

**Increasing Motivation for Speaking English in A1 Students  
Through Self Efficacy Strategies**

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### **Abstract**

This was an exploratory action research study that implemented a qualitative method approach. This study aimed to determine to what extent self-efficacy strategies could increase motivation for speaking English as most students were reluctant to participate using this language in class. The strategies implemented were based on the self-efficacy theory and it was designed considering students' language needs, feelings, and opinions. Data was collected using surveys, journals, questionnaires, and interviews, and it was analysed using grounded theory. The results confirm that participants increased their motivation for speaking English as they felt more capable of performing certain oral production tasks becoming more aware of their skills, and changed their feelings towards speaking English in class as activities implemented made them feel more confident and supported. Finally, this research not only meant to be a new path to help students participate in class speaking English, but also to give ESL teachers a model they can implement to increase motivation, participation, and positive feelings towards English learning in their young learners.

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## **Chapter One**

### **Introduction**

Teaching is not an easy job as many factors (motivation, memory, and attention) join together in the classroom at the same time, and part of any teacher's job is to manage all these elements in order to make learning happen. Motivation is vital for any learning experience (Dornyei, 2011), and in English learning, it plays a crucial role as it is the fuel for learners to overcome their linguistic barriers and improve their language communicative proficiency.

Self-efficacy is part of Bandura's social cognitive theory, and it refers to an individual's perception of their own skill to complete a task successfully. Research has proved the vital role of self-efficacy in English learning as it affects learning goals setting, learning emotions management, and use of learning strategies (Xu, 2007). For the purpose of this research study, certain self-efficacy strategies were implemented to increase motivation for speaking English, as the needs analysis revealed 40% of participants felt scared to speak English in class, which clearly meant students needed support on their motivation. Motivation and self-efficacy are the core of this research study, and they are found correlated as one's skill perception to complete a task (sense of competence) increases or undermines motivation to successfully learn a language (McDonough, 1983), and the self-efficacy strategies implemented (feedback, praising, monitoring, supportive classroom environment, and observational learning) were the sources that increased motivation to speak English in class as participants raised their sense of competence and confidence improving their English language communicative proficiency. In the next section a contextualization of how the problem tackled in this study was identified.

## Statement of the problem

The school year started, and I (the teacher-researcher) was assigned to teach English to third graders at Colegio Anglocanadiense. From a formal process of registering my own class observations, I could notice my third graders struggled when they had to explain their ideas in English language, and because of this, they restricted themselves from participating in class. To explore in deep this situation, a needs analysis was carried out, and it intended to know participants' perceptions about oral production activities carried out and their participation in the English class. In this line, a survey with the next four items was designed and administered:

### Encuesta de Percepciones

1. ¿Cómo te sientes en las actividades de clase en las que debes hablar en Inglés? ¿Porqué?
2. ¿Cuáles actividades de la clase te han ayudado a mejorar tu producción oral (speaking) en Inglés?
3. Escribe tres actividades que quieras proponer para la clase de Inglés y que permitan reforzar tu producción oral (Speaking).
4. Selecciona el nivel de participación que tienes en clase de Inglés.
  - a. Participo muchas veces y siempre hablo en inglés.
  - b. Participo algunas veces y siempre hablo en inglés.
  - c. Participo algunas veces en inglés y también uso español.
  - d. Participo pocas veces en inglés.

Regarding to the first item, results indicated that 60% of participants feel happy and 40% feel scared when they have to speak English in class. Second item results indicated that 46% of

participants thought presentations helped to improve their speaking skill, whereas 20% thought teamwork and English textbooks do it too. Moreover, the third item results indicated that 49% of participants suggested presentations as class activities to improve their speaking skill, whereas 26% suggested games.

Last but not least, the fourth item results indicated that 67% of participants sometimes spoke English in class and also used Spanish, whereas only 11% always spoke using English.

Taking into account this needs analysis, the next research question and objectives are posed:

- To what extent self-efficacy strategies increase motivation for speaking English in young learners?

***General Objective:***

- 1. Determine to what extent self-efficacy strategies increase motivation for speaking English in young learners.

***Specific Objectives:***

1. Identify reasons why students are not speaking English to participate in class.
2. Determine strategies to increase motivation for speaking English in class.
3. Analyse to what extent self-efficacy strategies affect learners' participation and English use in class.



## **Chapter Two Theoretical Framework**

This chapter presents the literature review for the constructs that support the importance and relevance of the present study, which are motivation and self - efficacy.

### **Motivation**

Parsons, Hinson, and Brown (2001) defined motivation as an important factor in the learning process, and in terms of language learning, teachers can not properly teach a language if they do not understand the relationship between motivation and its impact on language acquisition (Lennartsson, 2008).

Ryan & Deci (1985) were the first authors to develop a theory that explained human motivation, their theory integrated the intrinsic and extrinsic factors and explained how they increase and undermine people sense of power and initiative. Arnold (2000) defined extrinsic motivation as the desire to get a reward or to avoid punishment, whereas intrinsic motivation is the internal desire individuals have to learn what they think has worth, and there is no need for external outcomes. Lightbown & Spada (1999) considered language teachers do not have any impact on learners' intrinsic motivation unless they encourage them by making the classroom a supportive environment. This study intended to set the English class, as an environment in which learners perceived the support from the classmates and the teacher, as well as in which they could experience engaging activities (teacher's methodology) which were extrinsic motivating factors.

### *Language Learning Motivation*

In terms of language learning, Brown (2000) classified motivation into integrative and instrumental, and Hedge (2000) defined these are the most common reasons why individuals learn a language:

1. To be able to speak with members of that language community.
2. To get a job.
3. To improve one's education.
4. To be able to travel.
5. To please their parents.
6. To satisfy a language requirement.
7. To gain social power.

**Integrative Motivation.** It is based on a sincere and personal interest in learning a language in order to be part of a community (Saville, 2006), and it usually underlies successful acquisition of language registers and native-like pronunciation (Finegan, 1999). Early research suggests this motivation is continually linked to successful language acquisition and it is more important in a formal learning environment (Ellis, 1997).

**Instrumental Motivation.** It is the desire to obtain something practical from the learning of a second language, and its purpose is more utilitarian like applying for a job, meeting some school requirements, having access to technical information, and getting a higher social status. Here social integration with the language community does not take place (Hudson, 2000).

### *Language Learning Motivation Factors*

Harmer (1991) defined these are factors that increase or undermine language learning motivation:

**Classroom Physical Condition.** Study in a bad lighting and overcrowded classroom causes students to decrease their motivation in language learning.

**Teaching Methodology.** The way learners are taught the target language influences their learning motivation, and if they get bored and lose confidence in the teaching method, this motivation will decrease. Games as part of this teaching methodology may help learners to meet their psychological needs of competence, autonomy, and relatedness, and when experience satisfaction for doing a learning activity their motivation will increase.

**Teachers.** They are the most powerful variable of motivation when they are supportive and consider learners' interests (Reeve, Nix & Hamm, 2013), and when they provide positive feedback about their learners' performance, their learners' sense of competence and autonomy increase (Ryan & Deci, 1985). Self-determination theory classified teachers into supportive and controlling, the former encourages learners to take initiative in their own learning providing freedom of choice, and the latter pressures learners to think, feel, and behave in certain ways using rewards and evaluations to motivate (Reeve, Bolt, & Cai, 1999). Apart from this, teachers' praising may also have beneficial or harmful effects, and all depends how it is delivered and the context in which praise is delivered (Henderlong, 2015). If teachers' praise is insincere it has a detrimental effect, and if context is perceived supportive praise is perceived supportive as well.

**Learning Success.** It refers to the challenge level learning activities are designed, and if their difficulty is too high or low, it may lead learners to a demotivated situation. Grades as part

of this learning success may have detrimental effects on learners' motivation as they do not provide useful feedback about their performance, and when they are given as rewards, learners tend to take the easiest way to get it, and this decreases their motivation (Kohn, 2000).

**Parents.** Research indicates that parents' support helps learners to stay in engage with their learning experience, and this support makes learners have a greater sense of competence, autonomy, and relatedness (Grolnick & Ryan, 1989). Parents' devoting time and attention increase learners' motivation and contribute to their learning engagement.

This study focused on setting a pedagogical intervention in which many motivational factors were taken into account in order to enhance students authentic interest on their own learning, on their own oral production and the need to communicate using the English language naturally.

### **Self-Efficacy**

Self-efficacy is part of Bandura's social cognitive theory, and it deals with metacognitive performance, use of strategies, and motivation control (Zimmerman, 1990). It is an approach that helps to understand human cognition, motivation, and emotion, and it refers to self-perception of capability to perform tasks at designated levels (Bandura, 1997). Self-efficacy is an important motivational factor for English learning as learners with high self-efficacy are more likely to have better perceptions of effort and may spend longer time learning English (Woodrow, 2011). When students believe they are capable to perform an academic task well, they are motivated to perform well and persist longer in the task (Bandura, 1997).

There are features that indicate when kids have high and low levels of self-efficacy. Kids with high levels of self-efficacy participate more in class, show more interest for learning and work harder to get their goals. On the other hand, kids with low levels of self-efficacy are shy in class and believe school is more difficult than it really is.

### *Sources*

Albert Bandura (1977) affirmed there are four sources of self-efficacy:

**Mastery Experience.** Kids develop a strong sense of self efficacy from actual performances as they are actual indicators of one's abilities. Negative or positive performances influence the perception of one's abilities. Success raises self-efficacy and failure lowers it.

**Social Modeling.** It's when kids learn from their classmates by observing their performance. When kids see their classmates can perform certain task, they immediately think they can do that as well. This absolutely makes them feel confident making kids believe in their own skills. Kids usually seek models with qualities and abilities they would love to have, and it is clear that teachers and parents have a huge impact on their life.

**Social Persuasion.** It's verbal encouragement. It's when kids get praised for their performance. Teachers and parents have an important role as their feedback builds self-efficacy.

**Physiological Response.** This a good source of information as emotional reactions may predict anticipated failure or success. This totally influences kids' belief about their abilities to

perform certain task. When it comes to do so and kids experience negative feelings, it definitely decreases their self-efficacy. Kids engage in activities they enjoy and avoid activities that make them feel insecure and vulnerable. Teachers have the chance to teach kids articulate their feelings and change wrong assumptions that may cease their learning.

### *Types*

It is important to affirm that self-efficacy has been also explored in other fields for example politics, civic education, and career choice. Bandura (2001) stated that career self-efficacy begins in childhood as kids start thinking about the career they want to pursue. Geneva (2015) affirmed that career self-efficacy starts early when children begin to develop sense of roles and careers as they can choose their subjects in high school based on their skills and interests. Career self-efficacy has to do with understanding your own abilities so you can make a career choice based on this. Betz & Hackett (1981) affirmed that some people fail to judge their abilities accurately as there is a mismatch between their skills and the career requirements, that is why they need career advising. Career advisors play an important role as they can use career self-efficacy for helping students in career selection, especially majors that match students' skills, interest, and knowledge. Some factors that influence this decision are parental support, resource availability, skills, and interests (Restubog & Ginevra, 2015).

Now let's talk about civic self-efficacy. It is when individuals want to act in the world, contribute to a cause, and make a difference with their actions (Torney & Purta, 2001), but it is also when individuals feel they can do something for their nation and have an impact on political processes, and according to cognitive theorists, it is having a sense of influence or feeling able to

change the external environment. There is positive and negative civic self-efficacy. The positive one leads to engagement, motivation, and future participation (Solhaug, 2006), and the negative leads to reproduction of civic inequalities such as poverty and racial discrimination (Hoskins, 2016). Civic self-efficacy must have explicit ethical norms so it does not go with wrong political and social convictions, as it can either be used for good and bad purposes. If a nation wants to have a democratic culture that promotes freedom, rights and collective goods, there must be citizens participating actively, and this is only possible through civic self-efficacy.

In the field of politics, the concept of self-efficacy has been also explored. Political efficacy is when a group is able to join together for a cause as some challenges are easier when they are managed in group (Putnam, 2000). Sohl (2011) introduced new concepts to talk about this and named it as internal and external political efficacy. The perception to understand political processes and take part in political actions corresponds to internal political efficacy, whereas believing in which degree a political system may be loyal and responsive to public efforts leads to external political efficacy. In general, political self-efficacy is not only the perception of your abilities to do political actions, but it is also the chance to produce political change in society (Sohl, 2011).

### ***Strategies***

Schunk & Ertner (2000) proposed the following strategies to raise self-efficacy.

1. Have students pursue specific learning goals.
2. Expose kids to social models.
3. Provide students with feedback.

4. Teach students to use learning strategies.
5. Have students verbalize strategies as to apply them.
6. Reward students on their learning progress.
7. Have students monitor and evaluate their progress.

It is important to explain that self-efficacy and motivation are the core of this research study as they are totally correlated. Self-efficacy is the strategy used to answer the research question and meet the research objectives set at the beginning, and results will demonstrate if it works or not to increase motivation for speaking English in young learners.



## **Chapter Three Research Design**

### **Type of Study**

This study is exploratory, and it has a qualitative approach. It is exploratory as I first started with a qualitative research phase to explore the participants' views, and then used this information to build appropriate instruments for the follow-up quantitative phase (Creswell, 2018). It is also framed in action research as it intends to reflect and transform the teaching practice having a better understanding of it, and it gets four stages: diagnosis, planning, intervention, and evaluation (Restrepo, SF). Action research is used to solve particular classroom difficulties testing solutions and observing their results (Parra, SF).

### **Context**

This study took place in a private school named COLEGIO ANGLOCANADIENSE DE NEIVA and it was founded in 1997. This is an innovative and well-known school that offers preschool, primary, and secondary education. This school is located in Neiva, and it aims to form citizens that contribute to the country development. Regarding to its English syllabus, it is designed according to the English Learning National Standards (Education Ministry, 2006) and the Common European Framework (CEFR, 2001).

### **Participants**

Participants that took part in this study are young learners from third grade whose age range from 8 to 9 years old, and according to the Common European Framework they are placed in level A1. There are three groups (3A, 3B, 3C) with 65 students in total. As part of the English

curriculum the class materials are textbooks from the house NGL. In terms of social context, participants come from upper middle-class families, and they have a good quality of life. Their hobbies are playing video games, watching TV programs, doing some sports, and having pets.

### **Ethical Considerations**

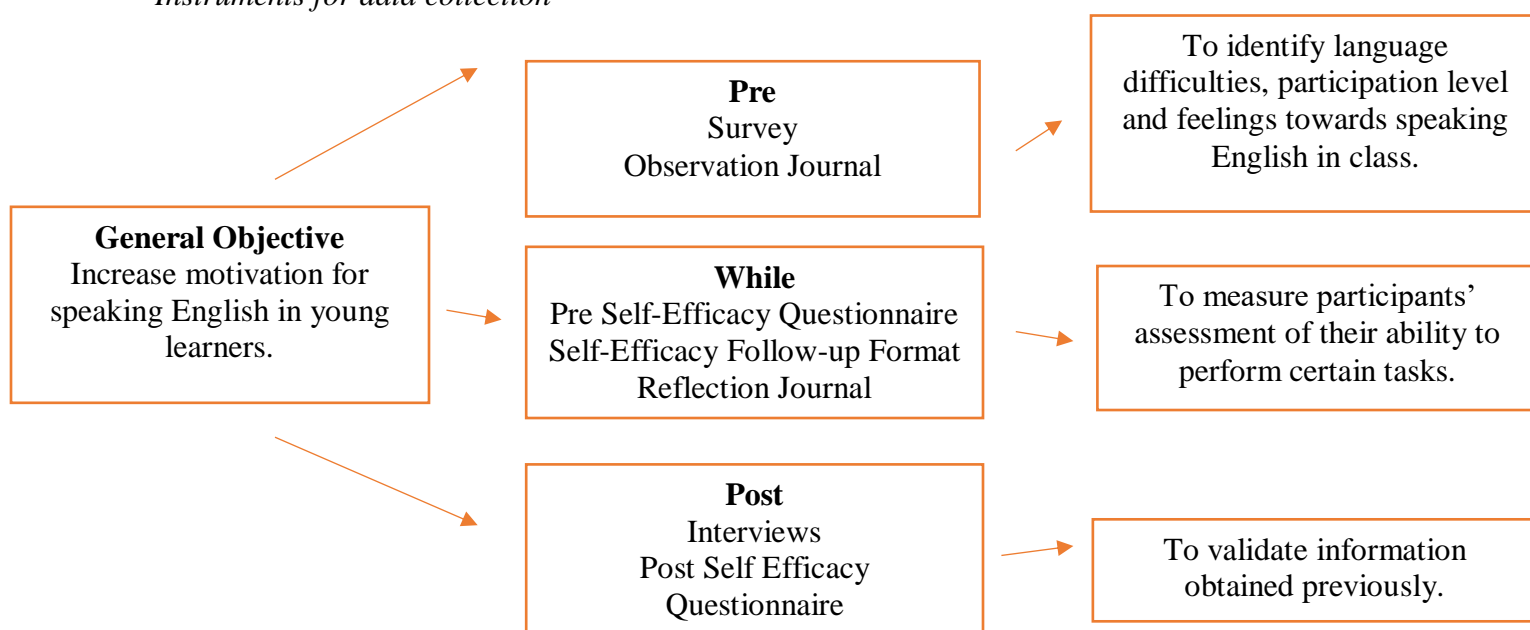
Young learners' parents were informed and asked for permission, through a consent letter, about this exploratory study mentioning its objectives and process, and they were explained this would be for free and voluntary. Kids were also informed about it, and they were given an invitation (Appendix A).

### **Data Collection Instruments**

During this exploratory study, different instruments were used, before, while and after the pedagogical intervention, to collect and analyse data.

**Figure 1**

*Instruments for data collection*



***Instrument 1:***

**Survey.** It was administered as part of the needs analysis, and it was used to collect data. The purpose of this was to know participants' opinion about oral production activities done in English class. This instrument was useful to know their participation level, their feelings towards speaking English in class, and the activities they thought would help to improve their speaking skill (Appendix B).

***Instrument 2:***

**Observation journal.** This instrument was part of the needs analysis, and it was administered during the implementation stage to identify participants' reaction and behaviour towards participate in class speaking English. The instrument had 4 items (group characteristics, class development, topic understanding, speaking production), where the teacher-researcher included his reflection of what he had observed in class, participants' answers, and class participation (Appendix C).

***Instrument 3:***

**Pre and post self-efficacy questionnaire.** Third instrument was the self-efficacy questionnaire. This questionnaire was designed considering an instrument inventory (Bandura et al, 1999) and it had 6 questions. It was piloted with five kids who did not take part of this study but were the same age, and it was adjusted changing some questions based on these kids' comments and perceptions. It intended to measure participants' assessment of their ability to perform certain tasks and it was administered at the beginning and at the end of the intervention. Regarding to

the task, participants had to mark one of the options (Bien, regular, mal) and justify their answer (Appendix D).

#### ***Instrument 4:***

**Self-efficacy follow-up format.** This instrument was administered in each session, and it was piloted with five kids who did not take part of this study but were the same age. This time the instrument was clear for them and there was not need to change it. It was designed considering self-efficacy principles like having participants pursue specific learning goals, monitor their learning, and evaluate their progress (Bandura, 1977), and it intended to know their feelings, performance, and participation level (Appendix E).

#### ***Instrument 5***

**Reflection journal.** This an instrument to monitor the workplan, and it helps to understand the classroom spirit. It not only indicates participants' attitudes and their learning performance, but it also looks for clues that verify intervention effectiveness (Creswell, 2018). This instrument was kept after each session, and it intended to make teacher reflect on his intervention explaining the class development and how successful the self-efficacy strategies implemented were (Appendix F).

#### ***Instrument 6***

**Interview.** This instrument was an open-ended interview, and it was done after the intervention to validate information obtained previously. For doing the interview, 12 participants

were asked six questions in Spanish, and the criteria used to select them was their oral production skill as they explained their ideas clearly (Appendix G).

## Chapter Four Pedagogical Intervention

### Instructional Design

The teacher-researcher created a five extensive lessons workplan and it was designed considering self-efficacy principles coined by Bandura (1977). It intended to increase motivation for speaking English and it was structured in three parts: warm up, development, and closure. The teacher played the role of facilitator and mentor, and lessons were learner-centered.

**Table 1**

*Self - Efficacy Strategies*

<b>Self Efficacy Strategy (Bandura, 1977)</b>	<b>Intervention Activity</b>
Have students pursue specific learning goals	Class Goals Presentation
Expose kids to social models	Conversation Model
Provide students with feedback	Performance Feedback
Reward students on their learning progress	Stickers Board
Have students monitor and evaluate their progress	Self Assessment Activity

Table 1 illustrates strategies implemented in this research study. Strategies 2, 3, 6 were used to structure the intervention activities as participants were given constant feedback, were exposed to social models (teacher modelling and classmates performance) and were rewarded on their learning process (sticker board). Strategies 1 and 7 were used to design the self-efficacy follow-up format as participants there evaluated their skill to perform oral production tasks and monitored how often they participated in class speaking English (Appendix H).

## **Implementation**

Implementation started in mid- July and ended in the beginning of September. It was a total of five sessions, and each one took two weeks to be completed. It was designed a workplan, and it describes the session planning, the learning activities, the interaction patterns, the resources, and the research instruments implemented.

### **Table 2**

*Lessons Workplan*





<p>Session 03 (July 25- August 05)</p>	<p><b>Goal:</b> Write and perform a dialogue using food vocabulary and containers expressions. <b>Research Goal:</b> Help students develop collaboration and self-efficacy skills, as increase their motivation for speaking English.</p> <p><b>Warm up:</b> Teacher introduces containers expressions using puppets. He asks students the three first examples. <b>(15 Min)</b> Students finish asking the other three examples.</p> <p>Students answer: Is this a glass of water? Is this a bottle of juice? Is this a bowl of rice? Is this a plate of pasta? Is this a slice of bread? Is this a bag of grapes? <b>(5 Min)</b></p> <p><b>Development:</b> Students get in groups to play a game. They're given some strip of papers. <b>(15 Min)</b> Students organize these words to make the question right.</p> <p>Students stay in groups. They're given a big blank paper. Students classify some food words into six categories in this paper. <b>(10 Min)</b></p> <p>Students get in pairs to write a dialogue using food vocabulary and containers expressions. <b>(10 Min)</b> Students do their performance. <b>(20 Min)</b></p> <p><b>Closure:</b> Students stay in pairs. They are given a questionnaire. Students answer this questionnaire and give feedback each other. <b>(10 Min)</b></p>	<p>Conversation Model</p> <p>Performance Feedback Stickers Board Self-assessment Activity</p>	<p><b>Warm up</b> Teacher- Student Student – Student</p> <p><b>Development</b> Student – Student</p> <p><b>Closure</b> Student – Student</p>	<p>Puppets Strip of papers Blank Papers (Appendix K).</p> <p>Self-Efficacy Follow -up Format (Appendix E).</p>
<p>Session 04 (August 08- August 19)</p>	<p><b>Goal:</b> Write five sentences using animals' vocabulary and verb to <i>BE</i>. <b>Research Goal:</b> Help students develop self-efficacy skills and increase their motivation for speaking English.</p> <p><b>Warm up:</b> Students chant a song. (Repetition) Students circle words they already know. Students answer: When we use <i>is</i> and <i>are</i>? <b>(15 Min)</b> Students play <b>FIND SOMEONE</b> game to practice animals vocabulary. <b>(20 Min)</b></p> <p><b>Development:</b> Students get in pairs to do exercise #3. <b>(25 Min)</b> Students explain their answers.</p> <p>Students stay in pairs. They're given a picture where animals are doing an action. Students write in their notebook 5 sentences about animals' actions. <b>(10 Min)</b> Students explain to the class their activity. <b>(20 Min)</b></p>		<p><b>Warm up</b> Teacher- Student Student- Student</p> <p><b>Development</b> Student – Student Teacher - Student</p> <p><b>Closure</b> Student – Student</p>	<p>Find Someone Game Animals Pictures (Appendix L).</p> <p>Self-Efficacy Follow-up Format (Appendix E).</p>

	<p><b>Closure:</b> Students stay in pairs. They are given a questionnaire. Students answer this questionnaire and give feedback each other. <b>(10 Min)</b></p>	<p>Performance Feedback Stickers Board (Appendix H). Self-assessment Activity</p>		
<p>Session 05 (August 22- September 02)</p>	<p><b>Goal:</b> Describe your favorite animal using animals' vocabulary and verb to BE. <b>Research Goal:</b> Help students develop self-efficacy skills and increase their motivation for speaking English.</p> <p><b>Warm up:</b> Students play a game. Some students are gonna have an animal name tag on their forehead. Their classmates describe their animal, so they guess what animal it is. <b>(15 Min)</b></p> <p><b>Development:</b> Teacher shows students a poster of his favorite animal. (Slides) Teacher explains why he likes this animal, describes this animal, and talks about this animal hobbies. Students answer: <b>What is teacher's favorite animal? Why does he like this animal? What hobbies does this animal like doing? (15 Min)</b></p> <p>Students get in pairs to make their own poster. Students write about their favorite animal (Reason, Description, Hobbies) and make a poster. <b>(25 Min)</b> Students practice for their presentation. <b>(10 Min)</b> Students make their presentation about their favorite animal. <b>(25 Min)</b></p> <p><b>Closure:</b> Students stay in pairs. They are given a questionnaire. Students answer this questionnaire and give feedback each other. <b>(10 Min)</b></p>	<p>Conversation Model</p> <p>Performance Feedback Stickers Board Self-assessment Activity</p>	<p><b>Warm up</b> Student- Student</p> <p><b>Development</b> Teacher - Student</p> <p><b>Closure</b> Student - Student</p>	<p>Name tags Animal Poster Slides (Appendix M).</p> <p>Self-Efficacy Follow-up Format (Appendix E).</p>

### **Session 1**

The teacher wanted to start the intervention doing a mindfulness exercise in order to get participants relaxed and set their mind for success. The teacher encouraged them saying they would be able to do all the activities designed for this intervention. All of this was done considering self-efficacy principles as they aim to regulate kids emotions and foster emotional health (Albert Bandura, 1977). Participants were also given a self-efficacy questionnaire in order to measure how well they perceived they could do certain tasks in English (Appendix I).

### **Session 2**

As the learning goal, this session intended participants to make a picture description using food vocabulary and quantifiers, and as the research goal, it intended to develop self-efficacy and increase motivation for speaking English in class. Activities were presented gradually taking into account the scaffolding method as it was a teaching technique that helped participants to adapt to new learning (Grand Canyon University, 2022), and participants were given individual feedback making them aware of their success and improvement areas. Also, it is important to remark that having slides designed with participant's favorite characters was a total success as slides caught their attention and caused a positive reaction as they wanted to participate (Appendix J).

### **Session 3**

This session had the same research goal and it intended participants to write and perform a dialogue using food vocabulary and container expressions. Activities were also presented using the scaffolding method as it was a teaching technique where teacher offered support to participants and demonstrated how to perform certain tasks (Grand Canyon University, 2022).

The use of puppets to introduce the topic was a total success as participants wanted to take part in. It is important to mention interaction patterns changed compared to previous session as participants were more involved and teacher was only guiding (Appendix K).

#### **Session 4**

This session intended participants to write five sentences using animals' vocabulary and verb to Be, and it had the research goal of motivating students for participating in class using the English language. Participants were given constant feedback and teacher monitored their cooperative work, as it was a method that helped participants to develop their social skills and sense of responsibility as part of a group (Exploring Your Mind, 2019). Games implemented was a total success since participants got excited and involved in the activity as they had to make certain questions to their classmates about animals. They did also grammar exercises getting the chance to clarify certain points and provide feedback (Appendix L).

#### **Session 5**

This session intended participants to describe their favorite animal using animals' vocabulary and verb to Be, and it had the research goal of motivating students for participating in class using the English language. Participants enjoyed this session the most as they had to make a poster about their favorite animal. Game designed for this session was a total success since participants wanted to participate more than once (Appendix M).

## **Chapter Five**

### **Data Analysis and Findings**

This chapter describes procedures used to analyse data, and illustrates results obtained after the pedagogical intervention of this action research.

#### **Procedures of Data Analysis**

This study used grounded theory to analyse qualitative data finding categories connected to self-efficacy approach. Grounded theory aims to understand people's actions, interactions and experiences arriving at new concepts. It was founded by Barney Glaser and Anselm Strauss in 1967, and it has an analytical process for coding and category development (Birks, Francis, and Tie, 2019). It was also used Excel formats and basic statistics to analyse quantitative data finding tendencies represented in graphs and percentages.

#### **Findings**

##### ***Needs Analysis***

With the purpose of identifying what elements affect participants' self-efficacy regarding to their feelings and level participation when they had to perform oral production activities, the needs analysis carried out revealed that 40% of the students felt scared and embarrassed when they had to participate in class speaking English. It also revealed that 67% sometimes used both English and Spanish to communicate in class, 11% participated many times always speaking English, 11% participated sometimes speaking English, and 11% participated few times speaking English. To get more detail, check table #3 and #4.

**Table 3**

<i>Emotions</i>	ALEGRÍA	MIEDO VERGUE
GRADO 3A	53%	47%
GRADO 3B	60%	40%
GRADO 3C	67%	33%
PROMEDIO	60%	40%

**Table 4***Participation Level*

	TOTAL	PROMEDIO
Participo muchas veces y siempre hablo en Inglés.	6	11%
Participo algunas veces y siempre hablo en Inglés.	6	11%
Participo algunas veces en Inglés y también uso Español.	39	67%
Participo pocas veces en Inglés.	6	11%
	<b>58</b>	

Pathan (2013) found in her research study there are major linguistic barriers ESL students face and suggest that through the use of teaching strategies students could reach communicative proficiency. Based on my observations and in correlation to these findings, they reveal that participants felt scared, embarrassed and did not use English that much to participate in class because in the first place, they had linguistic barriers like poor understanding of the spoken language, limited knowledge of grammar and vocabulary, and wrong pronunciation, and I

strongly believe these linguistic problems hinder their English language communicative proficiency leading to short responses and inability to perform oral production tasks. In the second place, since results were related to students feelings (scared and embarrassed) and perceptions towards learning, it is understood that learners' self-efficacy, which means in this case their perception about their own capabilities to use English, were low.

**Table 5**

*Suggested Activities*

ACTIVIDAD	Exposición	Canción	Libro Guía	Juego	Equipo
PROMEDIO	49%	9%	9%	26%	8%

This revealed 49% suggested presentations, 26% proposed games, 9% suggested songs and textbooks, and 8% proposed teamwork , all of this in order to improve their speaking skill. These results reveal that students perceive that being exposed to activities in which they have to speak in public as well as by playing, they will strengthen their oral production in English. These findings became the main data the teacher-researcher used to build the pedagogical intervention proposal.

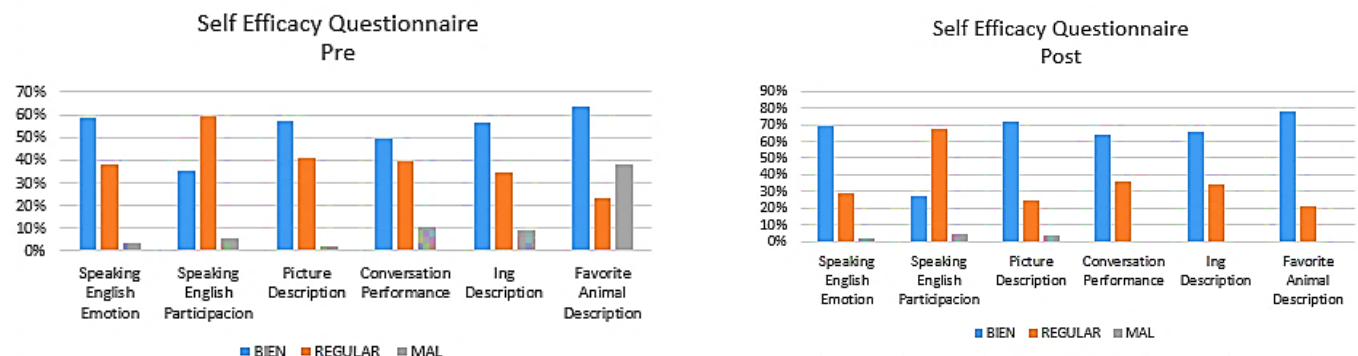
### **Intervention**

The data gathered during the intervention process from the different research instruments will be analysed in this section. Figure 2 illustrates participants' perception of their skill to perform some oral production tasks before and after the pedagogical implementation, and figure 3 describes four levels of proficiency. Both figures reveal participants had a more positive

perception of their own skills, as they scored it as feeling more capable to make descriptions and perform conversations. These two figures evidence that the self-efficacy strategies implemented helped participants raise their sense of performance and awareness of their language communicative skill. In addition, figure 3 demonstrates there was a significant increase in students' perception on their performance to develop the proposed activities.

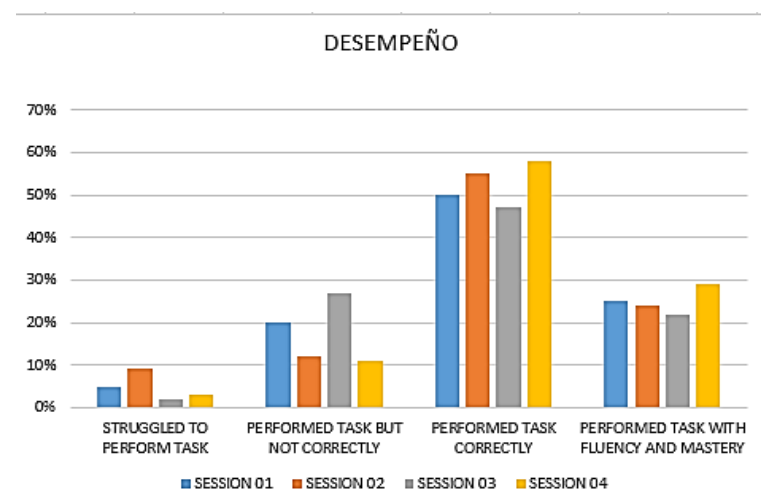
**Self-Efficacy Questionnaire Pre – Post**

**Figure 2**  
*Self-Efficacy Analysis*



**Self-Efficacy Follow-up Format**

**Figure 3**  
*Performance Analysis*



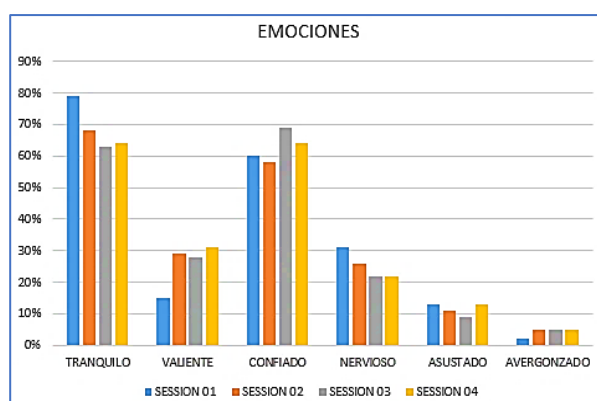


In regard to learners' feelings and level of participation, data on Figure 4 illustrates participants' feelings experienced over the intervention, and figure 5 shows participants' perception of their participation level in class. Figure 4 reveals that after the intervention, positive emotions became dominant (calm, brave, confident) in contrast to the emotions that remarked in the needs analysis (scared and embarrassed). When examining student's perception over their own participation using English in class, figure 5 reveals there was an increased tendency for always speaking English (25%) in the last session of the intervention. This all suggests that the self-efficacy strategies implemented raised their sense of confidence and reduced their anxiety. In addition, these results demonstrate that the teacher's support and encouragement nurtured learners' motivation to speak English in class, as stated by Steiner (2002), who found that this caring support enhances students' confidence and promotes learning. In the same line, Aragao (2011) explained these positive emotions have an impact on students' decision to engage or not in their language learning experience. I strongly believe emotions shaped motivation, and that is why language teachers should consider this emotional aspect of language learning as understanding it may lead to transformative classroom environments.

### *Self-Efficacy Follow-up Format*

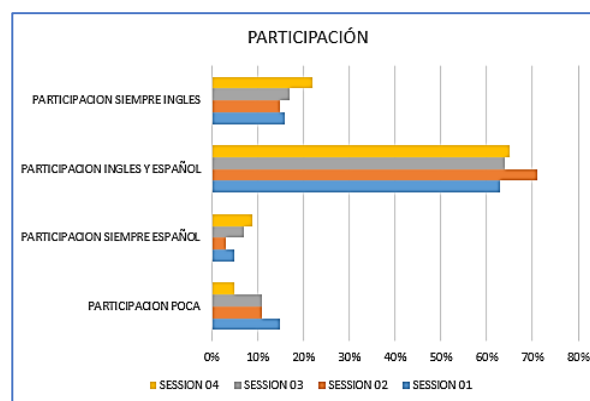
**Figure 4**

#### *Feelings Analysis*



**Figure 5**

#### *Participation Level Analysis*



**Figure 6**

*First Qualitative Analysis(Open coding)*

CATEGORIAS
SENTIR
GUSTOS
DOMINIO
RECONOCIMIENTO FALENCIA
PERSPECTIVA
ESFUERZO PERSONAL
FACTOR APRENDIZAJE
ESTRATEGIA APRENDIZAJE
INTERVENCIÓN
NIVEL PARTICIPACIÓN
GRADO DIFICULTAD
INSTRUMENTO
ROL DOCENTE

After following what Grounded Theory states about the process of analysing qualitative data (Cullen & Brennan, 2021), 13 categories were obtained initially at the process of open coding, taking data from the Self-efficacy Follow Up format, the Self-efficacy Questionnaire and the interviews carried out after the implementation (see Figure 6). In this analysis, the teacher-researcher used data correlation and the color coding technique to determine these initial categories (Appendix N).

**Figure 7**

*Second Qualitative Analysis (axial coding)*

CATEGORIAS
LEARNING EMOTIONS AWARENESS
LEARNING SKILLS AWARENESS
TEACHER ROLE
OBSERVATIONAL LEARNING

Figure 7 illustrates the 4 categories obtained after the axial coding process, an extensive second analysis where the research teacher narrowed data down and contrasted the codes with theory about self-efficacy sources, which were conclusive to determine these final categories (Appendix O). In the next chapter these results will be discussed and interpreted in the light of the research objectives stated in this study.

## Chapter Six Discussion

### Discussion

After an intensive analysis of quantitative data through the results presented and interpreted in the previous chapter, and qualitative data using color coding and implementing triangulation of data, obtained from the different research instruments, some categories emerged linked to self-efficacy sources (Bandura, 1977). The four categories that emerged were: teacher role, observational learning, learning skills awareness, and learning emotions awareness. Table 6 informs the correlation between the categories found and the self-efficacy foundations.

**Table 6**

*Categories*

CATEGORY	SELF -EFFICACY SOURCE
Teacher Role	Social Persuasion
Observational Learning	Social Modeling
Learning Skills Awareness	Mastery Experience
Learning Emotions Awareness	Physiological Response

### *Teacher Role*

Teachers play an essential role as we have the ability to influence students live, and we do not only impart knowledge but we also mentor and inspire kids to be useful to society (Lovett, 2008). Teachers' role was a category, as participants were given verbal feedback by me for their performance, and this falls into a self-efficacy source named social persuasion (Bandura, 1977). In addition, the role of the teacher conceived as the entity who plans a learning experience and

enhance a motivating environment in the classroom for learners to feel or not engaged in their learning.

“Tranquilo porque el profe nos motivó con stickers” (Self-Efficacy Format, S5).

“Tranquilo porque el profe nos ayudó” (Self-Efficacy Format, S8).

“Porque el profesor me ayudó y lo entendí mejor” (Self-Efficacy Format, S15).

These participants' answers revealed they felt more confident as my feedback and the environment I created in the classroom, triggered participants interest, and highly changed their feelings towards speaking English, proving that English teacher's role is to be an integral part of action that improves a learning situation (Pike, 2003). I strongly believe teacher's feedback is significant as research has proved it, but it may have larger effects when it comes from peers (Hillocks, 1986), therefore I suggest trying both strategies ( teacher and peers feedback) as they may have better results. Quantitative findings support this interpretation since they reveal the increase learners had in regard to their feelings and perceptions on their own performance in the speaking activities.

“Porque el profe me ayudó a corregir” (Self-Efficacy Questionnaire, S20).

“Porque el profe a veces me corrige” (Self-Efficacy Questionnaire, S25).

These participants' answers revealed that my influence and involvement as an English teacher was significant and had an impact on participants' English learning, as monitoring the classroom continually during the intervention ensured progress and improvement of participants'

weakness areas. I strongly believe monitoring should be part of any teacher's daily activity as Kyriacov affirmed (1998), and it should always be implemented as it makes possible the construction of feedback to support participants' English learning. The teacher's role in the intervention was also measured by the quantitative data since learners demonstrated to perceive themselves with an increased capability to perform oral tasks in public and in the classroom (see figure 3).

### ***Observational Learning***

Learning is a long-term process (Knowles, 1975), and through observation individuals have the chance to learn. Observational learning is a powerful learning tool in education as individuals learn new skills and decrease certain behaviors, but it requires several higher-order cognitive activities like attention, retention, production, and motivation. I determined observational learning was a category, as participants learned to perform certain oral production tasks by observing their classmates, and this falls into a self-efficacy source named social modeling (Bandura, 1977).

“Tranquilo porque mi amigo me ayudó mucho” (Self-Efficacy Format, S28).

“Me sentí confiada porque el trabajo en pareja me ayudó mucho” (Self-Efficacy Format, S35).

“Porque los ejercicios eran con un compañero y me sentí tranquila” (Self-Efficacy Format, S16).

These participants' answers revealed that working with a peer of same age and level gave participants a sense of confidence, helping them to perform certain oral production tasks during the intervention, as they had a model to observe and learn from. I strongly believe observation is

a powerful learning tool in education, and it is more efficient when the model is a peer of similar age and level as the observer (Fidalgo, Torrance, and García, 2008), and that is why I think, English teachers should implement this strategy so their students could be learning models for their classmates and teacher.

“Bien porque aprendí mucho viendo a mis compañeros” (Self-Efficacy Questionnaire, S10).

“Bien porque yo aprendí de mi teacher” (Self-Efficacy Questionnaire, S30).

“Bien porque mis amigos me corrigieron y aprendí mucho” (Self-Efficacy Questionnaire, S5).

These participants' answers proved to me that observational learning is a successful strategy for English learning, as participants clearly expressed they had learned by observing their classmates and teacher. This strategy has been applied to writing instruction (Braaksma, 2018), and research suggests it is more beneficial than implementing conventional methods for complicated tasks such as writing and reading (Couzijn, 1999). There is not record in the research studies explored to have applied observational learning for oral production purposes, that is why this finding mean an innovation for teaching languages. I strongly suggest implementing this strategy in ESL classrooms, so we as English teachers can generate knowledge in this field.

### ***Learning Skills Awareness***

A skill is the ability to do an activity well (Cambridge Dictionary, 2023), and in education, it refers to the techniques involved in the learning process to complete tasks. They can be soft or technical, and some require explicit training. Implementing self-efficacy strategies in this study made participants aware of their skills towards English learning, and according to an

extensive research base, this raise of awareness is part of a well-established concept named self-regulated learning (Zimmerman & Schunk, 2011). Self-efficacy and metacognition are elements of self-regulated learning (Mackey & Jacobson, 2014), and this sort of learning is a process where individuals perceive their learning needs, formulate goals, and self-assess their learning outcomes (Annual & Shaari, 2014). Self-regulated learning makes a difference in education as students approach their learning in a more conscious way (Nilson, 2013), and that is what my participants did during this study implementation. Considered all of this, I determined learning skills awareness was a category, as participants' performances were indicators of their skills towards English learning, source of self-efficacy named mastery experience (Bandura, 1977).

“Porque sé bien cómo pronunciar el vocabulario” (Self-Efficacy Questionnaire, S8).

“Yo sé describir una imagen en Inglés” (Self-Efficacy Questionnaire, S13).

“Porque no sé actuar ni dialogar en Inglés” (Self-Efficacy Questionnaire, S40).

“Porque no soy buena leyendo en Inglés” (Self-Efficacy Questionnaire, S2).

“No puedo pronunciar bien” (Self-Efficacy Questionnaire, S28).

“Porque puedo leer bien en Inglés” (Self-Efficacy Questionnaire, S48).

“Porque puedo pronunciar bien las palabras” (Self-Efficacy Questionnaire, S6).

These answers revealed how participants changed the perception of their skills (pronunciation, reading comprehension, and speaking proficiency) towards English learning, illustrating participants' feeling of competence and raise of awareness, as they expressed clearly and consciously they felt more capable of performing some oral production tasks after the implementation of self-efficacy strategies. Quantitative results from the pre and post-test also



support this finding since learners were able to perceive their own performance and capabilities to use English in a more positive way after the implementation (See figure 2). This is relevant to ESL field as these strategies help kids increase their sense of competence, confidence, and motivation for speaking English (Mynard & Stevenson, 2017), and I strongly suggest adopting this approach as it promotes reflection and learning awareness (Weiner, 2013).

### *Learning Emotions Awareness*

Having in mind people are emotional first, and rational second (Campbell, 2023), it is clear that emotions have a significant influence on learning and cognitive functions like attention, memory, and motivation. Emotions can enhance or thwart the learning experience, and psychology claims negative ones narrow learner's focus whereas positive ones increase attention and perception (Macintyre & Gregersen, 2012), and understanding their impact helps to promote a supportive learning culture (Lodge & Carroll, 2022). Emotions in second language acquisition have recently received greater attention (Wang, 2021), but their potential and impact on language-related processes have been under-appreciated (Prior, 2019), that is why I determined learning emotions awareness was a category for my study, as emotions experienced during the intervention influenced participants' perception of their skills to perform certain oral production tasks, source of self-efficacy named physiological response (Bandura, 1977).

“Me sentí muy confiada y así pude hacer el ejercicio” (Self-Efficacy Format, S10).

“Asustada porque no había entendido, pero luego con ejercicios mejoré y me sentí confiada” (Self-Efficacy Format, S20).

“Nerviosa porque cuando hablaba me enredaba y pensé que no lo podía hacer” (Self-Efficacy Format, S12).

These answers revealed the impact of self-efficacy strategies on participants’ feelings, and the impact emotions had on participants’ perception of their skills to perform certain activities, proving that language skill use triggers any kind of emotion (Kong, 2019), and negative ones affect learners’ self-efficacy as they underestimate their level of ability and proficiency (MacIntyre, 1997). Quantitative results also demonstrated students perceived more positive feelings about their own capabilities after the intervention, where feeling calm and trustful were the tendencies that increased in the last session (see figure 3).

Considered all of this, I strongly believe participants of this study certainly increased their motivation for speaking English, as these self-efficacy strategies impacted participants’ feelings in a positive way, changed the perception of their skills to perform certain oral production tasks, boosted their confidence and sense of competence, and made them approach their learning in a more conscious way (metacognition process).

## Conclusions

The current research study evidences the implementation of a qualitative research approach and self-efficacy strategies with 65 participants, to examine to what extent these strategies might increase motivation for speaking English. A needs analysis was implemented to identify language difficulties, participation level, and feelings towards speaking English in class, and results indicated that 40% of all participants felt scared and embarrassed to speak English in class, and only 11% actually participated in class speaking English.

During the intervention pre and post self-efficacy questionnaires were implemented to measure participants' assessment of their ability to perform certain oral production tasks, and results evidenced they increased their sense of competence feeling more capable of doing these tasks, as they observed their classmates and teacher performed the same tasks successfully, resulting in more participation in class speaking English.

Self-efficacy follow-up formats were also implemented, and results evidenced these self-efficacy strategies had an impact on participants' feelings changing the perception of their skills and increased their sense of confidence to speak English in class, as participants got positive feedback and support from the teacher. These results also evidenced there was a tendency for speaking English and Spanish as 71% participated in class speaking both languages.

Finally, these results certainly confirm self-efficacy strategies are useful for increasing motivation to speak English in young learners as they increase learners' sense of competence and confidence and change the perception of their skills to perform certain oral production tasks.

## Results Significance

This study is of great relevance to language teachers who want to enhance oral production in their classroom, as this research provides ESL teachers with strategies that not only help to increase young learners' motivation to speak English, but also increase their sense of competence, confidence and change the perception of their skill to perform oral production tasks.

This study invites language teachers to adopt a self-regulated learning approach for their ESL classroom as this approach leads learners to perceive their learning needs and self-assess their learning outcomes, and it is also an invitation to have different interaction patterns where learners can interact with teacher and classmates. Finally, for those ESL teachers that may have interest to implement these self-efficacy strategies, some suggestions are given:

1. Teacher should provide students opportunities to succeed in speaking English as it gives them a sense of capacity.
2. Teacher should provide students with constant positive feedback and support as it gives them a feeling of competency and autonomy.
3. Teacher should make students observe their classmates perform tasks successfully as it builds their confidence and makes them believe in their own skills.
4. Teacher should reward students on their learning process and have them monitor their own progress as it increases their motivation and learning awareness.

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## Appendices

### Appendix A

#### Consent Letter



Neiva, Huila.  
Julio 7 del 2022.

Universidad de la Sabana  
Especialización en Pedagogía e Investigación en el Aula

Investigador Principal: Cristian Mauricio Varón  
Sede: Colegio Anglocanadiense  
Participantes: Grados Terceros

Buenos Días Querida Familia,  
Actualmente me encuentro realizando una especialización con la Universidad de la Sabana en pedagogía e investigación en el Aula y requiero llevar a cabo un proyecto investigativo. Quiero realizar este proyecto investigativo con los grados terceros en el área de Inglés para incrementar la participación y uso de dicha lengua, así como la autoconfianza y la motivación hacia el aprendizaje del Inglés.

Como parte de este proyecto investigativo le solicite a sus hijos completar encuestas y participar activamente en las actividades que proponga para alcanzar los objetivos trazados en esta investigación.

La participación en esta investigación no recibirá remuneración económica ni afectará el promedio académico del estudiante, y quien acepte participar, lo hará libre y voluntariamente. Por tal razón, los padres de familia que estén interesados pueden diligenciar el siguiente consentimiento:

Yo, \_\_\_\_\_, manifiesto haber leído y comprendido con claridad la información presentada anteriormente. Entiendo que los datos obtenidos de esta investigación podrán ser difundidos con fines educativos, manteniendo la identidad de mi hijo(a) a salvo. Por lo anterior, acepto \_\_\_\_\_ o no acepto \_\_\_\_\_ que mi hijo (a) \_\_\_\_\_ participe en esta investigación de manera libre y voluntaria.

\_\_\_\_\_  
Firma Acudiente

\_\_\_\_\_  
Firma Coordinadora

\_\_\_\_\_  
Firma Investigador

#### Kids Invitation

**Dear Student:**  
Te envío un fraternal y cariñoso abrazo invitándote a participar en la investigación que estoy realizando actualmente en el área de Inglés. Este proyecto investigativo tiene como objetivo incrementar la participación y uso de dicha lengua, así como aumentar la confianza y la motivación hacia el aprendizaje del Inglés.  
La participación en esta investigación no tendrá nota, y si aceptas participar, lo harás libre y voluntariamente. Agradezco tu colaboración.

Atentamente,  
English Teacher.

Si deseas participar marca con una X y firma con tu nombre.

Deseo participar \_\_\_\_\_

\_\_\_\_\_

Firma del Estudiante

A B C

## Appendix B

### Needs Analysis Survey



Especialización en Pedagogía e Investigación en el Aula

#### ENCUESTA

**OBJETIVO:** Conocer la opinión de los estudiantes de grado tercero del Colegio Anglocanadiense frente a las actividades de producción oral que se realizan en la clase de Inglés.

**INSTRUCCIÓN:** Lee la pregunta y escribe tu respuesta en el recuadro.

¿Cómo te sientes en las actividades de clase en las que debes hablar en inglés?  
¿Porqué?



¿Cuáles actividades de la clase te han ayudado a mejorar tu producción oral (Speaking) en inglés?

Escribe 3 actividades que quieras proponer para la clase de inglés y que permitan reforzar tu producción oral (speaking).

**INSTRUCCIÓN:** Lee el enunciado. Encierra la opción con la que más te identifiques.

Selecciona el nivel de participación que tienes en clase de inglés.

- a. Participo muchas veces y siempre hablo en inglés.
- b. Participo algunas veces y siempre hablo en inglés.
- c. Participo algunas veces en inglés y también uso español.
- d. Participo pocas veces en inglés.

## Appendix C

### Observation Journal

#### FORMATO DE DIARIO DE CAMPO

DIARIO DE CAMPO. Observación de la vida en el aula.		
Nombre del observador: Cristian Mauricio Varón		
Fecha: Del 14 al 18 de Marzo.		
Lugar: Colegio Anglocanadiense.		
Tema: Place Prepositions.		
Objetivo: Identificar y describir las dificultades de aprendizaje en el área de Inglés.		
EJES TEMÁTICOS	DESCRIPCIÓN	REFLEXIÓN
Características del grupo.	Es un grupo manejable. Hay varios estudiantes que dinamizan la clase y participan activamente.	Hay dos estudiantes que entienden perfectamente Inglés ya que sus padres hablan Inglés en casa.
Desarrollo de la clase.	Esta semana trabajamos reading comprehension, place prepositions and phonics.	Los chicos realizan las actividades autónomamente excepto place prepositions.
Comprensión del tema por parte de los estudiantes.	No se apropian del conocimiento. Cuando se les pide ejemplos o explicación del tema visto en clase no dan razón. No comprenden las instrucciones en Inglés hasta que recurre al español.	Reading Comprehension y Phonics fue un tema fácil para ellos. En cuanto a las places prepositions se les dificultó dar ejemplos o usarlas en contexto. Las instrucciones de cómo hacer una actividad en el libro la comprenden mejor cuando hablo en español.
Participación (Producción Oral)	Dan ejemplos pero no logran explicar el tema o describir una situación.	Algunos chicos logran dar ejemplos del tema visto en Inglés pero la mayoría de los estudiantes no lo hacen.

## Appendix D





### Self-Efficacy Questionnaire



Especialización en Pedagogía e Investigación en el Aula

#### Self- Efficacy Questionnaire

OBJETIVO: Measure participants' assessment of their ability to perform certain tasks.  
INSTRUCCIÓN: Lee la pregunta, completa con una X el recuadro, y justifica tu respuesta.

	 BIEN	 REGULAR	 MAL	 ¿Porqué?
¿Qué tan bien te sientes hablando en inglés durante la clase?				
¿Qué tan bien participas hablando en inglés durante la clase?				
¿Qué tan bien puedes describir una imagen en inglés usando el vocabulario y el tema visto en clase?				
¿Qué tan bien puedes escribir y actuar un diálogo en inglés usando el vocabulario y el tema visto en clase?				
¿Qué tan bien puedes describir en inglés lo que un animal está haciendo en el momento usando el vocabulario y el tema visto en clase?				
¿Qué tan bien puedes hablar en inglés de tu animal favorito dando una descripción del mismo y explicando sobre sus gustos y hobbies?				

## Appendix E

### Session Format



Especialización en Pedagogía e Investigación en el Aula

Formato Seguimiento  
Sesión 01

1. Marca con una X dos opciones. Justifica tu respuesta.

	TRANQUILO	VALIENTE	CONFIADO	NERVIOSO	ASUSTADO	AVERGONZADO	¿Porqué?
¿Cómo te sentiste hoy en clase?							

2. Lee el enunciado. Marca con un  la opción con la que más te identifiques.

Se me dificultó describir la imagen usando food vocabulary and quantifiers.

Describí la imagen pero no use correctamente food vocabulary and quantifiers.

Describí la imagen usando correcta y plenamente food vocabulary and quantifiers.

Describí la imagen con fluidez y dominio usando food vocabulary and quantifiers.

Participé pocas veces en clase.

Participé activamente en clase siempre hablando español.

Participé activamente en clase hablando inglés y español algunas veces.

Participé activamente en clase siempre hablando inglés.

## Appendix F

### Reflection Journal

#### FORMATO DE DIARIO DE CAMPO

DIARIO DE CAMPO. Observación de la vida en el aula.		
Nombre del observador: Cristian Mauricio Varón		
Fecha: Del 18 al 22 de Julio.		
Lugar: Colegio Anglocanadiense.		
Tema: Food vocabulary and quantifiers.		
Objetivo: Make a picture description using food vocabulary and quantifiers.		
EJES TEMÁTICOS	DESCRIPCIÓN	REFLEXIÓN
Desarrollo de la clase.	<p>El tema que se trabajó en esta sesión fueron quantifiers. Se inició la sesión cantando una canción en donde los estudiantes tenían que encerrar there is and there are explicando cuándo se utilizaban.</p> <p>Luego, se les presentó unas diapositivas en donde se proyectaba una conversación donde se hacía uso real del there is, there are, some, any. Los estudiantes pasaban y actuaban la conversación.</p> <p>Ahora los estudiantes se dirigían al libro, observaban un ejercicio y explicaban el uso del some y any. Luego realizaban un juego online para reforzar el tema y completaban un ejercicio del libro en donde se ponía en práctica el tema. Los estudiantes debían explicar el porqué de las respuestas.</p> <p>Luego hicieron un ejercicio extra del workbook para reforzar este tema nuevamente, y finalmente se hicieron en pareja para escribir en su cuaderno seis ejemplos usando there is, there are, some, any.</p> <p>Finalmente se les proyectó una imagen para que realizaran una descripción implementando food vocabulary and quantifiers.</p>	<p>Considero que la sesión tuvo un balance positivo. El tema fue explicado de una manera secuencial teniendo en cuenta las sugerencias de la asesora en cuanto a scaffolding y gradualidad. Se les presentó el tema en diferentes actividades y los estudiantes tuvieron mayor relevancia en el desarrollo de los mismos. Las diapositivas con sus muñequitos favoritos fue un total acierto, llamó su atención y los llegó a emocionar, tanto así, que todos los estudiantes querían pasar a leer la conversación.</p> <p>Recuerdo haber hecho hincapié en que los estudiantes me explicaran el porqué de sus respuestas y me tomé un tiempo amplio analizándolas.</p> <p>Se realizó un ejercicio de más que no estaba contemplado en la planeación inicial pero que lo vi necesario para reforzar el tema trabajado.</p> <p>Me pude dar cuenta que con 3A la explicación del tema fue muy extensa y los llegué a confundir un poco, entonces la hice breve y precisa para los otros grados y expliqué nuevamente en 3A el tema.</p> <p>Me llegué a cuestionar respecto a los patrones de interacción, ya que sentía que yo aún tenía el control de la clase la mayor parte del tiempo y que los estudiantes tenían poca participación.</p>

## Appendix G

### Interview

#### INTERVIEW SCRIPT 3A

**Entrevistador:** Estamos acá con los chicos de 3ª y esto es una entrevista para profundizar los resultados que se evidenciaron en la investigación, entonces tenemos un cuestionario de seis preguntas y la primera pregunta es la siguiente:

1. ¿Qué creen que pasó que los hizo conscientes de su nivel de participación, chicos? Alguno que quiera participar respondiendo esta pregunta? ¿Qué creen que pasó que los hizo consciente de su nivel de participación? Es decir, yo les digo lo siguiente; ¿Será que el formato de seguimiento que se hacía al finalizar la sesión les ayudó a hacer conciencia de su participación chicos?

**Estudiantes:** Si señor.

**Entrevistador:** Ubicarse ustedes en uno de los niveles... Supongo les ayudó a hacer conciencia de qué tanto participaban ustedes, no? Si? Vale!

**Entrevistador:** Punto dos, pregunta dos. ¿Porqué creen que los estudiantes perciben que participan poco en la clase de Inglés hablando Inglés?

**Estudiante 1:** Porque tal vez no.... porque tal vez van a pensar que no.... Porque tal vez van a pensar que van a decir mal la palabra o sea que van a responder mal.

**Estudiante 2:** También a veces en las clases.. pues a veces no prestan atención pues no van a saber lo que están hablando.

**Entrevistador:** Es decir, el hecho de que atiendan o no atiendan a clase va a determinar eso?

**Estudiantes:** Ajá!

**Entrevistador:** que.. que... que participen poco en clase. Dime..

**Estudiante 3:** Tal vez puedan pensar que lo van a tener mal y que el profe los va a regañar.

**Estudiante 4:** De pronto piensan que se les hace muy difícil y por eso no participan.

**Entrevistador:** Okey. Listo. Tercer pregunta chicos; ¿Qué sintieron que cambió en clase que los motivó a participar? ¿Qué habrá cambiado en esas 4 sesiones que la motivó a usted a participar?

**Estudiante 3:** La ayuda del profesor.

**Entrevistador:** Okey. Recuerden las diferentes actividades, los juegos, los stickers..

**Estudiante 2:** Las presentaciones...

**Entrevistador:** Las exposiciones que tenían que hacer donde tenían que crear diálogos, conversaciones, descripciones.

**Estudiante 4:** Pues lo que... la hojita que hicimos para la final, el final de....

**Entrevistador:** Los formatos, los formatos de seguimiento. Tú?

**Estudiante 1:** Los juegos porque nos ayudaron a....

**Entrevistador:** Facilitar el aprendizaje?

**Estudiante 1:** Si señor.

**Entrevistador:** Listo. Cuarta pregunta chicos. ¿Qué hace que ustedes se sientan bien en clase participando y hablando en Inglés? ¿Qué hace? ¿Qué hace sentirlos valientes, tranquilos, confiados?

**Estudiante 1:** Nos hace... nos hace todas esas cosas porque uno cuando participa, uno participa y uno se siente tranquilo porque ya uno no tiene como que responder la pregunta.

**Entrevistador:** Porque quizás tiene certeza de lo que está diciendo?

**Estudiante 1:** Si señor.

**Entrevistador:** Total seguridad?

**Estudiante 2:** Pues porque el profesor explica muy bien.

**Entrevistador:** La explicación del profesor? Qué te hace sentir tranquila, confiada participando en clase de Inglés? La actitud del profesor? La facilidad de la actividad? O las actividades que trae el profesor a clase?

**Estudiante 3:** Las actividades que trae el profesor a clase.

**Estudiante 2:** A veces cuando tenemos una respuesta mal el profesor nos corrige.

**Entrevistador:** Ahh okey. Yo les iba a preguntar eso. Yo como... digamos cuando ustedes me dicen una respuesta mal yo los regaño? O los corrijo de manera amable?

**Estudiante 4:** Nos corrige.

**Entrevistador:** Okey. Listo. Y la última es ... no mentira, vamos en la quinta. ¿Qué sienten que son capaces de hacer ahora en clase de Inglés después de la intervención? Acuérdense de todo lo que se hizo; entrevistas, no sé. ¿Qué sienten ahora que son capaces de hacer después de la intervención?

**Estudiante 1:** Entender más el Inglés. Y saber... y entender muchas palabras más.

**Entrevistador:** Pero piensa digamos en cuanto a exposiciones, en cuanto a conversaciones...

**Estudiante 3:** Yo pienso en conversaciones....

**Entrevistador:** Conversaciones? Más fluidez quizás? Más?...

**Estudiante 4:** Ehhhh....

**Estudiante 2:** Yo creo que juegos.

**Entrevistador:** Juegos?..

**Estudiante 2:** Que ahí... pues uno analiza más... pues uno aprende divirtiéndose.

**Entrevistador:** Okey. Aprender divirtiéndose. Pero.. aún no me han contestado, es decir ... ¿Qué son capaces de hacer ahora? Después de haber ....

**Estudiante 4:** Entrevistas...

**Entrevistador:** Descripciones de imágenes quizás?

**Estudiantes:** Siii... conversaciones, de hablar, descripciones de imágenes... conversaciones...

**Entrevistador:** Y muchas conversaciones. Listo. Listo. Y la sexta es; ¿Porqué no pueden participar en clase hablando totalmente en Inglés? ¿Qué los limita?

**Estudiante 3:** Tal vez porque... ehh.. algunos no prestan tanta atención como otros.

**Entrevistador:** Okey.

**Estudiante 4:** Porque se les hace difícil.

**Entrevistador:** La dificultad de la actividad? ¿Qué será? No sé... la ausencia... o la falta de vocabulario? La falta de claridad?

**Estudiante 2:** Tal vez porque no estudian....

**Entrevistador:** Porque no estudian? O qué?

**Estudiante 1:** Tal vez porque no ponen cuidado o porque tal vez no se saben cómo decir la palabra en Inglés.

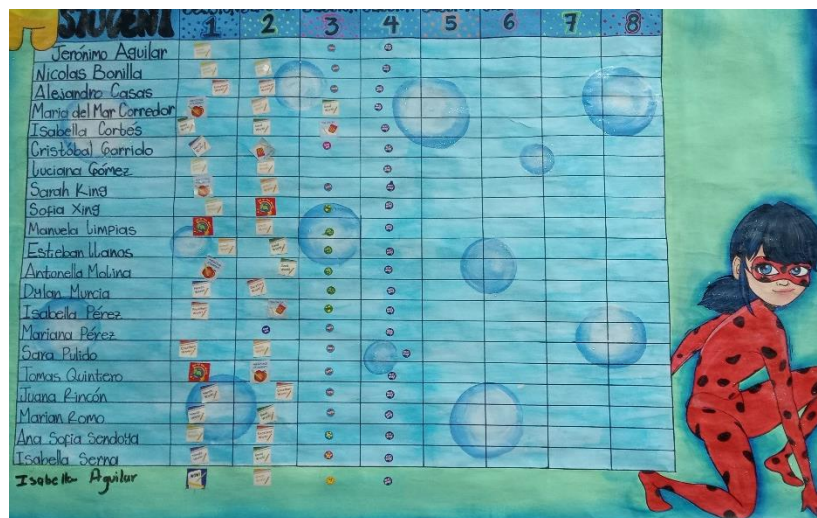
**Entrevistador:** O sea la pronunciación? .... Listo chicos.. Hemos finalizado la entrevista, muchas gracias.



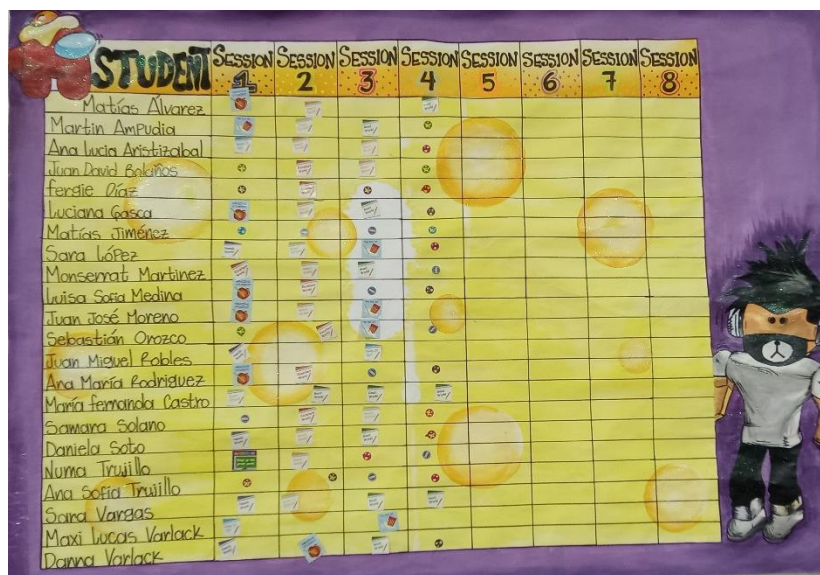
## Appendix H

### Sticker Board

STUDENT	1	2	3	4	5	6	7	8
Jeronimo Aguilar								
Nicolas Bonilla								
Alexandro Casas								
Maria del Mar Corredor								
Isabella Corbes								
Cristóbal Garrido								
Luciana Gomez								
Sarah King								
Sofia King								
Martina Limpas								
Esteban Llanos								
Antonella Molina								
Dylan Murcia								
Isabella Pérez								
Mariana Pérez								
Sara Pulido								
Thomas Quintana								
Alana Rincón								
Marian Romo								
Ana Sofia Sandoza								
Isabella Serna								
Isabella Aguilar								



STUDENT	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7	SESSION 8
Martias Alvarez								
Martin Ampudia								
Ana Lucia Aristizabal								
Juan David Balañas								
Ferdie Diaz								
Luciana Gasca								
Martias Jimenez								
Sara Lopez								
Monseñat Martinez								
Luisa Sofia Medina								
Juan José Moreno								
Sebastián Orozco								
Juan Miguel Pablos								
Ana Maria Rodriguez								
Maria Fernanda Castro								
Sawara Solano								
Daniela Soto								
Numa Trujillo								
Ana Sofia Trujillo								
Sara Vargas								
Maxi Lucas Varlack								
Danna Varlack								



STUDENT	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7	SESSION 8
Nicolas Aristizabal								
Mateo Beltrán								
Juanita Bonilla								
Italiana Cordozo								
Thomas Castro								
Salome Chala								
Santiago Cortés								
Isabella Cruz								
Ashly Cumaco								
Julio Cesar Ibaña								
Italiana Jimenez								
Valeri Lasso								
Nathaly Lasso								
Gabriela Murcia								
Luciana Ospina								
Maria Angélica Perdomo								
Anita Roa								
Juan David Rodriguez								
Sara Vargas								
Isabella Vilamizar								



## Appendix I

### Session 1





# Appendix J

## Session 2

Storyboard for Among Us characters. The main scene shows a blue character on the left and a yellow character on the right. The blue character asks for breakfast, and the yellow character offers pancakes.

1  
2  
3  
4  
5

Hi Mom.  
What's for breakfast?

There are some pancakes.  
Do you want some?

Storyboard for Minecraft characters. The main scene shows a green character on the left and a cyan character on the right. The green character asks for food, and the cyan character offers a welcome.

1  
2  
3  
4  
5

Yummy.  
Gimme some please.  
Thanks a lot.

You are welcome!

Storyboard for Miraculous Ladybug characters. The main scene shows a black character on the left and a red character on the right. The black character asks for juice, and the red character offers orange juice.

2  
3  
4  
5  
6

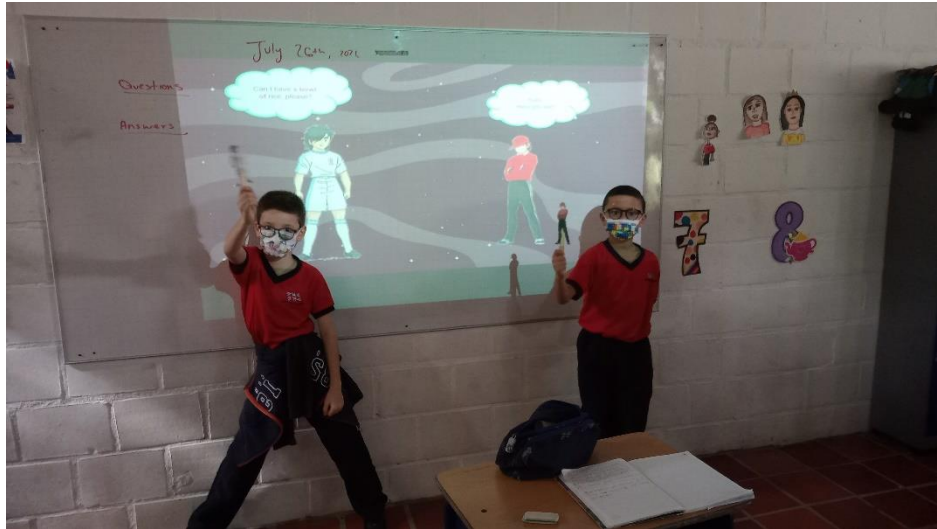
Yep please.  
Is there any juice?

Yep.  
There's some orange juice.  
Want too?

Yep Mom.  
Thanks a lot.

# Appendix K

## Session 3



## Appendix L

### Game



### FIND SOMEONE WHO ...



QUESTION	FRIEND NAME
Are you afraid of <b>bats</b> ?	
Do you think <b>pandas</b> are cute?	
Do you think <b>sharks</b> are dangerous?	
Have you watched <b>dolphins</b> swimming?	
Do you have <b>parrots</b> as pet?	
Do you love <b>penguins</b> ?	
Do you think <b>whales</b> are friendly?	

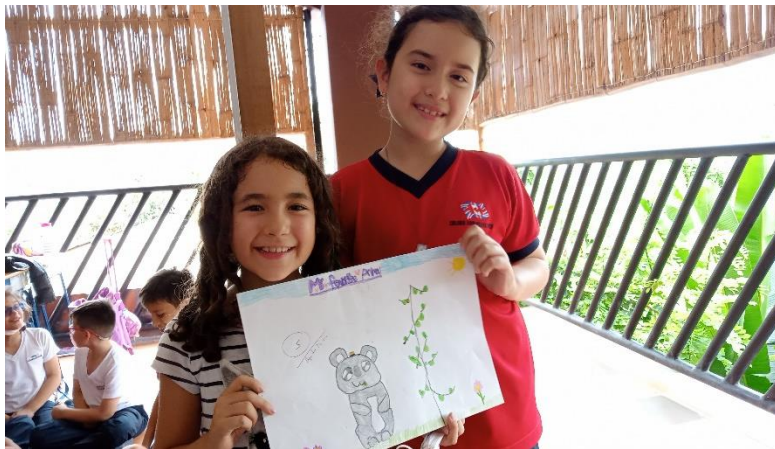
### Session 4





# Appendix M

## Session 5



## Appendix N

### First Qualitative Analysis

FORMATOS DE SEGUIMIENTO	SELF EFFICACY QUESTIONNAIRE	INTERVIEW	CATEGORIAS
Confiado porque sabía qué hacer. Tranquilo porque me sentía bien.	No me siento tan bien.	Porque tal vez no... porque tal vez van a pensar que no... Porque tal vez van a pensar que van a decir mal la palabra o sea que van a responder mal.	
Porque sabía que lo iba a pasar.	Soy un poco malo.	También a veces en las clases... pues a veces no prestan atención pues no van a saber lo que están hablando.	SENTIR
Siempre soy muy confiado.	Me gusta aprender idiomas.	Tal vez puedan pensar que lo van a tener mal y que el profe los va a regañar.	GUSTOS
Porque me ayudaste. Porque repasé.	Bien porque sé muchas palabras en Inglés.	De pronto piensan que se les hace muy difícil y por eso no participan.	DOMINIO
Como yo sé que sé Inglés entonces me irá bien.	Porque podré aprender más.	La ayuda del profesor.	RECONOCIMIENTO FALENCIA
Me sentí nerviosa porque eran diferentes imágenes. Valiente porque me pusieron la imagen que estudié.	Porque sé hablar bien Inglés.	Las presentaciones...	PERSPECTIVA
Me sentí nerviosa porque no sabía qué me iba a decir el profe. Tranquila porque me sabía el tema.	Porque me hace sentir bien.	Pues lo que... la hoja que hicimos para la final, el final de...	ESFUERZO PERSONAL
Sentía que podía.	Porque siento que aprendo.	Los juegos porque nos ayudaron a...	FACTOR APRENDIZAJE
Porque entendí el tema.	Me siento regular porque no puedo pronunciar.	Pues porque el profesor explica muy bien.	ESTRATEGIA APRENDIZAJE
Ya sabía el tema y era fácil, y me gustó la sesión.	Me siento orgulloso de mí.	Las actividades que trae el profesor a clase.	INTERVENCIÓN
No tenía ninguna razón para estar mal.	Porque si estoy cómoda y mi vocabulario es bueno.	A veces cuando tenemos una respuesta mal el profesor nos corrige.	NIVEL PARTICIPACIÓN
Me quedó claro la explicación del teacher.	Porque no soy tan buena en Inglés.	Nos corrige.	GRADO DIFICULTAD
Porque me sentí muy bien y lo entendí.	Porque me gusta repasar.	Entender más el Inglés. Y saber... y entender muchas palabras más.	INSTRUMENTO
No entendí bien el tema. Siento que me va mal.	Porque casi no se hablar Inglés.	Yo pienso en conversaciones...	ROL DOCENTE
Es fácil. Porque entendí.	Bien porque sé.	Yo creo que juegos.	

## Appendix O

### Second Qualitative Analysis

FORMATOS DE SEGUIMIENTO	SELF EFFICACY QUESTIONNAIRE	INTERVIEW	CATEGORIAS
Me sentí nerviosa porque eran diferentes imágenes. Valiente porque me pusieron la imagen que estudié.	Porque sé hablar bien Inglés.	Tal vez puedan pensar que lo van a tener mal y que el profe los va a regañar.	LEARNING EMOTIONS AWARENESS
Me sentí nerviosa porque no sabía qué me iba a decir el profe. Tranquila porque me sabía el tema.	Me siento regular porque no puedo pronunciar.	La ayuda del profesor.	LEARNING SKILLS AWARENESS
Sentía que podía.	Porque me siento libre.	Pues porque el profesor explica muy bien.	TEACHER ROLE
Tranquilo porque el profe nos motivó con stickers.	Porque no sé pronunciar.	Las actividades que trae el profesor a clase.	OBSERVATIONAL LEARNING
Porque sentí que no podía.	Porque no sabría describirla.	A veces cuando tenemos una respuesta mal el profesor nos corrige.	
Nerviosa porque no entendía el ia and are.	Yo sé describir una imagen en Inglés.	Sip. Porque nos inspiraste a hablar Inglés y nos diste esa enseñanza y por eso hemos mejorado cada vez más y más para por fin lograrlo y seguiremos intentando hasta ser buenos bilingües y poder hablar ese idioma que tanto nos enseñas.	
Nerviosa porque no había comprendido muy bien pero luego en la presentación me sentí tranquila pues logré sacarme una buena nota.	Porque no soy tan buena describiendo.	Me emocionaba mucho y me sentía bien por poner... Para que me pongan un sticker y también me sentía bien por los demás que obtenían sus stickers. Eso nos hacía tener más esperanza y sentimos más confiados al hablar en Inglés.	
Porque me aclaró el tema con el ejercicio del dibujo.	Porque no sé actuar ni dialogar en Inglés.	Porque yo diría que se sienten confundidos, que no sienten tantas ganas de hablar, saben que se van a sacar un 1 si responden mal o algo mal, una mala nota entonces por eso es que hablan a veces en español para no sacarse esa nota.	
Entendí todo porque el profe hizo un ejercicio.	Porque hablo bien expresando y actuando.	Yo siento que al recibir un sticker, por ejemplo un sticker que muy buen trabajo, ellos se motivan porque ya saben qué pueden hacer. Mejor.	
Me sentí tranquila porque pude hacer el ejercicio. Me sentí muy confiada y así pude hacer el ejercicio.	Porque no soy buena leyendo en Inglés.	Nos ayudas.	
Me motivó los sticker.	No sé escribir.	Nos ayudas y nos ayudas a corregir.	





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Cordialmente,

Cristian Flaviano Varón

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