounce a new word. However they did the functional activity (Sharing information with restricted cooperation) in order to get the vocabulary and meaning. I supposed that some shy students did not participate, in contrast they took more minutes, but they did. They needed positive feedback and also that the teacher helped them with the pronunciation of some words.

(Field note, 23th October 2014)

This was a social interaction activity. Group work made that students showed a set of emotions that engage positive reactions. Perhaps when they should speak in front of the others, students showed a clear reject to speak louder; some of them look really nervous although that the language was previously reviewed.

SI_02_AO_SS: Nerviosos Porque uno no sabe algunas palabras y no sabe pronunciarlas.

(Semi-structured interview, 15th September 2014)

This evidence shows a relation with the behavioral aspect of attitude which has to deal with the way that students' behaves and reacts in particular activity or situation in a classroom.

Gardner and Lambert (as cited in Abidin 2012) state that "advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and

beliefs towards the other language, its culture and community, and this will identify their

tendency to acquire that language".

S_AO_SS_15: La actividad de la clase de hoy me gusto porque: Fue emocionante saber

cómo actuar en un restaurante en ingles aprendí mucho con la profesora del tema

[S_AO_SS_15: The activity class today was exciting because I like to know how to act at

a restaurant in English, I learned a lot about the topic with the teacher]

(Survey, 15 September 2014)

S_AO_SS_15: La actividad de la clase de hoy me gusto porque: Fue divertido aprender a

como pedir comida en un restaurante en inglés

[S_AO_SS_15: The activity class of today was fun because I like learning how to order

food in a restaurant in English]

(Survey, 15 September 2014)

   As a matter of fact, students favorable opinions related to the development of social

interaction activities such as the role play in a restaurant. It generated positive cognitive attitudes

that engaged the second language learning process.

   Role plays give student the sensation of different environments that are familiar for them, up

feeling out of their comfort zone and trying to interpret situations which are not performed in

daily life daily. Students have different reactions and adopt different positions along the activity.

Between the different attitudes that take students there are some that favor the development of

the class as the excitement and expectation to participate and know what will happen in class as

this student commented.(Littlewood, 1981)

Gardner's and MacIntyres (as cited in Tyers 2001) states that "establish that experiences that students go through in the classroom can affect students' motivation and feelings about their language learning".

SI_02_FG_WS Sentí chévere porque pase y alce la mano muchas veces

(Semi-structured interview, 16th October 2014)

This student express their opinions about the question: Describe what you felt during class it is related with the instant writing activity. In this part it was proposed a kind of competition in which students should think in vocabulary related with their preferences, all the participants of the group must participate. So they had to run from their chair to the board and write their preference using the structure (i like ...), after that students from opposite group must get the meaning of the preference to get a point. Group activities in which students had to demonstrate their abilities to the others classmates, increase the expression of affective emotions such as happiness, enthusiasm at the moment of participate.

Due of students in this kind of activities participate without any training or warning, It not require a long writing process, it could be combined with motion task to engage students attentions, it's a good tool to create a rapport between them and writing task. (Littlewood, 1981)

I_01_FG_SS: Lo que más me gusto de la clase fue que parecía una entrevista de trabajo

[I_01_FG_SS: What I liked the class, was that it seemed a job interview]

(Semi-structured interview, 23th October 2014)

This student refers to the social interaction activity in which students should prepare an interview to get personal information, preferences and specific information about classmates.

The fact that involves real situations events in students learning process reflects positive elements to productive skills performance.

McDonough (as cited in Tyers 2001) :

> states the importance of learners survival in the outside second language world, and how much emphasis has been on measuring learners' abilities in the classroom: In the real world learners need to be pragmatically in order to survive linguistically, not simply learn to perform adequate to pass on standards in a classroom situation (p. 164)

> I_02_AO_SS: Cuando nosotros hacemos actividades para ganar stickers, que a nosotros nos preguntaban cosas y eso, eso me gusta, pero me pone nervioso.

> [I_02_AO_SS: When we do activities to earn stickers, which to us asking us things and that, I like that, but it makes me nervous.]

> (Semi-structured interview, 15th September 2014)

The activity demonstrated that even if students enjoy the development of the task, affective attitudes are related to the social context in which they feel ashamed and embarrassed when they answer incorrectly or if instead of receiving a gratification to respond well; their attitude will depend in the same measure in how it is presented and developed the activity, as in the social context in the student is surrounded.

Kara states (as cited in Abidin 2012) states that:

> Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one

has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished. (p. 121)

Subcategory 2: Visual style stimulates communicative positive reactions in productive tasks.

Following statements reflect students opinions about materials and aids that were used during the implementation some of them demonstrated that they prefer or learn better through visual learning style and it allowed them to understand better lessons.

> I_02_AO_WS: Cuando tu colocas los videos y La del mapa. Porque hay más entretenimiento.
>
> [I_02_AO_WS: When you play the videos and map. Because there are more entertainment.]
>
> (Semi-structured interview, 29th august 2014)

As a matter of fact, River (as cited in Çakir 2006) states that students prefer all kinds of audio-visual materials and it leads encouraging contributions to language learning increase the positive attitudes, as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. (p. 67)

According to Wright (as was quoted in Çakir, 2006) "many media and many styles of visual presentation are useful to the language learner".

 A recent large-scale survey by Canning-Wilson (2000) (As was quoted in Çakir 2006) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.

I_01_AO_SS: El video me gustó mucho, para escuchar y pronunciar bien.

[I_01_AO_SS: I liked the video to listen and speak well.]

(Semi-structured interview, 15th September 2014)

I_02_AO_SS. El video fue muy chévere, porque me alegra más, es que a mí me gusta ver videos, es que yo... Como que yo aprendo mejor cuando veo videos o cuando veo imágenes o cuando nos explican.

[I_02_AO_SS: The video was very cool, because I'm happy, I like to watch videos, is I ... As I learn best when I see when I watch video or pictures or when we explain.]

(Semi-structured interview, 15th September 2014)

Students showed disposition towards visual style because video presentations were interesting, funny, challenging, and stimulating to watch.

Also videos allows students to see how people behaved in English speaking culture which is what they are learning giving them a wide range of communicative situations.

Finally interesting and enjoyable videos promotes comprehension, participation and motivation in students.

Students learn better been aware of the value and importance of the information presented and this will have more effect if the materials are presented in the learning style that students prefer; in this case the student prefers the visual style, in this order of ideas students understand and keep motivated with the topic, but if instead the students are not interested in the material presented, they will not learn it.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. (Çakir, 2006. p.68)

SI_01_FG_WS: Bien, porque todos pasaron y se rieron y divirtieron con el video.

[SI_01_FG_WS: Fine, because all passed and laughed and had fun with the video.]

(Semi-structured interview, 16th October 2014)

SI_01_FG_WS: Me gusto cuando nos mostraste las imágenes porque eran de muñequitos de Disney.

[SI_01_FG_WS: I like when you showed the pictures because they were Disney cartoons.]

(Semi-structured interview, 16th October 2014)

During development of implementation researchers sought to stimulate and create activities that switched on different learning styles, perhaps in this ages students are easily stimulated with visual aids, through the development of writing in groups or pairs variation of collaborative writing activity in which students write abilities, places, and personal descriptions using properly the target language.

Although writing involve that students create free environments of own process, students could assist to each other in small groups, also include visual aids in this kind of tasks improve

not just the motivation in students, increase their understanding, proficient, use of the language. (Hammer, 2004)

> FN_AO_SS_02: Teacher plays first all the video and students just listen. Then teacher repeated again the video and asked one student to read the sentences below the pictures. The attitude of the students was participative, even if they don't know how to pronounce the words teacher give them feedback instantly, students get involved in the activity, enjoy the videos and almost everybody raised the hand to participate.
>
> (Field note, 29th August 2014)

The preceding example confirms that even if students do not know the meaning of words presented in the video, video contextualized them and makes vocabulary easier to understand.

At this point, when students do not depend on the explanation and clarification given by the teacher, they start to feel confidence and comfortable participating during the class.

Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes.(Littlewood,1981)

It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. (Çakir, 2006 P.68.)

> FN_AO_WS_02: Teacher made a power point presentation in which a situation was represented in a clothing store, with a salesperson and the customer. It was presented

through short dialogues, I noticed that students liked because is everyday useful

information, so they tried to learn with pleasure the different clothing that were presented.

(Field note, 20th October 2014)

Students got excited when activities such as role play were proposed. In this case it was

represented a situation in a clothing store. However they felt shy and locked because felt that did

not have enough vocabulary or expressions to develop the activity, through the power point

presentation, which included images, and short conversations they got into the clothing store

context so shyness and discomfort started to disappear.

Canning, C (2000)

States that the use of illustrations, visuals, pictures, perceptions, mental images,

figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas,

reproductions, or anything else used to help one see an immediate meaning in the

language may benefit the learner by helping to clarify the message, provided the

visual works in a positive way to enhance or supplement the language point.

FN_AO_WS_02: Students receive two worksheets one had a naked girl and a boy and the

other sheet had various garments to dress the two characters and describe to a classmate.

They felt comfortable developing the worksheets, I realized they enjoy deeply doing

manual things like coloring, cutting and pasting and strive to do well, so they the main

attitude in this activity was to make the best effort, concentration, working individual,

creative, feel comfortable, even if they concentrate more on the craft than the vocabulary

in English.

(Field note, 20th October 2014)

SI_05_AO_WS: Fue chévere porque a mí me gusta mucho colorear entonces estuvo divertido y chévere.

[SI_05_AO_WS: It was cool because I like so much coloring, it was fun and cool.]

(Semi-structured interview, 20th October 2014)

In previous statements of evidence researcher could observe an interest in the way in which students did the collaborative writing activity and share with their classmates, they were really involve in design a good visual work in order to present their abilities.

FN_FG_WS_01: So I brought images from the Red Riding Hood tale, and I divided the board in three parts and let that students paste images according what was happening during story. They were really participative at that part because they wanted to show to me that they already know the story that part was easy for them, but then I asked them to write character's name, things that they can do and cannot, and the places in each image.

(Field note, 23th October 2014)

Collaborative writing activities connect instant reactions with previous knowledge and create and interest in students, in these activity students should come up to their previous knowledge and related with images. For this activity students show an immediately enthusiasm reaction and they response efficiently to the each part of the task. In this collaborative activity students should achieve the goal and cooperate to create environments of a new story.

FN_AO_SS_02: Teacher made a power point presentation in which a situation was represented in a clothing store, with a salesperson and the customer, it was presented

through short dialogues, I realized that students liked because is everyday useful

information, so they tried to learn with pleasure the different clothing that were presented.

(Field note, 15ᵗʰ September 2014)

According to Brown (as was quoted in Gilakjani, 2012) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

Gilakjani (2012) Learning style has an important place in the lives of individuals. When the individual knows his/her learning style, s/he will integrate it in the process of learning so s/he will learn more easily and fast and will be successful. (p.109)

SI_01_FG_WS Bien, porque todos pasaron y se rieron y divirtieron con el video

(Semi-structured interview, 16ᵗʰ October 2014)

Krashen declared that "language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill" (1988).

The evidence presented in this category illustrate a meeting point to the development stages that Piaget raises, according to Piaget's theory children between seven and eleven years old are in the stage of concrete operation. Students in third and fourth grades in "Colegio Tecnico Republica De Guatemala" are between these ages, in this stage their use of mental operations is still closely tied to concrete materials, contexts, and situations.

In other words, if children have not had direct experience with the context or situation,

Or if the material is not tangible, they are not successful in using their mental operations.

(Littlefield Cook & Cook, 2005, p.5)

Based on Piaget's theory students at this stage learn trough visual, concrete and palpable facts because at this age they build knowledge via images to then generate a meaning of the thinks that they can touch or see.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

This final chapter expresses the conclusions that appeared from the result of the data analysis, as well as the implications in terms of attitudes of the implementation of specific writing and speaking activities in a public school in Bogota. Limitations of the study are established bellow aside from further research in attitudes field of foreign language learning process.

Conclusions

Relevant findings

The objective of the research was to understand students' attitudes in the foreign language process through the implementation of production skills; functional and social interaction activities, instant, collaborative and writing to each other activities, in Colegio Tecnico Republica Guatemala. During the implementation were designed of productive skills lesson plans based on the communicative approach and supported activities such as role-play, pair work activities, share information with restricted and unrestricted cooperation, discussions, descriptions among others. In order to generate enough variety of attitudes in students of third and fourth grades.

Research question Answers

Regarding to the research question: What are the students' attitudes towards foreign language learning process through the implementation of functional and social interaction activities in speaking skill and in writing skill instant, collaborative and writing to each other activities, in students of third and fourth grade in a public school in Bogota? Apart the data analysis that was gathered indicated that students went over through different attitudes in just one class, but the attitude that predominate before perform any activity was nervousness, they were feeling discomfort and fear to make mistakes, although this kind of attitudes could be changed amount the implementation with the use some techniques and real situation activities. Researchers realized that according to the environment that students felt and created around the activities, the objective of the activity and the material that was used to present and practice the topic; students analyze and adapt their slightly positive attitudes to new ones that were positive and constructive for the proper development of the class.

According to Gardner as was quoted in Mc Innis (1976) "Who has provided some evidence to suggest that some classroom innovations can promote attitude change particularly among young students". To carry out communication activities it is important to propose visual materials according to the age and preferences of students. This does not only facilitates the learning process of the second language; due to their learning style but it also facilitates the learning environment and autonomous learning in students; The correct use of these may potentiate the receiving attitudes in students thereby increasing the chances of motivating learning and practicing the language in contexts outside school.

This fact gives a clue of the learning process is which students work better with positive attitudes. When the teacher allows students create an environment of confidence a rapport or commitment with the class, a positive influence was found during development of the task and reflect a control in behave of students.

From the research experience, investigators found that the proposal to student's real communicative task makes them open their minds to the type of activities suggested provision because they are real or tangible situations in their daily lives or their family common life, to them it is important perform activities or situations that they relative develop every day, that made them felt as an adults, that was one of the objectives in the role play activities, that students felt that the tasks proposed were about something that they already know but at the same time were innovative in class, with the added value that they perform the activities in a second language, English

> "In the individual, the cultural context is expressed in terms of ones attitudes, beliefs, personality characteristics, ideals, expectations, etc… With respect to language learning, therefore, the individual will have various attitudes that might apply to language learning, beliefs about its value, meaningfulness, and implications, expectations about what can and cannot be achieved, and the importance of various personality characteristics in the learning process". (Gardner, 2006, pg. 6)

The general attitude of the students at the beginning of the activities were slightly positive, nervousness, anxiety, and discomfort; but when they got involve with the topic and the activities, their attitudes changed into positive participation, they developed the activity in the best way and made the best effort to perform. It was the result of the classes in which real communicative were applied.

The time it takes for teachers motivate students to have a more positive attitude to the proposed activities, turned the class slower, and does not allows that the activities can be achieve on time. Taking into account that this is a procedure that teachers had to do every class, the learning process does not have the continuity that should have.

Implications

Pedagogical implications

The implications that this research project conveys to pedagogical field are associated with factors in the second language acquisition and the language process such as: specific context, approach, techniques, strategies, the institution and the teachers/researchers.

Implications for context include aspects that reflect differences in the students learning process from beliefs, customs, and social environment, tools that students have or do not have. It means a negative effectiveness in the learning process and low performing in Pruebas Saber. Despite this students in environments without enough resources receive a better way the learning process, they showed a set of positive attitudes related with the teaching of English classes, and students got importance and the attention to lessons.

Moreover, researcher's discovered that techniques and strategies which promote or involve better students with the learning process are related with speaking tasks in order to achieve the level of communication proposed in lesson plan such as activities such as role plays of real situations in which students carry out a real context of communication with spontaneous interaction between students. Activities that concern feelings of adulthood or autonomous in decisions increase the enthusiasm, happiness and participation in students makes that students

create their own styles to join and perform the activity with learning partners. All this characteristics are associated with second Language acquisition in the specific context of a public school in Bogota in third and fourth grade with a schedule of 2 hours each week.

In addition, other relevant fact in communicative activities was that pre develop is that kind of functional or social activity students showed a set of rejection to involve in the issue or participate in the class. For this reason teacher should create and apply tools from different learning styles and prepare warm up activities that catch student's attention and allow them to engage the activity. Generally it takes much longer in student's who are not prepared to exchange in a free environment of collaborative learning.

Regarding to the institution, the principal implication is that the curriculum of the institution needs a reevaluation of the English subject, not just in terms of standards of education, Pruebas Saber or CEF (Common European Framework) also in terms of the importance of a professional English Teacher development a deeply prioritization of needs and request in terms of educational process from first until fourth grades.

Finally, the implications for teachers/researchers that this project conveys is the important exploration of different teaching strategies, techniques and mainly activities. It was an extension of the previous knowledge regarding to all theories acquired during the university stage.

Throughout the implementation classes researchers were aware of there are many of speaking activities that allow students real communication; perhaps that they decide give to students the meaningful activities which allow them to explore and increase their abilities according with their level and special context.

To classify students' attitudes identified into cognitive, affective or behavioral during the performance of writing and speaking activities in second language acquisition is appropriate to clarify that students obviously manifest during lessons well be affective, behavioral or cognitive. However when expressing them in interviews or surveys semi-structured retracted students speak or write, as mentioned later this was one of the limitations of students.

Corresponding to the affective attitudes, these were notorious in the development of classes, attitudes such as embarrassed, insecurity, shyness and fear were the most common emotional at the beginning of classes and the first holdings of students attitudes. Among the time the development activities resulted in more students will come to the real content of the class, accustomed to the vocabulary this aroused feelings of happiness, compliance, enthusiasm, energy, and curiosity. These attitudes were transformed over the classes positive affective behavior or attitudes in aid towards behavioral attitudes.

The behavioral attitudes in students during classes were related to their emotions and the kind of motivation that activities and tasks produced in them. Appropriate behavior, attention, respect for the opinions questions and student participation was something instilled in students and strengthened by promoting positive attitudes toward students.

Finally cognitive attitudes could be observed in most lessons, as students planned and carried out actions meaningful learning by groups or couples applying their own learning style; favored by positive and open attitude of real learning environments.

Limitations

Implementation involved unexpected situations that influenced either positively or negatively, the development of classes and the activities that foster the production of students. Researchers found different limitations since the research of previous studies to acquire the appropriate theory regarding with attitudes in second language acquisition in children, until time and form that students took to answer surveys and interviews.

In search of authors who have explored attitudes field and responses that students present towards learning a second language, the researchers realized that there were many studies related to motivation in adults and teenagers, strategies and techniques to motivate learners to acquire knowledge; However, there are a few previous studies about student's attitudes, and how to potentiate the positive attitudes of students towards learning a second language.

During the development of the surveys most of the students took approximately ten minutes to complete the questionnaires and ten to answer the questions in the interview. A great number of students did not express their ideas clearly or did not found the correct words to express themselves, without wishing to interpret this as something negative. They were students between 6 and 9 years which were not usually communicate so well written that their answers were short and not very specific. It made difficult the data analysis because in interviews and surveys most of the questions were answered with same words and ideas.

Further research

This research project adds relevant contributions related to the attitudes field in foreign language learning process.

Fist, the research project aim was implementing, interesting and motivating activities that allow students from special context to engage English classes with training teachers in order to reflect different attitudes. Thus, it will be a contribution of how teachers influence positive responds in students through the emotional, behavioral or cognitive side.

Also it is important to mention that materials and activities that teacher proposed to students influence in their learning process, so for a further research it will be useful implement a set of activities with pre- determined materials that surely engage positive attitudes in students during the development of it, taking into account the activities that were proposed during this study.

Second, it would be a clear example base on the effort to use teaching ideas in a social context of a public school in which most of the teachers do not want to apply any research due of the nature of learners. This research applies effective meaningful activities in communication real tasks.

S_AO_SS_15: La actividad de la clase de hoy me gusto porque: Fue divertido aprender a como pedir comida en un restaurante en inglés

(Survey, 15 September 2014)

S_AO_WS_20: Lo que aprendí hoy me sirve para: Cuando vaya a estados unidos y compre ropa.

Students got involved with the activities that made them felt that were performing real life situations it improved their positive attitudes, such as participation, collaborative learning,

excited to know what they will learn, commitment to develop activities, also were aware that what they were learning served them to thrive in environments outside the classroom.

It was not possible carry out activities outside the classroom, students expressed that they would like to performed classes in that way, but the time and the space made this procedure difficult to achieve, so in a further research would be interesting to analyze the different attitudes that students assume and probably do a parallel: inside and outside the classroom activities. Due to students are exciting all the time to go out the class because to them it means being in a different environment, in which they feel freer and maybe this will motivate more.

Taking into account the exercise's that worked better and students took more advantage, were the role plays, in which students performed as if they were in the real situation, perhaps there were some students that were afraid to made mistakes in front of their classmates or mispronounce, other were shy and did not want to participate, finally when this students realized that the rest of the group was participating even with mistakes, received positive assessment and were motivated to participate more, they were encouraged to be part of the activity and speak with the vocabulary and expressions they had learned.

> "In comparison with those individuals with negative attitudes, those with positive attitudes ones would be more attentive in the learning situation, would take assessments more seriously, would found more rewarding to simply experience the language, and thus achieve more. Gardner, 1985, pg.52)

It would be important that teachers try to avoid this feeling and attitudes of discomfort in students making them aware that if they commit a mistake not have any punishment or penalty, in contrast students will receive positive assessment and will learn the correct form.

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Annex 1: Data collection Matrix.

CATEGORY 1: The meaningful foreign language learning process reflected through real communication.								
SUB CATEGORY 1: Students create environments of collaborative learning by themselves.								
FIEL NOTES (Evidenc es)	**EXPL ANATI ON**	**THEOR ETICA L SUPPO RT**	**SEMI STRUCTURED INTERVIEW (Evidences)**	**EXPLANA TION**	**THEORET ICAL SUPPORT**	**SURVEY (Evidences)**	**EXPLANATIO N**	**THEORETIC AL SUPPORT**
SUBCATEGORÍA 2: The meaningful foreign language learning process reflected through real communication.								
FIEL NOTES (Evidenc ies)	**EXPL ANATI ON**	**THEOR ETICA L SUPPO RT**	**SEMI STRUCTURED INTERVIEW (Evidencies)**	**EXPLANA TION**	**THEORET ICAL SUPPORT**	**SURVEY (Evidencies)**	**EXPLANATIO N**	**THEORETIC AL SUPPORT**

CATEGORY 2: Expected attitudes versus student's real attitudes during the activity.

SUB CATEGORY 1: Instant, collaborative and writing to each other activities Functional and social interaction activities in speaking (*influence/show/dispose*) Affective and Behavioral attitudes

FIEL NOTES (Evidences)	EXPLANATION	THEORETICAL SUPPORT	SEMI STRUCTURED INTERVIEW (Evidences)	EXPLANATION	THEORETICAL SUPPORT	SURVEY (Evidences)	EXPLANATION	THEORETICAL SUPPORT

SUBCATEGORY 2: Visual style stimulates communicative positive reactions in productive tasks.

FIEL NOTES (Evidences)	EXPLANATION	THEORETICAL SUPPORT	SEMI STRUCTURED INTERVIEW (Evidences)	EXPLANATION	THEORETICAL SUPPORT	SURVEY (Evidences)	EXPLANATION	THEORETICAL SUPPORT

Annex 2: Field Note

Student- teacher's name :			Date :	Time :	
Grade:	N° Class:	Topic:		Field note code:	
Present: Boys #__ and Girls # -__		Absentees:			
Questions				Notes	Reflection or Analysis
1. What were the most latent attitudes of students in general?					
2. Reactions and attitudes expected during class vs reactions found in class.					
3. What attitudes can be captured individually?					
4. Students understood and developed properly the activity?					
5. Dilemmas or unexpected situations in class.					
6. Students who do not develop the activity, or performed the task uninteresting.					
7. Teaching techniques used in the classroom?					

Annex 3: Semi-structured interview

SEMI STRUCTURED INTERVIEW

STUDENT NAME :	GRADE:	DATE:	Sesión code:

QUESTION OF REFLECTION	ANSWER
1) Describe todo lo que sentiste durante la clase.	
2) Describe lo que más te gusto de la clase (actividad) ¿Por qué?	
3) Describe lo que no te gusto de la clase (actividad) ¿Por qué?	
4) Harías la actividad de otra manera?	

5) Participaste en la actividad? Por qué?	
6) Como crees que tus compañeros se sintieron durante la clase de Inglés? Enumera tres actitudes diferentes.	

Annex 4: student's Survey

Nombre _____ Grado: _____ fecha: _____

Edad: _____

A. Responde estas preguntas de acuerdo a como te sentiste realizando las actividades de Inglés :
1. La actividad de la clase de hoy me gusto porque:

_____

_____

2. Los materiales que la profesora trajo para hacer la actividad me parecen:

_____

_____

3. Lo que aprendí hoy me sirve para:

_____

_____

4. Lo que no me gusto de la clase fue:

_____

_____

B. Contesta sí o no a las siguientes preguntas de acuerdo a como te sientas:

	SI	NO
Desarrollaste la actividad con curiosidad y sin miedo al fracaso		
Te sientes nervioso al desarrollar la actividad de inglés?		

Tienes miedo a participar porque crees que te puedes equivocar?		
Al iniciar la clase de inglés te sientes contento?		
Durante la actividad de inglés te animaste a participar?		

c. Siendo 5 la escala más alta y 1 la escala más baja califica como te sentiste durante la actividad:

Te sentiste ansioso durante la actividad?					
Te sentiste confiado durante la actividad?					
Te sentiste incomodo durante la actividad?					
Te sentiste nervioso durante la actividad?					
Te sentiste aburrido durante la actividad?					
Disfrutaste la actividad?					

Annex 5 Lesson Plan Sample

Lesson Plan

Teacher's name: Alejandra Ospina Garzon		Class length: 90	Date: 22 septiembre 2014	Nr of session: 8
Grade: 4°	Class Level : Starters	Topic: places of the city		Language Skills: READING
Previous lesson summary: favorite food		Next lesson topic: there is there are in the city		

Learning objective	Personal aim
Students will be able to: Understand the text and be aware about it context.	I will be able to encourage students to read in English even if they don't know some words; the aim is to motivate them**.**

Materials and Resources[1]	Bibliography
• Video beam, books copies in disorder.	•

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
1. Students might not understand some words of the text	1. Focus their attention on the context, and the main idea, instead to just one word. 2. Encourage them to get the meaning of the word according to the context

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[1] Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

Learner's expected output	Learner's expected comprehensible input
• Students will be able to read and understand a story in English.	• Students should know the enough vocabulary and how to read or pronounce some simple words.

Stage	Time[2]	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script[3]	Advisor's comments
Opening	5'	T-Ss	Teacher checks the students' homework and practice a song that they were learning but now showing them a video. http://www.youtube.com/watch?v=71hqRT9U0wg. If you're happy and you know it Clap your hands (Clap, Clap)	

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2 Set the time in not more than 10 minutes for each activity, not for the whole stage.

3 Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

If you're happy and you know it,

Clap your hands (Clap, Clap)

If you're happy and you know it,

And you really want to show it*,

If you're happy and you know it,

Clap your hands (Clap, Clap).

Stomp your feet (Stomp, Stomp)

Shout "hurray"! (Shout "Hur-ray!")

Good morning class, did you do your homework? Ok please leave the notebooks on the chair and im going to check it, well... do you remember the song we learn during a previous class, ok let me remind you, please clap your hands, now stomp your feed, finally shout "hurray''||

Presentation[4]	15'	T-Ss	Teacher asks students if they like tales, if they have read tales. Teacher is going to present the characters of the tale; the hare and the turtle, teacher elicits students to describe physically in pairs the two characters, and how do they look? Small, big, Slow, fast, thin or fat? Then teacher show the first part of the tale to the Ss and they also in pairs are going to guess the personality of the characters: they look happy, they look boring, they look smart.	
Pre-(skill)[5]				
			Finally teacher is going to teach the expression I CAN and the use to give them tools to understand the tale.	
			"Well dears do you like tales? For example (caperucita roja, los tres cerditos)" yes? Ok now tell me what kind of tales do you like to read?, now please in pairs you are going to describe this two characters that I am going to introduce" http://www.starfall.com/n/fiction-nonfiction/icandoit/load.htm?f	

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[4] For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.
[5] For a skill lesson, please use pre, while, and post staging.

Guided practice	20'			
While-(skill)		T-Ss	Teacher is going to show and read the tale to students.	
			then they are going to check again the tale page by page trying to understand it and guessing what they are doing or feeling according to the images and text.	
			Also they are going to compare if their predictions were as the tale describe or different.	
			To the second activity teacher is going to print the pages of the book and give them the tale in disorder, they are going to create groups of six and organize the tale.	

Communicative **Practice** **Post-(skill)**	15'		students are going to maintain the group, and each group will receive a die with a questions about the tale such as: Tell the group your favorite character of the tale? Describe physically one of the characters of the tale. Invent a different final of the tale. The hare can... the turtle can.... Describe the personality of one of the characters. For each answer students will a point. "ok dears , you are going to receive a die with different questions, you have to throw the die and answer the question, for each question you answer you will have a point."	
Assessment			Ask students if they liked the tale, if they enjoy the end of the tale or if	

			they would like to change it?	
Closing			1. Make a draw of the story, something that they understood. 2. ''Now in your notebook you are going to draw what you understand of the tale''	

Annex 6 Authorization Letter

Colegio Instituto Técnico Distrital República De Guatemala

Estimadas directivas,

Reciban un cordial saludo, durante el transcurso del año escolar hemos tenido la maravillosa experiencia de participar en el proceso formativo de los estudiantes y así completar nuestro propio proceso educativo, para la finalización de este realizaremos nuestro proyecto de grado con los estudiantes de los grados tercero y uno de los grados cuarto, para lo cual solicitamos su amable y acostumbrada colaboración con el consentimiento del plantel para poder realizar las actividades dentro del plantel, estas estarán enfocadas a ver las actitudes y comportamientos de los estudiantes en las clases de inglés.

De antemano gracias por su atención.

Cordialmente

Favian Gutierrez

Alejandra Ospina

María Mercedes Daza