

**PERCEPTIONS OF THE SECONDARY STUDENTS TOWARDS THE USE OF
ENGLISH AT ECA, A NORTH AMERICAN SCHOOL IN BOGOTÁ**

Blanca Lucía Aguilar García
Madelyn V. Morales Santiago

Tutor:
Manuel Ricardo Medina

UNIVERSIDAD SANTO TOMÁS
FACULTAD DE EDUCACIÓN
LICENCIATURA EN LENGUA EXTRANJERA INGLÉS
BOGOTÁ, D.C.
2017

Abstract

This qualitative research studies the secondary students' perceptions towards the use of English at ECA, a multicultural North American Christian school located in Bogotá, Colombia. The researchers attempt to explore the students' perspectives related to the use of English in their context. A total of seventeen students, both female and male, were selected from 8th to 11th grades, with ages ranging from 13 to 18 years old. A survey and an interview were elaborated by the researchers, and students actively participated in the development of these instruments. There were also some observations inside and outside the classrooms where the investigators had the opportunity to take notes of the target population. Considering the narrative description research method and the data analysis triangulation methodology, the data collected was transcribed, classified and analyzed in three different categories which are: The privilege of being part of an English speaking school (ECA), The English policy during school hours, and Usefulness and proficiency of the use of English. These categories aimed to characterize the students' perceptions in a feasible way. The results showed relevant information about their unique context where they daily interact academically and socially using English as a bridge of communication with foreign teachers and students. The study shows that students recognize and have a sense of belonging within the school context. They are happy to have native North American teachers who teach all subjects in the English language and this lets them have real immersion. Besides, students highlight the importance of being bilingual. They identify English as a tool that offers good career and job opportunities, not only in Colombia but around the world. Some students are confident using English, while others are not. Spanish is also as important as English is for Colombians and foreigners in order to communicate among them. The study also reflects on students' different opinions about the English expectation rule. Some

students agree saying that the rule is to be complied with and it is relevant, and other participants are in disagreement and would like the norm to have exceptions since there are hard moments to use English during school day.

Keywords: Perceptions of the Secondary students, use of English

Acknowledgments

First of all, we would like to thank our God Almighty for being with us all the time throughout these years of learning how to be a teacher, and for being our guide and strength to build and finish this thesis.

We would also like to extend our gratitude to the ECA Director and the students who participated and were always willing to help us achieve our goal.

Our thankfulness is also to Mr. Medina, our thesis tutor, for supervising and offering us every possible assistance to finish this thesis.

Finally, we would like to express our appreciation to our parents, sister and daughter who always supported and encouraged us to never give up.

Table of Contents

Abstract	II
Acknowledgments.....	IV
Table of Contents.....	V
Introduction.....	1
Chapter 1	3
1. Problem statement	3
1.1. Research Question	8
1.2. Objective.....	8
Chapter 2.....	9
2. Research study.....	9
2.1. Narrative Description Method	10
2.3. Participants	11
2.4. Instruments	13
Chapter 3.....	17
3. Theoretical Framework	17
3.1. Perceptions of the secondary students	17
3.2. Use of English	20
Chapter 4.....	24
4. Data Analysis	24
4.1. Findings	24
4.1.1. Category 1: The privilege of being part of an English speaking school (ECA)	25
4.1.1.1. Sub-Category: The use of English and connection with the North American culture.....	28
4.1.1.2. Sub-Category: Experiences using the English language abroad	29
4.1.2. Category 2: The English policy during school hours.....	30
4.1.2.1. Sub-Category: Using Spanish in their particular school context	34
4.1.2.2. Sub-Category: Getting demerits as a consequence for not speaking English in the school.....	36
4.1.3. Category 3: Usefulness and proficiency of the use of English	38
Chapter 5.....	45
5. Justification	45

Chapter 6.....	47
6. Conclusions	47
References.....	51
Appendices.....	54
Appendix A: Authorization letter sent to ECA parents.....	54
Appendix B: Pilot survey	56
Appendix C: Survey 1	58
Appendix D: Interview # 1.....	60
Appendix E: Observation sheet.....	63

Introduction

When talking about the students' perceptions towards the use of English, it is interesting to take into account their thoughts which have been built from their experiences in this school context. Their points of view have let us interpret this reality that takes place at ECA. It has not only given us the opportunity to get to know the context, but also to characterize their perceptions in a subjective manner. ECA is a private multicultural Christian school located in Bogotá, Colombia where students receive both the North American and the Colombian diploma when they graduate. The majority of the faculty members are missionaries who teach for two years at least and they are all from The United States. The target population selected for this study is a total of seventeen 8th to 11th grade male and female students with ages ranging from 13 to 18 years old. Most of the students are Colombians and some others are foreigners represented from The United States, Korea, Indonesia and France.

This inquiry is divided into six chapters; In Chapter 1, one can see the problem statement where there is an outline related to the research problem titled "Perceptions of the secondary students towards the use of English at ECA, a North American school in Bogotá". The research question and objective are also part of this chapter. Chapter 2 explains the research qualitative study, the narrative description research method and the data analysis triangulation methodology which they correspond to this inquiry. It also mentions an explanation of the participants, the instruments used such as a survey, an interview and some observations inside and outside the classroom. Chapter 3 consists on the development of the theoretical framework which refers to the two concepts that involves this study and they are: Perceptions of the secondary students and Use of English. Chapter 4 provides a detailed description of the data analysis and findings of the categories which are: The privilege of being part of an English speaking school (ECA), The

English policy during school hours, and Usefulness and proficiency of the use of English. These categories are part of the data analysis and were created to represent the students' points of view towards the use of English. Chapter 5 refers to the justification. Finally, Chapter 6 presents the conclusions of the project, the limitations of the study and the implications for further research.

Taking into consideration the main topic of this study, the students' perceptions are relevant to comprehend how students recognize their own school environment, what is going on inside this school context and what significance do those situations have for the students since their perceptions towards the use of English are a determining factor for students to achieve a meaningful experience and successful immersion.

Chapter 1

1. Problem statement

Our interests in this research took place in Bogotá at El Camino Academy (ECA), a private multicultural Christian school. ECA was founded in 1980 by a group of North American missionary parents who desired a United States based curriculum for their children's education, allowing an easier transition upon returning to the States. ECA has been accredited by the Association of Christian Schools International (ACSI) since 1998 and approved by the Colombian Ministry of Education. In 2002, ECA became a member of the Colombian Association of Christian Schools, OBED, in which it has been active up to the present. In 2003, ECA was officially recognized as a Colombian school by the Colombian Secretary of Education, and the graduating class that year was the first to receive both a U.S. and a Colombian diploma. In 2004, Colombian students started taking the ICFES exam, a test similar to the Standardized Assessment Test (SAT) in the United States. (ECA Handbook)

The researchers of this study had the opportunity to get in contact with ECA; one of them visiting the school to develop some tasks assigned by the university, and the other researcher working as a Middle and High School Assistant. They discovered that this school was an interesting setting not only for its uniqueness, but also because they were able to be immersed in this context, observing and listening to the secondary students' dissents about the use of English. Once the researchers had the chance to share their ideas, they realized that their points of view were similar about this situation. Therefore, this inquiry was born from the researchers' own intuitive personal involvement experienced at ECA. Thus, they started to focus and put into consideration to continue seeking in detail the environment inside this particular school context.

The researchers found out that ECA offers an American quality education to approximately 300 students in grades pre-kinder to 12th with a high percentage of Colombians, some North Americans, Koreans, Indonesians and other nationalities. 95% of the teachers at ECA are Christian evangelical missionaries, who have raised their own support in the United States for their expenses in Colombia. They are state certified and/or certified by the Association of Christian Schools International, and they teach for 1 or 2 years at ECA. The other 5% are also qualified Colombian Christian teachers who are part of the Spanish department. This multicultural setting was the main reason that led the researchers to look into how the students have been viewing the use of English since there were different language backgrounds which means that there is a linguistic diversity at ECA. Consequently, this interesting research aims to characterize the perceptions of the secondary students towards the use of English at ECA.

The North American curriculum is based on high standards of achievement in all subject areas, and since ECA is a North American school, students are approved to apply to universities or colleges in the United States because they receive the High School diploma. Students at ECA start in Pre-kinder and finish High School in 12th grade. To understand more about this curriculum, let us start comparing the North American grade system with the equivalent of the Colombian grade system (see Figure 1).

Sistema Colombiano		Sistema Norteamericano	
Pre - Jardín	Pre- escolar	Pre – kinder	Pre-escolar (Pre-school)
Jardín		Kinder	
Transición		1º	Elemental (Elementary)
1º	Básica Primaria	2º	
2º		3º	
3º		4º	
4º		5º	
5º		6º	Escuela Media (Middle School)
6º	Básica Secundaria	7º	
7º		8º	Escuela Alta (High School)
8º		9º	
9º	Media	10º	
10º		11º	
11º		12º	

Figure 1. Grade system retrieved from ECA website.

Class hours are 7:25 a.m. – 3:00 p.m. Mon – Thu and 8:15 a.m. – 3:00 p.m. on Fridays. Students in 9th - 12th grades are expected to take a minimum of 6 classes per semester resulting in at least 2.8 credits per semester. At least eight classes are offered and most students take a full load. All students are expected to be in school the full day, regardless of their class load, unless special permission is granted.

In order to graduate from ECA, the graduation requirements for a High School Diploma are that students must have been at ECA for at least 2 years, one of which is their entire senior year. Special cases need special permission. The minimum number of credits needed to graduate from ECA is 22. Of those, 18 credits are required and the balance is made up of electives (see Figure 2).

<u>Graduation Requirements</u>		<u>Credits</u>
English		4
Mathematics		3
Science		3
Bible		1
Physical Education		1
Social Studies, including		3
U.S. History (or approved alternative)	1	
World History	1	
Government / Civics (half of	0.5	
Social Studies Seminar)		
Social Studies Elective	0.5	
Computer		1
Spanish		<u>2</u>
	Required credits:	18
	Elective credits:	<u>4</u>
	Total minimum credits for graduation:	22

Figure 2. Graduation requirements retrieved from ECA website.

The graduation requirements for a Colombian Diploma are according to Colombian Law. If a student or one parent is Colombian, normally the student works toward a Colombian diploma and completes the following academic requirements during 7th - 12th grades (see Figure 3).

ÁREAS	IH/S	ASIGNATURAS ELEMENTARY (pre-kinder a 4 ^o)	IH/S	ASIGNATURAS MIDDLE SCHOOL (5 ^o a 8 ^o)	IH/S	ASIGNATURAS HIGH SCHOOL	
						(9 ^o y 10 ^o)	(11 ^o y 12 ^o)
HUMANIDADES Inglés, Español	10	Inglés	5-9	Inglés	5	Literatura y Composición	Literatura Americana y Composición Literatura Británica y Obras Maestras
	5	Español	5	Español	5	Literatura Latinoamericana 1 Literatura Latinoamericana 2	Literatura Universal 1 Literatura Universal 2
		Español como segunda lengua		Español como segunda lengua. Niveles A1-A2, B1-B2, C1-C2		Español como segunda lengua. Niveles A1-A2, B1-B2, C1-C2	Español como segunda lengua. Niveles A1-A2, B1-B2, C1-C2
MATEMÁTICAS	9	Matemáticas	5	Matemáticas Pre-Algebra Algebra I	5	Algebra I Geometría Algebra II Trigonometría	Algebra II Trigonometría Pre-cálculo Cálculo Resolución de problemas
CIENCIAS NATURALES Y EDUCACIÓN AMBIENTAL	3	Ciencias	5	Ciencias de la vida Ciencias de la tierra Ciencia Ambiental	5	Ciencias Físicas (Química y Física) Biología Salud	Química Física
CIENCIAS SOCIALES	3	Sociales	5		5	Geografía Universal Historia Universal	Historia de USA Seminario Ciencias Sociales (Gobierno, Ciencia Política, Economía, Psicología, Filosofía) Gobierno de USA
TECNOLOGÍA E INFORMÁTICA	1	Computadores	3-4	Computadores	2-3	Estudios Latinoamericanos	Computadores
EDUCACIÓN ÉTICA Y VALORES HUMANOS	1	Ética	1	Ética	1	Historia de Colombia	Ética
EDUCACIÓN RELIGIOSA	3-4	Biblia	3	Biblia	3-4	Geografía de Colombia Democracia y Gobierno colombiano	Liderazgo Bíblico y cosmovisión Relación Bíblica (Libros Históricos AT, Estudios NT)
EDUCACIÓN ARTÍSTICA	2-3	Arte/ Música/ Drama	2	Arte/ Música/ Drama Actuación	2	Arte/ Música/ Drama Actuación	Arte/ Música/ Drama Actuación
EDUCACIÓN FÍSICA, RECREACIÓN Y DEPORTE	3	Educación Física	3	Educación Física	3	Educación Física	Educación Física

Figure 3. Curriculum retrieved from the ECA website.

This unique setting made it a significant and authentic place to develop a research that contributed meaningful facts about the students' thoughts, feelings, and opinions on how they perceive everything that is related to the use of English at ECA. Their feedback was decisive in order to be able to focus the investigation from three categories that helped accurately classify the results about their perceptions. These categories were designated as The privilege of being part of an English speaking school (ECA), The English policy during school hours, and Usefulness and proficiency of the use of English. For this reason, we proposed the following research question.

1.1. Research Question

“What are the perceptions of the secondary students towards the use of English at ECA, a North American school in Bogotá?”

1.2. Objective

Characterize the perceptions of the secondary students towards the use of English at ECA, a North American school in Bogotá.

In the following section, we describe the research study.

Chapter 2

2. Research study

According to the inquiry proposal, it is found out that qualitative research is the one that determines the management of this study. Gray (2004), in his book *Doing Research in a Real World*, says that Charmaz (1995) defines qualitative research as this “qualitative research is highly contextual, being collected in a natural ‘real life’ setting, often over long periods of time. Hence, it goes beyond giving a mere snapshot of events and can show how and why things happen – also incorporating people’s own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict”. And Gray (2004) defines it as: “Qualitative data can have a quality of ‘undeniability’ because they are rooted in the natural context of field settings. The main focus of qualitative research is to understand the ways in which people act and the accounts that people give for these actions. Data are collected using a wide variety of methods, including field research (the most common) but also the use of unobtrusive data, photographs, film, video and other sources. Concepts such as credibility, authenticity, honesty and openness are also important in qualitative research.” This fitted because the observer researchers could draw an analysis about the situations that occurred in the particular context in which the secondary students were able to share their perspectives towards the use of English.

In the following section we provide a detailed description of the narrative description method.

2.1. Narrative Description Method

We chose this method for our study and it was a good way to describe students' reality according to the use of English at their school. Li (2014) in her thesis "Learners' Stories: A Study of Hong Kong Post-Secondary Students' English Learning Experiences and Identity Construction" mentions some authors related to what this research method is focused on. One of them is Clandinin (2006) who argues that "human beings both live and tell stories about their living" and according to Connelly & Clandinin (2006), these stories of life are "a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful." The narrative inquirers should "describe such lives, collect and tell stories of them, and write narratives of experience" Connelly and Clandinin, (1990). On the other hand "Narrative inquiry helps us see more carefully and completely the details, complexities, contexts, and stories of human experiences of learning and teaching" Schaafsma & Vinz, (2011). What this study means is that the methodology of our whole process of investigation was narratively written according to the events that were discovered throughout the development of this research. Also, the narrative method has been used in the field of education because "Narratives, in this context, refer to stories that represent a sequence of events. They can be generated during the data collection process, such as through in-depth interviews or focus groups; they can be incidentally captured during participant observation; or, they can be embedded in written forms, including diaries, letters, the Internet, or literary works" Guest, Namey, and Mitchell (2013). The focus of this inquiry offered a window through which it allowed the researchers to discover the diverse perceptions towards the use of English, thoughts constructed from students of ECA. The section below gives a description of the target population.

2.3. Participants

The target was a group of secondary students, in which we selected 5 students in 8th grade, 4 in 9th, 4 in 10th, and 4 in 11th grade with a total of 17 kids. Their ages oscillate from 13 to 18 years old. The participants were male and female. The 17 participants also represent variety in the following ways. First, the ones who have studied since Kinder at ECA; the second group are the ones who have been registered to study at ECA in Middle (5th-8th grades) or High School (9th-12th); and the third group of students have other nationalities, and besides speaking English and Spanish, they speak a third language such as French, Indonesian, or Korean.

Survey 1 also showed that there are ten students who are Colombian, 1 Korean, 1 Indonesian, 1 who is both French and Colombian, and four students who have both Colombian and North American nationalities. Other results from survey 1 are related to the date of each student's enrollment as follows: 8 students were enrolled in Kinder, 1 in 2nd grade, 1 in 3rd, 1 in 4th, 1 in 6th, 1 in 7th, 2 in 8th, 1 in 9th, and 1 in 11th (see Figure 4).

<i>Target Group</i>					
<i>El Camino Academy</i>					
<i>Participants</i>	<i>Age</i>	<i>Grade</i>	<i>Enrolled Date</i>	<i>Nationalities</i>	<i>Languages</i>
Student 1	13	8th	Kinder	French – Colombian	3
Student 2	14	8th	8th	Colombian	2
Student 3	14	8th	Kinder	Colombian	2
Student 4	14	8th	6th	Colombian	2
Student 5	14	8th	7th	Indonesian	3
Student 6	15	9th	4th	Colombian	2
Student 7	15	9th	Kinder	Colombian	2
Student 8	15	9th	8th	North American - Colombian	2
Student 9	16	9th	9th	Colombian	2
Student 10	15	10th	Kinder	Colombian	2
Student 11	15	10th	2nd	North American - Colombian	2
Student 12	14	10th	Kinder	Korean	3
Student 13	16	10th	Kinder	Colombian	2
Student 14	18	11th	Kinder	Colombian	2
Student 15	17	11th	11th	Colombian	2
Student 16	17	11th	Kinder	North American - Colombian	2
Student 17	16	11th	3rd	North American - Colombian	2

Figure 4. Target Group from survey 1.

Since ECA is a unique school and has particular characteristics, the target population was significant due to their distinct backgrounds and thus was able to provide us pertinent results about their perceptions towards the use of English. There is a group of students from five different nationalities which means that they have different linguistic backgrounds, English and academic levels.

We selected 8th to 11th grades because girls and boys in these grades are the ones who have expressed their opinions about English as the primary language in the school and Spanish

as the majority of the students' mother tongue. Moreover, since ECA is a multicultural school, it was also interesting to get to know appreciations of those students from different nationalities with other mother tongues. The enrollment date was likewise an important characteristic because the experiences that they have acquired in other schools as well as at ECA, have let them form ideas and insights which are key for the development of this investigation. On the other side, their English and academic levels depend also on the date when a student was enrolled. Therefore, there were different and interesting perspectives coming from a diverse group of target population.

Let us start with the instruments that were used for this inquiry.

2.4. Instruments

In order to start making use of the instruments, the researchers asked permission to the ECA Director to carry out this investigation. The Director agreed, so there was a letter sent to the Middle and High School parents to authorize their children to participate in this research (see Appendix A: Authorization letter sent to ECA parents).

The instruments used in this study were a survey, an interview and observations which were designed by the observer researchers. These tools were originally written in English and the interview form was translated into Spanish for students who wanted to answer it in the Spanish language. After receiving the permission slips, the researchers started to collect the data from the target population, using the instruments selected during the process of investigation.

A pilot survey was given to two students from each class (8th to 11th grades-not the target ones) to provide us with information of the feasibility and suitability of the questions that were formulated in order to go ahead and apply it to the target (17 students from 8th to 11th) (see

Appendix B: Pilot survey). Therefore, it was applied on Wednesday, April 8 during their Study Halls and they took 15 to 20 minutes to fill it out. The pilot survey had 12 questions. Question number 4 was not clear enough for students since there was a scale from 1 to 4, and they got confused using number 1 for the weakest skill and number 4 for the strongest one, when the question was meant to be answered the opposite way (see Figure 5 y 6).

4. Number from 1 to 4 the following skills, being 1 the strongest skill and 4 the weakest:

Reading _____

Writing _____

Speaking _____

Listening _____

Figure 5. Old version of question 4 from pilot survey.

4. From the following skills -reading, writing, speaking, listening- which one do you consider is the strongest for you and which one the weakest?

Strongest _____ Why? _____

Weakest _____ Why? _____

Figure 6. New version of question 4 for survey 1.

After students filled out the pilot survey, question 4 was reconsidered and changed to its final version used for Survey 1 applied to the target population. Survey 1 took place on Wednesday, April 22 and Monday, April 27. The data was expected to be collected to get some personal information and it was always focused on exploring the perceptions of the secondary students at ECA (see Appendix C: Survey 1). In order to design the survey, the researchers took into account the characteristics described by Grey (2004) who states that “surveys are a common research tool because they allow for the collection of large amounts of data from large samples. Stages in survey design include the definition of research objectives, questionnaire design, piloting, survey distribution, coding and analysis”.

Interviews using video or audio recording were done during the week of May 4. Seventeen students were picked as the target population to be interviewed. They were able to choose if they preferred video or audio recording to make them feel comfortable. It was expected to collect more information about their opinions and perspectives by answering a face-to-face interview of seventeen questions (see Appendix D: Interview # 1). Grey (2004) says that “An interview is a conversation between people in which one person has the role of researcher. Very often, the interviewer will have on hand a set of written questions which are posed in a structured and methodical fashion (a structured interview).” He also argues that “the well-conducted interview is a powerful tool for eliciting rich data on people’s views, attitudes and the meanings that underpin their lives and behaviors.” This instrument was very useful.

Observations were helpful for researchers to take field notes and immerse themselves in the data to understand how students perceive the environment of the school, especially the use of English (see Appendix E: Observation sheet). Classroom observations were applied on Wednesday, April 22 during 9th grade World Geography, 11th Honors Chemistry, 10th Bible and 8th Earth Science; Wednesday, April 29 during 8th grade Math, 11th Physical Education. There was an observation outside the classroom which was held in the Gym during lunch. The Middle and High School Principals met with students who had not complied with the English expectation. There are important aspects of the observations usage. (Hennink, Hutter, & Bailey, 2011) affirm that “Observation is particularly useful for providing an introduction to your study context, especially when starting a new project or when working in a new social context. It can also be beneficial for initial rapport development within your study community.” and “Observation is often used to provide supplementary data to other research methods used in a study.” We can summarize the process of gathering data in schedule planning (see Figure 7).

Schedule Planning												
Activities		Observe students inside a classroom	Observe students outside the classroom	Authorization letter to parents	Submit authorized letter from students	Collect permission slip from students	Implement /conduct pilot survey	Analyze pilot survey to choose target	Meeting with Tutor to rebuild pilot study	Implement /conduct survey 1	Interview students (individually)	Analyze data gathered
March	7											
	10											
	12											
	17											
	18											
	20											
	24											
	26											
April	6											
	7											
	8											
	9											
	10											
	13											
	14											
	15											
	16											
	17											
	18											
	20											
	21											
	22											
	23											
	24											
	27											
	29											
May	4											
	5											
	6											
	7											
	8											
	15											

Figure 7. Schedule planning designed by researchers.

In the next section, researchers present the theoretical framework of the inquiry.

Chapter 3

3. Theoretical Framework

In reference to our research problem, there are two constructs which are Perceptions of the secondary students and Use of English. Some authors' ideas or theories will support the content of this study in order to have a wider idea of what each of these constructs really mean to this study. Next, we will present the theoretical framework that was used in this study.

3.1. Perceptions of the secondary students

We understand perception as the interpretation or analysis that human beings make in order to get knowledge from their environment. Rojas, (2011) in her undergraduate thesis mentions that perception as a cognitive process is defined as a mental order tendency. It initially determines the input of the information and then it guarantees that the information taken lets the formation of abstractions and world meaning, establishing internal process to create judgements, ideas, concepts, etc. (Oviedo, 2004). This inquiry is focused in this kind of perception, taking into account that this meaning of perception can be deemed as a process where each student constructs their own beliefs, values and thoughts that highlight the perception of the students about the use of English. With respect to the target population we observed that parents play an important role in their children's education since they are the first mediators in their learning process. What it is learned at home those first years, it will open new excitement paths full of curiosity for knowledge that will impact their lives. Therefore, home educational background influences their children's learning. Having in mind what it was mentioned before, our ECA target population has had that influence from their parents related to the English background. For example, there are Colombian parents who have a proficiency level of English as well as some

foreign parents do. We can also find foreign parents whose mother tongue is English. Parents want to offer their children the opportunity to enroll them in a school where English is taught because they know that their kids will be in advantage over the ones that do not know a second language having more chances to succeed in the educational field and hiring positions. In addition to that, it is clear to see that the parents beliefs, expectations and aspirations affect the students perceptions towards the English language use. In other words, some of the perspectives that students build every day are attributed to their backgrounds. Another good point is that when students become part of ECA, their perceptions towards the English use is consolidated due to the value that administrators, teachers and staff members give to the English language use in the school. Démuth (2013) states in his book, Perception Theories, that “The externalists are convinced that all our knowledge has an external source — experience. The externalists assert that the mind is more or less a blank sheet of paper (*tabula rasa*) and all knowledge is being imprinted in us from external reality.” According to that idea, the ECA secondary students from their prior knowledge start building other ideas and thoughts which are related to their experience in their surroundings. Therefore, when students are enrolled at ECA, they begin a language and cultural immersion which becomes easier and faster the adaptability for students who have been enrolled in an early age than the ones who have been enrolled in any other upper grades. Students at ECA live the North American culture as if they were living in the United States since their teachers are from USA, all the classes are taught in English and the English expectation norm during school hours is reinforced in order for them to have a total English use immersion. Throughout the school years, students get involved so much with the North American culture, that they start planning their future careers and jobs in their Middle or High School years. Because the ECA students receive the High School Diploma, the Guidance

Counselor is key to encourage students to do their best to get excellent grades in order to get a very good GPA (Grade Point Average) so as to receive scholarships in USA. The impact that ECA generates in the students towards the English language is relevant because students realize the effects of English in their lives. They are conscious that it is essential to be able to communicate with people from different monolingual settings where the communicative bridge is given through the use of English, the global language.

Every student is an interesting individual to discover so it was a privilege for us to be able to interact with our ECA target population who are all teenagers with ages between 13 and 18 years old. Teenagers' perceptions are built by themselves taking into account that their background and their experiences have influenced the way they think and feel. Thus, this contributed to produce their own perceptions with a newer and broader horizon of understanding things or events occurred around them. The author Lewis (2001) on his book *The issue of perception: some educational implications*, mentions that "Selective perceptions that takes place when people selectively interpret what they perceive based on their own interests, background, experience and attitudes" (Griffin & Moorhead 1986:77). On the other hand, "To study the world means to study perceptions and ideas we created, and the world is mainly the world of perceptions, images or ideas. Thus, when we want to study something, first we should know where, when and how to meet and learn it." Démuth (2013). It was very important for this study to characterize the students' perceptions and to discover if those perspectives were objective or subjective; during the process of this investigation, it was evident to find where their perceptions were coming from and that led it to describe relevant and accurate perceptions because their ideas were well supported.

To analyze the target population's perceptions meant to get to know the world that each student embraces and builds according to their feelings, goals and backgrounds towards the use of English in their multicultural context. Despaigne (2010) argues that “Attitudes are learnt, and our perceptions towards languages will be influenced mostly through our parents’, teachers’ and peers’ perceptions, which in turn will be defined based on the social context in which we are living. These perceptions will also depend on our own personal experience(s) with the language and its associated culture(s)”. This was why our interest to this inquiry was born to comprehend how the secondary students got into a vision of the ECA use of English.

3.2. Use of English

First of all, language is that source used as communication among human beings in order to share ideas, opinions, and perceptions of life. Kramsch (1998) states that “Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways”. Language is unique (innate) to humans and provides a means for people to interact with each other to establish social relations. Since we are little, we start discovering with our language our identity as individual and social beings. When an individual starts learning another language, this means that he/she does not only acquire a second language, but also a second culture. In Colombia, The Ministry of Education (Ministerio de Educación Nacional, MEN) has determined that it is very important to be bilingual in order to have better opportunities in life. The Colombian Ministry of Education (MEN) introduced the National Bilingual Programme (Programa Nacional de Bilingüismo, PNB) which was planned to be carried out from 2004 to 2019. The purpose of the PNB was “To have citizens who are capable of communicating in English, in order to be able to insert the country

within processes of universal communication, within the global economy and cultural openness, through internationally comparable standards.” In 2014, the President of Colombia together with the MEN proposed new guidelines for the new English National Program “Colombia, very well” to continue and strengthen the development of the English language competences. This project extended the achievement of goals until 2025.

Since The English language has become the language of communication in a high percentage of the world, Colombians need to be taught this language and will be able to have better social and economic developed conditions as well as communicate within diverse cultures. In return, bilingualism enhances the ability to be part of scientific and technological advances, and that is why many people in different nations have found necessary to learn English as a second language for a variety of purposes such as doing business, traveling, making more money, studying abroad and use of technology to get into new discoveries. Accessing to all these resources are definitely keys to growth. Therefore, English can unite us all in this multinational and multicultural world.

The MEN chose the Common European Framework of Reference for Languages (CEFR) as a guideline which was designed by the European Council in order to learn, teach and assess languages. This guideline describes achievements of learners of foreign languages. Taking the European Framework as a reference, here is a table which describes the different performance levels used in Colombia (see Figure 8).

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Figure 8. Retrieved from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*.

English is taught as a second language in different schools around the world but particularly at El Camino Academy, English is the target language as part of the official curriculum. The English language is a fundamental aspect of the curriculum because it is a vehicle to achieve knowledge. In other words, all subjects are taught through the medium of English and it is also contemplated as the primary language to be used in all other situations during school hours.

Taking into account that ECA has an English expectation that needs to be complied by students, we were able to observe students in different spaces during the school day in order to find out how they interact using the English language. Let us mention that the ECA English expectation is in the school Handbook and it states “The ECA community strives for excellence in English. Therefore, all students and designated ECA personnel are expected to use English in all possible situations on school grounds, and English must be used in all classes except Spanish classes to take advantage of the unique opportunity to practice English in real-life situations.” We noticed that at the beginning of the school day, before the bell for the first class rings, students get together to talk about their personal lives using Spanish or Spanglish as they call it. They also take advantage of this time to read books, do or finish homework assignments, memorize Bible verses helping each other, and since these are tasks related to academic, they use

the English language. As soon as the bell rings, students go to their classes and use English in different ways inside the classroom such as presentations, debates, evaluations, class participation, role plays and academic games. There are a few times when students use Spanish during class, specifically when teacher is not looking and they just want to socialize among their peers. When it is break and lunch time, there are students who speak English to comply with the English expectation, but the majority of them prefer to speak Spanish. Considering the role of the English language at ECA, students understand that English is an important language that they need to learn, but they feel like it should not be mandatory to speak English in all situations presented during school day, except during classes. The data analysis is presented in the next chapter 4.

Chapter 4

4. Data Analysis

The collected data was analyzed to answer the posed question. This research is underpinning one main question. “What are the perceptions of the secondary students towards the use of English at ECA, a North American school in Bogotá?” We corroborated our findings by using the form of methodological triangulation Denzin (1970), which consists in “Using more than one data collection technique.” In order to carry out this research, it is important to remember that observations, surveys and interviews were instruments used to obtain a variety of opinions from students with the purpose of comparing the same emerging findings in the different instruments. All the students’ statements from the observations, the surveys and the interviews were carefully transcribed and typed, read to comprehend, compared, analyzed and synchronized properly to get validity and reliability in the evidence. As soon as the data collected was classified, we created a list of categories and subcategories coming from the results found. Then, we highlighted with different colors the categories with their respective subcategories in order to organize them into groups. After finding those patterns, it finally helped us to build the last version of the categories which are connected to this research. The findings are indicated in the next section.

4.1. Findings

As it was mentioned above, there was an ongoing revision and updating of all the categories that implied returning to the raw data several times renaming, reorganizing and simplifying the categories that we had found. Finally, the analysis of the gathered data led us to

the categories and subcategories shown in figure 9, which evidences their connections with the question posed in this research.

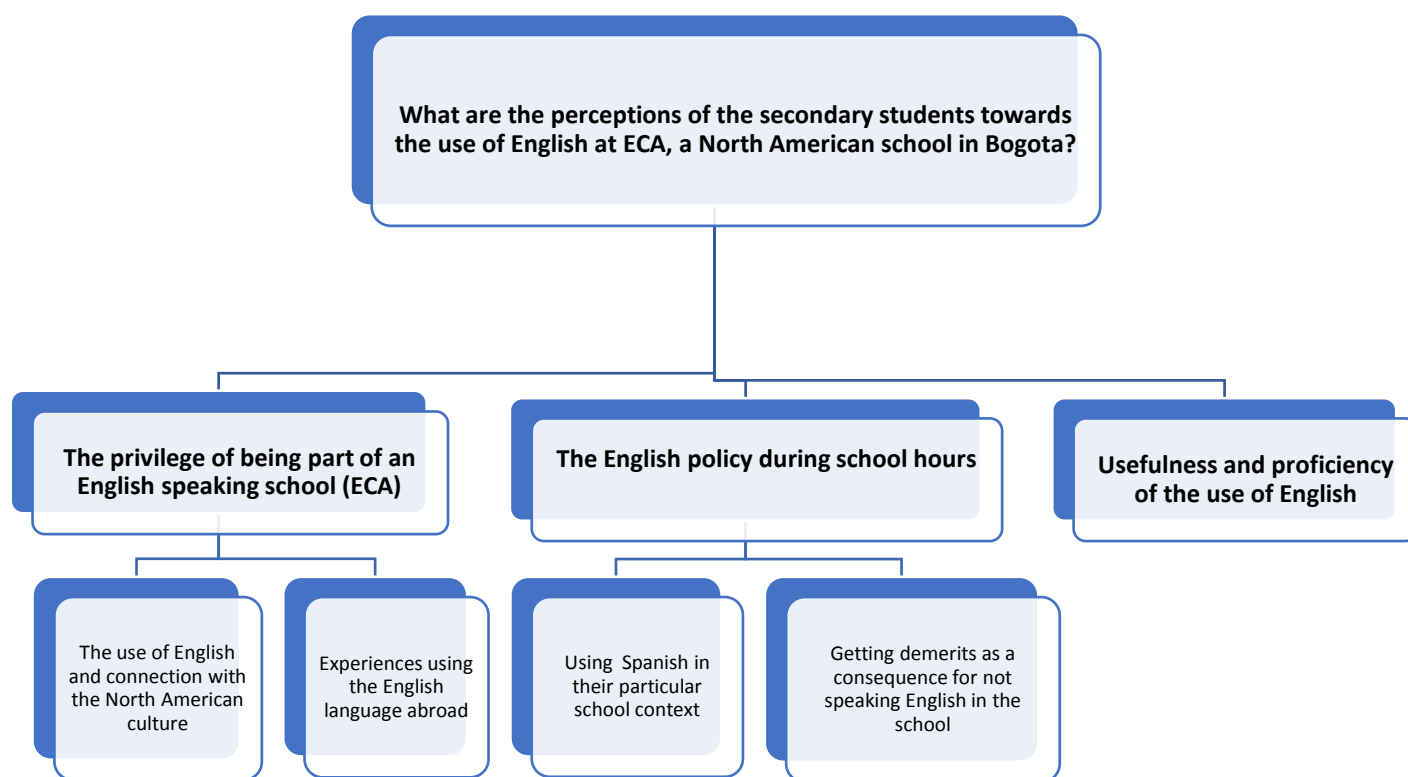


Figure 9. Categories and sub-categories found in the analysis of the data.

4.1.1. Category 1: The privilege of being part of an English speaking school (ECA)

There are times when students have to change school during their school years. Some of the reasons are that parents are transferred from their jobs to a different city or country, their economy changes, they buy a house so they move, and there are many other personal reasons. Therefore, the students' perceptions are based in their life school experiences. Even though each one of them experiences something really distinct, we found that students have similar points of

view that emphasize on the privilege and satisfaction of being part of ECA even when there are students who are enrolled in a Secondary grade at ECA. They feel ahead about their English level knowledge, not only because they have been able to learn more and improve it each day, but also because they are able to compare their English learning process between ECA and the other schools.

The information we collected from the ECA secondary students` answers provided in Survey 1, question 10 and interview, students give positive opinions towards their school context as they consider school as a pretty beneficial setting where language interaction takes place everyday, and therefore they can practice the English language.

“I have been in many other schools that are not as good, so I know that the education level in this school is really high and I have the privilege to learn in this school.”

Observation, 10th grade student

10. What do you think about your experience studying in an English speaking school? it has been good. I can feel that I have growth in English language to much.

Q10 - Survey 1, student 9

10. What do you think about your experience studying in an English speaking school? It is good, I am well-prepared to write, read and speak in English.

Q10 - Survey 1, student 17

There is also another important reason why ECA is a special context to make a very good use of the English language which is taught in all their classes by North American teachers. When students are educated, they have the opportunity to build their experience and this process is fulfilled and becomes relevant throughout the relationship between teachers-students and students-students.

The percentage of the native English teachers is high, so it was essential to discover what they mean to the students because teachers are the ones who contribute to the students' learning

process and impact how students build their points of view. Cox (2017) in her article talks about the teacher role as “Their job is to counsel students, help them learn how to use their knowledge and integrate it into their lives so they will be valuable member of society. Teachers are encouraged to really tune into how each individual student learns, and try to really challenge and inspire them to learn.”

It is evident in their answers that students have a clear preference for native English teachers, and they recognize the advantages of having them in their school. Native speakers are mastered using the language since it is their mother tongue and they can offer a lot to facilitate learning in grammar, pronunciation, informal and formal language, expressions or phrases that do not have rules of grammar, enrichment of vocabulary and fluency which is one of the skills that learners of a second language always want to be able to improve by practicing especially when it is with a native speaker. The fact that the North American teachers at ECA leave their country and come to Colombia to teach, it makes students be aware that this is a wonderful chance to be able to listen to them, learn and use the English language like them in a short or long term according to their capacity. This assertion can be observed in the following statements given by students.

“Speaking English means to know how to say basic things in order to survive. When English speakers are talking and sharing in a group, they sound different than teaching in a classroom and I have adopted many words from them.”

Observation, 11th grade student

“Pues el hecho de que los profesores sean nativos y lleven toda su vida hablando el idioma inglés, les permite tener una pronunciación original por decirlo así, nativa como bien lo dice el nombre, y eso ayuda a que el estudiante tenga una total inmersión y escuche el inglés como de hecho se usa. El inglés como lo usaría si fuera un día de estos a Estados Unidos o a Inglaterra o a otro país de... de habla inglés.”

Interview, student 8

“I think it’s a really good help because as a student I can learn more, and I can like improve and be better in my English because, you know, he is a native speaking English, so it’s better than, for example a colombian teacher who learns English and teaches to us, I prefer an american or maybe English teacher that teaches like his language, you know? It’s better.”

Interview, student 9

4.1.1.1. Sub-Category: The use of English and connection with the North American culture

It is always very interesting to get to know people from another country and students at ECA definitely see it as a positive aspect in their lives, especially when this new culture is part of their immediate surroundings. Students at ECA are trained to love not only the language but the culture understanding diversity such as their customs, time and its control, routines, traditions, privacy, and so on. Over time, students learn about the North American culture through the interaction among them and what makes it fascinating and unique is that the teachers are part of their daily school life in their home country. Besides, during English language interaction, students are able to embrace this new language and be aware of the challenges they have to face with a new culture.

On the other hand, there are also feelings of being disconnected with their own Colombian culture due to the immersion. Their insight toward the languages let them reflect about their mother tongue (L1) and the second language (L2). Students recognize that the English language is important as well as the need of learning English, and this is a reality that let them be able to communicate with other people. It is clear that the culture plays a pretty important role at ECA. It is necessary to remember that there is a relation between language and cultural identity and therefore, some of the students, who were enrolled in Kinder, feel that the

English language have influenced in the loss of their culture (C1) and this is due to studying in a monolingual setting.

“The school helps us learn another culture which will also help us for life.”

Observation, 11th grade student

10. What do you think about your experience studying in an English speaking school? I have really enjoyed it because through it I have learned a new language and a new culture

Q10 - Survey 1, student 12

10. What do you think about your experience studying in an English speaking school? I think that it is a great chance for me to learn how to speak proper English, but feel like I am missing a homogenous part of my culture.

Q10 - Survey 1, student 3

4.1.1.2. Sub-Category: Experiences using the English language abroad

Besides their English language acquisition at ECA, some students have had the opportunity to interact with relatives and friends outside of school. Some students have a parent who is North American and they use English to communicate with them. Therefore, that gives students the privilege to be more exposed to the language usage than other students from their school context. This similar situation happens with students who have foreign friends and the English language is the bridge to interact. These different experiences that students regularly deal with, lead them to enrich the target language. On the other hand, traveling to any English speaking country also gives them experience when socializing with people using English as a way to share about their lives in a real world situation. Here are their experiences related to their trips to English speaking countries.

7. Have you been in an English speaking country? Yes X No ____ What was your experience? I felt very comfortable speaking English and had no trouble communicating with others.

Q7 - Survey 1, student 3

7. Have you been in an English speaking country? Yes X No ____ What was your experience? At first it was really hard because I didn't know English but then I learned.

Q7 - Survey 1, student 6

7. Have you been in an English speaking country? Yes X No ____ What was your experience? It was different because I have lived here all my life listening to Spanish but it was probably easier for me than for other people.

Q7 - Survey 1, student 16

4.1.2. Category 2: The English policy during school hours

Taking into account that ECA is a North American school, the English policy was designed in order to strengthen the English language every day when students are in campus. This policy is recorded in the Handbook as the English Expectation which states: “The ECA community strives for excellence in English. Therefore, all students and designated ECA personnel are expected to use English in all possible situations on school grounds, and English must be used in all classes except Spanish classes to take advantage of the unique opportunity to practice English in real-life situations.” The school's norms play an important role in students' school life. The English expectation norm within the ECA context is one of the elements that needs to be taken into consideration when talking about students' perceptions.

When students have a clear vision of the main objective about the reason why there is a norm and they also have a sense of responsibility, it leads them to be conscious about complying with it. Consequently, they would be able to fulfill their short term goal, which is in this particular case, to have a total English language immersion. These participants understand that it

is a must to use the English language from the time they start the school day until the end, and this behavior shows how respectful they are with this standard and the school environment. The following statements are from students who are completely in favor of the English expectation norm:

“We should speak English at all times even though the teacher is not looking; we need to have integrity. English represents our school in many ways. We should respect our teachers.”

Observation, 8th grade student

“I think it's a great rule especially because I am one of those students that struggles to express themselves using the English language, therefore I think it's a great opportunity to use like those social moments to express your opinions or express how you feel in English in another language that's not Spanish. So more about like social issues with the English language, so I think it's a good rule that we have here at ECA.”

Interview, student 10

Based on the answers below, it is evident that some other participants are also willing to obey the rule because they try to follow what it is expected as students for being part of an academic institution. However, it is also noticeable that a problem exists in the school and it is focused in some of the students who do not have that proficiency level of English that would let them make use of the language in those different school settings. Moreover, students develop critical deep thinking and in this case, it is pretty important to consider how cultural practice is valued by students in judge their social reality. Since they only can use the English language during school hours, we could conclude that there is an imposition from administrators and teachers in trying to accomplish this standard and as a result of this, students make some suggestions that can be seen in these answers:

“I think it's a good rule because if the school wants it we have to do it, and the school started with American. With America or English as a domain language but people have to

understand that because there are more Colombians and it's harder to speak English when your native language is Spanish."

Interview, student 2

"Ok, that proposal is valuable. I do not believe it is viable nor does it take into account the multiculturalism of ECA. Well I understand that the teachers are trying to teach us English and teach it to us well. Maybe they don't fully understand the idea of our bilingualism in our biculturalism, if that's a word, and while English is also very important for the world, Spanish is also a very beautiful language and we should be allowed to use both."

Interview, student 11

"Qué pienso? Pienso que es una regla que ha caracterizado el colegio y que por eso tenemos el nivel de inglés que tenemos. Al mismo tiempo es difícil porque uno es colombiano, uno habla en español, hay frases, hay expresiones que se dicen en español que uno las dice y es duro tener en mente habla inglés, habla inglés, habla inglés, pero me parece que es lo que nos caracteriza porque en una puede que el material de una materia lo sepas en inglés pero ya en cuanto a la sociedad y ser como hablar en medios que son como los amigos y cosas así, el inglés eso es una oportunidad para desarrollar tu "fluency", fluidez, tu forma de expresarte, dichos y otras cosas que puedes cambiar a inglés, entonces me parece que es muy importante pero es muy difícil de seguir la regla."

Interview, student 6

"I think it's very good. I like ECA's mentality and I agree. Unfortunately it's very hard to speak English all the time, but we are striving for excellence in English so."

Interview, student 3

"Pues si osea uno debería hablar Inglés pero pues yo no lo hago pero si pues uno debería pero no casi todo el tiempo como dicen que hay que hablarlo dentro del colegio y en las horas de descanso en las horas de descanso deberían dejarnos hablar español y después afuera si nos deberían como en las clases si nos deberían dejar tener que hablar Inglés."

Interview, student 1

As we noticed, students reflect upon the use of the rule and according to their points of view, it is obvious that they are in agreement with the norm. Taking into account that the ECA population is diverse, we found that not only Colombians are the ones who want to be able to

use Spanish during school hours, but surprisingly also the foreign students ask for the same request. Analyzing this inconvenience, we conclude that foreigners are eager to learn Spanish to take advantage of the opportunity to live in Colombia. Reconsidering to adjust the English expectation policy would help students to achieve a positive attitude towards the use of English. Putting the same value in both languages due to the cross culture will help the ECA community to have a better communicative interaction among them and also it will let students improve one or the other language.

“Pues me parece que es una idea muy buena porque nos hacen practicar el inglés, no sólo en una forma académica sino una forma social como vamos a usarlo en un futuro, pero a mi me parece un poco triste porque se enfocan demasiado en el inglés y el español lo dejan a un lado. He visto que muchos de mis compañeros, incluso yo, no tenemos el nivel de español adecuado que deberíamos tener a esta edad y en vocabulario nos falta mucho, en la forma de expresarnos también, entonces me parece que es una muy buena iniciativa pero que así mismo como es importante priorizar el inglés, también es importante darle harta relevancia y harta importancia al español porque si somos honestos, la mayoría de los estudiantes se van a quedar aquí o viviendo, trabajando o estudiando, y pues si no dominan su lengua materna? Entonces pues, como complicado.”

Interview, student 8

“I think it's a very good thing. I think it would be better if people had an incentive and tell them to practice English but a lot of people don't. But me personally I wish I had more opportunities just to practice my Spanish cause I feel like I need it to practice a little bit more, but I think it's awesome what's going on with the English.”

Interview, student 17

“I realize how privileged I am but sometimes we should have an exception. Sometimes teachers tell you to speak English and then you speak English so much that you forget how to speak Spanish correctly. The same with English. I think we should be able to speak both languages especially if you speak English at home too. That way we can have the use of both languages.”

Observation, 10th grade student

4.1.2.1. Sub-Category: Using Spanish in their particular school context

The communicative relationship is very important between human beings. A good communication among the individuals in a school environment will let students feel confident, especially in a multicultural setting. In this particular context students use different languages during class activities depending on the situations and depending on people who are surrounding them in spite of being a monolingual context. This makes it interesting because it shows the students' immersion in their academic process, and at the same time, they find difficult to achieve a total adaptation that let them use the English language especially in social moments. They are connected to their own culture through their mother tongue as well as the relationship with their classmates from the same culture. There are some Colombian students and some others whose parents are both, North American and Colombian. Students also feel engaged with the foreign language which is English. Here are some examples which demonstrate this reality.

"I speak Spanish because all my friends and me are from the same culture based on Spanish, more than a choice to speak in Spanish, I think that is something natural in us."

Observation, 10th grade student

"My birth language is Spanish. There are some things I know in Spanish and other things I know in English and depending with whom I am, I use either one."

Observation, 11th grade student

Brown (2007) argues that "Interaction is, in fact, the heart of communication; It is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other." Young children who grow up in bi/multilingual contexts such as ECA are affected culturally due to interaction with different languages among them. Consequently, students find a need to communicate their thoughts which need to be understood,

and they start switching languages, in this case Spanish/English which they call “Spanglish” in order to express relationships of form and meaning across their context. This language mixed makes them feel comfortable especially during lunch time and breaks so they have positive attitudes towards the languages in the culture and life of the school.

“Es raro porque en el colegio se creó una cultura de spanglish, entonces hablamos en español o en inglés, normalmente lo que primero salga en mi mente, puedo estar hablándote en español y después me cambio a inglés y vuelvo a español. Entonces es una mezcla de los dos.”

Interview, student 6

“Weird English with my friends. I don't actually speak one or the other I speak them both since people understand me it's great cause we speak both of them.”

Interview, student 11

Language is essential for a human being. The mother tongue (L1) of a student is part of the personal, social and cultural identity. The school context location which is Colombia has a huge influence on students' mother tongue usage. Students feel a sense of belonging. They perceive that L1 lets them socialize with the cultural group that uses the same mother tongue because it's the language they have recognized first, the language they are identified with, the language they know best and the language they use most. Holding on to the mother tongue is like holding on to the own culture. They are equipped with their native language (Spanish) and a cultural heritage (Colombian). This is shown in the following students' answers that were taken from observations and interview.

“It is easier for me to address to Colombians or people who speak Spanish in Spanish.”

Observation, 8th grade student

"I am conscious that sometimes I do speak Spanish just because, but other times mostly in P.E. without thinking about it I will speak Spanish because it is something that will come naturally to me."

Observation, 9th grade student

"Español. Pues digamos en fútbol tenemos expresiones en español que no se pueden traducir al inglés."

Interview, student 15

There are a few foreign students that feel identified with the Spanish language because the Colombian culture has influenced their lives even when it is not their mother tongue. Therefore, they sometimes use Spanish rather than English to communicate with others in the school. These foreign students are from Korea, North America and Indonesia and in spite of having a strong influence from their own culture that has been part of them since they were born, the school context location has also influenced them.

"Spanish is a language I am more comfortable using and English is a little uncomfortable for me. Spanish can be considered for me a native language."

Observation, 10th grade student

"I try to speak in English but since all my friends are Colombians, sometimes I end on speaking Spanish."

Interview, student 12

"Cause I am in Colombia. I've been in Colombia for a while, I sometimes just chat Spanish words I don't know cause it's a habit, then most of the time English, maybe Indonesian sometimes cause habits."

Interview, student 5

4.1.2.2. Sub-Category: Getting demerits as a consequence for not speaking English in the school

A demerit is a disciplinary infraction form that students get as a consequence for breaking the school rules. Since ECA works with students and parents on character formation and

educational process, when there is a discipline issue, a demerit is given to students and they need to sign it meaning that they agree and will be working on that problem to solve it. Then, an email is sent to parents to inform them about the situation. The school uses the demerits as a resource to help students to improve their English communication, but students would prefer to have a different way of correcting this matter because they forget to speak in English and they get in trouble at home. Here are some answers that students give about this topic.

“Well I think it’s sometimes unfair. I believe that it’s a very strict. I will try other alternatives. But like I also like the way they want us to speak English.”

Interview, student 3

“I think maybe demerit is too exaggerated, but I actually think not accomplishing the expectation of speaking in English shouldn't be penalized. Well in classes during classes is well yeah during classes it should be penalized but not with a demerit maybe with a tardy or something because in my case it's not just a demerit and I am not the only one, I'm sure of it, but every single demerit it's a problem like a huge problem at home, so I think we should have instead of demerits tardies, to have like you know more patience because actually I forget to speak in English most of the times in my classes, so having a demerit is like too much, in my opinion.”

Interview, student 9

“Well during class, I guess it's fine if it’s up to like 3 or 4 times cause it’s in class, but outside of class, like during break and lunch like that shouldn't be that much like I don't feel like we should get demerits for those.”

Interview, student 14.

We noticed in some of the students’ answers mentioned below that some participants want to take serious responsibility and follow the norm like any other rule that has been implemented in the school as well as accepting the consequences for not obeying. It is reflected that students are completely in acceptance of what the directives instill in reference to the ECA English expectation written in the handbook. The demerit as a consequence for not following the expectation of the English use is for these students a huge step to

accomplish an excellent level of English which has stood out ECA. As a result of achieving that level of English, it will also provide outstanding results in their holistic performance in a long term. In order to help students to make positive choices towards the rules of school and to create a positive environment for learning, they should also get merits which would provide rewards for positive behaviors and avoid consequences for negative behaviors. Thus, the system of demerits would intend to assist students in making good choices and producing well-behaved students towards the policy of the use of English.

“The benefit of talking in English is that you practice what you are supposed to do in an English school. That is what the rule is and this rule is going to help us in our future. If we want a good future, then we need to follow this rule.”

Observation, 9th grade

“I think if the class is English like if it's class that's not Spanish class, I think the expectations has to be English all the time because that's the expectations of the teacher and the school.”

Interview, student 2

“I have never got a demerit for speaking... like Spanish, but if they get one, they will be like dumb, cause why would you get a demerit for speaking another language, especially in a class? Like you know that in classes you need to speak English so it will be very like dub.”

Interview, student 10

4.1.3. Category 3: Usefulness and proficiency of the use of English

This category aims to identify how students feel about their knowledge of English and how they perceive English academically and socially. Consequently, you will be able to find in detail the students' diverse opinions towards the usefulness and proficiency of the use of English.

Let us remember that learning a foreign language is a process in order to develop language skills. We can see that the participants build their knowledge everyday in order to gain

self-confidence and satisfaction when using the target language. Some students feel skillful when they can develop a skill or more of this new language. They are motivated to improve the English language in spite of their mistakes in pronunciation, grammar and so on; they are aware of their progress. Besides, the school environment is a good setting where they believe that immersion has been one effective way to learn the English language.

In order to support the information stated before, here are some examples:

“I feel 100% confident even though I get confused because you know I don't have like this level of English ten out of ten, but I feel 100% confident because I know that if I get confused, someone... I have someone that can help me in being better, so.”

Interview, student 9

“I am satisfied with what they have taught me. It's really improved in how I talk in how I pronounce different words and yeah it's just been really good English teaching.”

Interview, student 13

“I still don't feel very comfortable with my English. I know I should practice it but I am really shy when I come to speak in English and I don't even have the time to think what I am saying in a real life conversation, so that is why I am a little bit afraid of speaking English.”

Observation, 11th grade student

There is a minority of students who have acquired both languages, Spanish and English, since they were little because one parent is North American and the other one is Colombian, so they were able to grow up with both cultures. Therefore, they likewise feel secure using the English language, but in this case, the main reason is because English plays a role as a mother tongue. Their perceptions towards the English language are originally coming from their background; the way they see the English language is not the same way as an English as a second language student sees it. These native speaker students have had a massive exposure to the English language from one of their parents and siblings. They learned grammar, lexis,

expressions, etc. unconsciously and spontaneously just by interacting with their relatives; that gives them a huge advantage towards the students whose both parents are Colombians and do not speak English at home. The native speakers can make use of the English language in an effective way, and compared to the Spanish speaker students, natives analyze their English knowledge not by measuring how much of grammar or vocabulary they know but by developing other broad language competences such as enforcing their literary cognition.

2. Where are your parents from? 1 from USA & 1 from Colombia

Q2 - Survey 1, student 11

"English is a wonderful language, and I don't care if I have a noble piece of prize for my work in English. Doesn't matter how much knowledge I can gain, there is always more to learn and it's the same with any language that you study. There is it's just so vast and there is so much history that I don't think one can ever be content with the truly small knowledge that one has and there is always gonna be something new that you can learn, and honestly right now I'm ok with that fact and I am aware that there is much more to learn and I'm going to learn it, but right now, for what I need, it's enough."

Interview, student 11

2. Where are your parents from? Mom: U.S.A Dad: Colombia

Q2 - Survey 1, student 16

12. How useful/important is the English language for you?

I think it is easier for me to use + handle than Spanish, I am better in English and think in my brain in English because I have gone to ECA all my life even though I have lived in Colombia all my life.

Q12 - Survey 1, student 16

2. Where are your parents from? Dad from USA Mom from Colombia

Q2 - Survey 1, student 13

"It's one of my struggle languages, I mean I'm Colombian but I feel much more comfortable talking in English"

Interview, student 13

It is interesting to discover the instrumental value given by students towards the English language. Based on the evidences collected from the participants, we discovered that English plays a very important role as social, especially for students who are foreign, and their mother tongue is different than English and Spanish. Therefore, the English language is the bridge to make friends in order to belong and be accepted to this new culture that they are facing; so English is a fundamental part of their lives which are impacted by the opportunity to meet people thanks to those different settings in the school. On the contrary, for other foreign students, English is merely academic since they master the Spanish language which they use mostly to socialize. In the following students' answers, you will be able to find those two orientations towards the English language related to social and academic. This is illustrated by the following examples taken from our data.

Social:

"I think that's a good cause. It's a good thing cause it will help students if they know English just for their businesses and stuff, but in the social life, English is an important part of life."

Interview, student 5

"It's quite useful - It enabled me to get friends."

Q12 - Survey 1, student 5

"Speaking English will help my socialization and relationships with people who do not know Spanish for they speak another language."

Observation, 8th grade student

Academic:

“Spanish” because I don't know for me English is more like an academic language, Spanish is more like the language I normally use, so.”

Interview, student 12

9. How do you feel about taking classes in English? *Necessary requirement for graduation, because is important & interesting, but as long as someone knows how to use them / makes sense important*

Q9 - Survey 1, student 11

Speaking two languages has been beneficial by offering multiple language abilities used as a resource. Since English is a universal language, it is a huge advantage for the ECA students to be immersed in this English context located in Colombia, so while students develop this new language, they have already acquired their mother tongue which makes them bilingual. These answers talk about the relevance of knowing two languages as well as the opportunities they have in life when using both English and Spanish. This is a unique experience that each of these students have compared to the majority in our country that do not have this privilege.

“Well it is true that English is the default language for the international community, Spanish is also a super valuable language so while English could be important, I think there are many opportunities that come with knowing Spanish as well and knowing both languages is so many opportunities more than just knowing one or the other.”

Interview, student 11

“I do realize how much of a privilege it is to not only be bilingual but also fluent in two languages. And I am really thankful for that. I wish I could learn more languages as well. It is also very important to speak other languages and it is a privilege. It is also a blessing. The first step to making people aware of the language they are speaking is making them realize the privilege it is.”

Observation, 9th grade student

“I was thinking of Tourism but if I go to The States to study, there are lots of options and if I stay here, I will do “Educación Bilingüe. Well, Bilingual Education if I stay here well good, because you need to know English to be able to teach English, and with Tourism,

you meet a lot of people and you work with a lot of people all over the world well maybe not all over the world, but tourists and there are tourists from all over the world, so and.it's good to speak two languages because you can handle more amount of people of the tourists that come to you, yeah."

Interview, student 16

"I realize the privilege of speaking three languages. The more languages I learn, more people I can evangelize. I can go to more countries and speak to more people."

Observation, 10th grade student

The English language has become the language of communication in a high percentage of the world and that is why many people in different nations have found necessary to learn it as a second language for a variety of purposes such as doing business, traveling, making more money, studying abroad, use of technology, etc. In accordance with the participants' answers from different instruments of data collection, they manifested their opinions about how important the English language is for their future. There were some decisive factors found in their responses that were said in common among them. The students perceive this language relevant because in High School, they start considering to make decisions for their forthcoming professional profile and employment opportunities primarily in The United States and secondly in any other countries. The chart below has some information that has been already classified in order to show all the participants' careers that they are planning to study and the possible places where they want to go to fulfill this dream. This chart also shows that relation they do between the career chosen and the usefulness of the English language. (See Figure 10).

Speaking Proper English is Important for Your Career		
Participants	Career	Place to study
Student 1	Engineer	London, England / New York, USA / Paris, France
Student 2	Theology	Germany / United Kingdom / USA
Student 3	Does not know yet	Spain / USA / Latin America
Student 4	Business Administration / Music	Andes University / Yale Univ., USA / Hult Univ., NY
Student 5	Software Engineering / Computer Science	No place yet
Student 6	Journalism / Social Communication	Boston, USA / Rhode Island, USA
Student 7	Does not know yet	Dallas Baptist, USA / Univ. of California, USA / Liberty Univ., USA
Student 8	Economy	USA / U.K. / Colombia
Student 9	DJ Producer	Liberty Univ., USA / ORU Oral Roberts University
Student 10	Medicine	USA / Europe / Brazil
Student 11	Sociology /Computer Science / Language/ Arts / Journalism	Spain / USA / Dubai, United Arab Emirates
Student 12	Medicine	USA / South Korea
Student 13	Medicine in the USA Navy	John Hopkins Med School / Stanford Univ., USA / Liberty
Student 14	Athletic training / Physical therapy	USA / Spain / England, United Kingdom
Student 15	Engineer	No place yet
Student 16	Tourism / Bilingual Educación	Lipscomb Univ., USA / Coast Guard Academy, USA / Asbury Univ., USA
Student 17	Does not know yet	Cornell Univ., USA / Pratt Institute, USA / Rhode Island School of Design, USA

Figure 10. Students' answers retrieved from survey 1 and interview

In the following section, we describe the justification.

Chapter 5

5. Justification

This research proposal is worth doing in order to characterize the perceptions of the secondary students at ECA towards the use of English in their school. It is interesting to get to know different school contexts because each context has particular features, so it is important to know those individual perceptions that students have towards this specific multicultural setting where they daily construct their academic experiences.

Due to the globalization, being immersed within a different culture other than your own and knowing more than one language, helps you get a different perspective of how the real world is. The curriculum at ECA, a school located in Bogotá, Colombia, makes it possible for students to better understand the implications of sharing a distinct way of learning the English language, subjects in English, and culture in general.

Observing students interacting with each other using either English or Spanish or switching back and forth between both languages during class and during those non-academic spaces, was crucial for comprehending their viewpoints in reference to how they feel about some aspects that involve the use of English. There were different valid, accurate and reliable viewpoints that students displayed through their interactions with students and native English teachers within the context. One of their points of view was focused on the English expectation norm where they were able to have critical thinking about being in accordance or not with the rule, but always showing respect and manifesting negotiation to benefit both parties. Another point of view was the vision towards both languages used in their context, mentioning the advantages, importance and preference of using them.

Analyzing the perceptions which are the students' own thoughts based on the use of English in this school context, it is fundamental to try to negotiate the ECA students' needs as well as to continue having quality education with excellence in other aspects of the school. The impact of this project for the educational contexts consists in being able to encourage culturally diverse communities to take a step forward and allow students to reflect on their daily life at school. Therefore, students will be willing and feel free to express themselves in order to contribute and improve the whole academic and social environment, especially when students are coming from different language and cultural backgrounds due to their unique experiences and prior knowledge. Consequently, students will be able to identify problems, provide solutions to make meaningful contributions, and achieve the educational performance required by the institution.

Chapter 6

6. Conclusions

The intention of this investigation was to have knowledge of the students' perceptions towards the use of English at ECA where their perspectives evidenced real life experiences which were fundamental for the development of this study. During this process of collecting information, survey, interview and observation instruments were used to be able to describe in detail the students' opinions that reflect their feelings about their use of English. After collecting, analyzing and classifying the data, the research was conducted to give an answer to the objective of the main study, focusing it from three categories which are: The privilege of being part of an English speaking school (ECA), The English policy during school hours, and Usefulness and proficiency of the use of English.

As researchers we always kept in mind being objective so the investigation reached the point of being reliable. We can conclude that the students at ECA have a clear vision of what their academic and social roles are as students in this multicultural context and the role this stage of their lives plays in their future academic objectives and career opportunities not only in Colombia but overseas. Moreover, the perceptions of the students show that the immersion in this North American school let them live a real and authentic use of English to provide them academic and cultural experiences.

As it is well known, all the academic institutions have their guidelines and rules according to their contexts in order to guide the school life of the students. The ECA English expectation rule is very important and pertinent for students to practice and improve the English language within the school, but students find difficulties complying with this norm from the beginning to the end of the school day. Because the school is a monolingual context where

English is the primary language and students are immersed in a North American environment, and also its location is in Bogotá, Colombia where the native language is Spanish, it is important to listen to the students' concerns as well as their suggestions related to the use of English in all possible situations during school day; besides, students are the ones who reflect upon what they receive from our pedagogical practices. This will be helpful for students because they might be able to feel more connected socially with the English language as well as with the North American culture.

The contribution to deliver through the development of this research project in this context is to socialize those results which will give tools and strategies to the ECA administrators so they could improve or implement a better way to have students love the English language the same way they love their mother tongue, but without complaining and creating an spontaneous and healthy atmosphere. This, for sure, will create a better environment between teachers-students and staff members-students, and students will be able to achieve the intercultural ability and empathize in both cultures.

In this multilingual context, students develop complex networks of mental schemata, therefore, students' perceptions are essential to be studied closely since this includes what students think about the world English education, the effect of English in their lives, knowledge and experience of diverse languages that students bring to their lives and how these may impact their real lives. This paper corresponds to the interpretations of students' world which begin with the senses so students build specific meaning related to language interaction from a multilingual education in the early years or from diverse language backgrounds.

Limitations of the study

Even though the Director of ECA authorized us to work on our research project and thought it was a good idea, there were times when it was not easy to access classes at will, and the spaces provided (study hall) were not always enough to approach the students because study hall was a time for them to catch up on tests or projects and do homework assignments. Because the spaces provided were limited, that required us to shorten the number of students who would participate. Fortunately, the kind of data we collected and the students we collected the data from were enough and rich, as the participants were selected having in mind the ones who provided more diverse and complete information.

Implications for further research

The curriculum might need to be complemented in order to make it more accessible for the realities of the students, taking into account the student population that is part of the school nowadays since the student body has been changing from the time it was founded up to date. It would also be relevant to look for other multicultural context alternatives in different countries similar or different than the ECA setting in order to take a look at their curriculum and the whole school environment and try to implement those aspects that can be useful for ECA.

Related to the English-only policy, it would be beneficial for everybody to negotiate this rule because if students are allowed to use both languages, Spanish and English during school day, we found that it does not affect students learning process; on the contrary, being bilingual is an advantage to them even when they have not reached the academic and social skills in both languages. Moreover, for native Spanish speakers who are going to study their careers in Colombia, it will be necessary to develop more of their academic performance during their

Elementary and Secondary school years and their social production to speak properly according to the level of proficiency.

References

- American Psychological Association APA (2016). OWL Perdue Online Writing Lab, 6th Edition, 2nd Printing. Retrieved from
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Brown, H. (2007). Teaching by Principles. An Interactive Approach to Language Pedagogy.
- Cox, J. (2017, March 13). ThoughtCo. What is the Role of a Teacher. A Teachers Role in Today's World. Retrieved from
<https://www.thoughtco.com/what-is-the-role-of-a-teacher-2081511>
- Démuth, A. (2013). *Perception Theories*. Retrieved from
[http://fff.truni.sk/userdata/ebooks/demuth_perception_theories%20\(1.1\).pdf](http://fff.truni.sk/userdata/ebooks/demuth_perception_theories%20(1.1).pdf)
- Denzin, N. K., & Lincoln, I. S. (2001). The Sage Handbook of Qualitative Research, 3. Retrieved from
<https://www.amazon.com/SAGE-Handbook-Qualitative-Research-Handbooks/dp/1412974178>
- Despaigne, C. (2010). The Difficulties of Learning English: Perceptions and Attitudes in Mexico. Canadian and International Education / Education canadienne et internationale: Vol. 39: Iss. 2, Article 5, p. 2 Retrieved from
<http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1051&context=cie-eci>
- Gray, D. E. (2004). Doing Research in the Real World. pp. 121, 123, 124, 149, 213, 320, 346.
- Guest, G., Namey, E. E., & Mitchell, M. (2013). Collecting Qualitative Data. p. 16. Retrieved from
<https://books.google.com.co/books?hl=en&lr=&id=--3rmWYKtloC&oi=fnd&pg=PR1&dq=Collecting+Qualitative+Data&ots=FXZcf3htW7&sig=ak2FYa94xYkLuwTDG9gNGJEk740#v=onepage&q&f=false>

Hennink, M., Hutter, I., & Bailey, A. (2011). *Qualitative Research Methods*, pp.171, 172

Retrieved from

<https://books.google.com.co/books?id=rmJdyLc8YW4C&printsec=frontcover&dq=what+is+observation+in+qualitative+research&hl=en&sa=X&ved=0ahUKEwixmbKD1NHQAhVGLyYKHeSACugQ6AEIGzAA#v=onepage&q&f=false>

Lewis, A. (2001). The issue of perception: some educational implications. Vol. 30,

Issue 1. Retrieved from

http://www.andrewlewis.co.za/Lewis.Perception.Educare1_v30_n1_a15.pdf
<http://reference.sabinet.co.za/document/EJC31721>

Ordoñez, C. L. (2011). Education for Bilingualism: Connecting Spanish and English

from the Curriculum, into the Classroom, and Beyond. SciELO, profile vol.13, no.2

Retrieved from

http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902011000200011

Ortiz, A., Camelo, M., Martín, M. N., Sarmiento, M., & Ruiz, M. (2006). Revising a Foreign

Language Curriculum: A Challenging and Enhancing Experience at a Public School in

Bogotá. SciELO, profile no.7. Retrieved from

http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100002

Wai Kei Li, V. (2014). *Learners' Stories: A Study of Hong Kong PostSecondary Students'*

English Learning Experiences and Identity Construction. Retrieved from

<http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=3421&context=etd>

Online References for Figures 1 to 3

Figure 1. Grade System

Figure 2. Graduation Requirements

Figure 3. Curriculum

Retrieved from

<http://eca.edu.co/about/proyecto-educativo-institucional>

Appendices

Appendix A: Authorization letter sent to ECA parents

Perception of the English language usage that secondary students have

Dear Parents,

We are implementing a study in order to help the students from 8th to 11th grade improve and be more consistent in the use of English during the school day, especially during times of social interaction. We will be giving the students surveys in addition to observing them in and outside of class. If required, we may also interview and record them.

We would like to ask your permission to complete the data collection process as soon as possible and be able to complete the proposed activities, before the end of this academic year.

We appreciate your support in favor of looking for results that will propose solutions that would be used as tools for the benefit of the entire educational community.

We _____ give permission to collect data from our child

(Parents names)

(Student name) (Grade)

(Parents signatures)

La percepción que tienen los estudiantes de secundaria del uso del idioma inglés

Apreciados Padres de Familia:

Estamos llevando a cabo un estudio con el fin de ayudar a los estudiantes de los grados 8 a 11 a mejorar y ser más constantes en el uso del idioma inglés durante la jornada escolar, especialmente en los tiempos de interacción social. Se les aplicarán encuestas, se harán observaciones durante y después de algunas clases y si se requiere, se entrevistarán y se grabarán sus respuestas.

Por lo anterior, les solicitamos su permiso para empezar a recolectar estos datos de estudio lo más pronto posible y así poder realizar las actividades propuestas antes de finalizar este año académico.

Agradecemos su apoyo en pro de buscar resultados que permitan plantear soluciones que serán usadas como herramientas para el beneficio de toda la comunidad educativa.

Nosotros _____ damos permiso
para que se usen los

(Nombres padre/madre)

datos de mi hijo/hija con el fin de enriquecer el estudio que se está llevando a cabo.

(Nombre del estudiante) (Grado)

(Firma de los padres)

Director

El Camino Academy

Appendix B: Pilot survey**PILOT SURVEY**

THANK YOU FOR PARTICIPATING IN THIS SURVEY. PLEASE ANSWER ALL QUESTIONS.

ALL SURVEYS WILL BE CONFIDENTIAL. THANK YOU VERY MUCH.

Name: _____ **Grade:** _____ **Age:** _____

Nationality: _____ **Gender:** Male ☐ Female ☐ **Date:** _____

1. What grade did you start studying at ECA?

2. Where are your parents from?

3. What language(s) do you use to communicate with your parents?

4. Number from 1 to 4 the following skills, being 1 the strongest skill and 4 the weakest:

Reading _____

Writing _____

Speaking _____

Listening _____

5. Do you like the English language? Yes ☐ No ☐ Why? _____

6. What is your favorite class at school? _____ Why? _____

7. Have you been in an English speaking country? Yes ___ No ___ What was your experience? _____

8. Are you planning to go to college abroad? Yes ☐ No ☐ Maybe ☐ Where? Give 3 options:

1. _____ 2. _____ 3. _____

9. How do you feel about taking classes in English? _____

10. What do you think about your experience studying in an English speaking school? _____

11. What activities do you do with your relatives or friends using the English language after school? _____

12. How useful/important is the English language for you?

*Thank
you*

Appendix C: Survey 1**SURVEY 1**

THANK YOU FOR PARTICIPATING IN THIS SURVEY. PLEASE ANSWER ALL QUESTIONS.

ALL SURVEYS WILL BE CONFIDENTIAL. THANK YOU VERY MUCH.

Name: _____ **Grade:** _____ **Age:** _____

Nationality: _____ **Gender:** Male ☐ Female ☐ **Date:** _____

1. What grade did you start studying at ECA?

2. Where are your parents from?

3. What language(s) do you use to communicate with your parents? _____

4. From the following skills -reading, writing, speaking, listening- which one do you consider is the strongest for you and which one the weakest?

Strongest _____ **Why?** _____

Weakest _____ **Why?** _____

5. Do you like the English language? Yes ☐ No ☐ **Why?** _____

6. What is your favorite class at school? _____ **Why?** _____

7. Have you been in an English speaking country? Yes ___ No ___ What was your experience? ____

8. Are you planning to go to college abroad? Yes ☐ No ☐ Maybe ☐ Where? Give 3 options:

1. _____ 2. _____ 3. _____

9. How do you feel about taking classes in English? _____

10. What do you think about your experience studying in an English speaking school? _____

11. What activities do you do with your relatives or friends using the English language after school? _

12. How useful/important is the English language for you?

*Thank
you*

Appendix D: Interview # 1**INTERVIEW # 1**

Interviewer should do a little introduction.

-Do you prefer video recording or voice recording?

- 1. What language do you prefer for this interview? / ¿En qué idioma prefieres responder esta entrevista?**
- 2. What do you think about having native English-speaking teachers? / ¿Qué piensas de contar con profesores de habla inglesa?**
- 3. How confident do you feel speaking in English? / ¿Qué tan seguro te sientes al hablar en inglés?**
- 4. What language do you use during break and lunch time? / ¿Qué idioma hablas durante las horas del descanso y el almuerzo?**
- 5. How important do you consider English to be for your future? / ¿Qué tan importante consideras que el inglés sea para tu futuro?**
- 6. Do you have siblings or cousins studying at ECA? / ¿Tienes hermanos o primos que estudian en ECA?**
- 7. What language do you use inside and outside of school when talking to your siblings or cousins who are also studying at ECA? / ¿Qué idioma hablas dentro y fuera del colegio cuando compartes con tus hermanos o primos que también estudian en ECA?**
- 8. Give your opinion about the topic “English Use expectation” mentioned in the planner on page 22.**

“The ECA community strives for excellence in English. Therefore, all students and designated ECA personnel are expected to use English in all possible situations on school grounds, and English must be used in all classes except Spanish classes to take advantage of the unique opportunity to practice English in real-life situations.”

Comparte tu opinión del tema “la expectativa del uso del inglés” que se encuentra en la página 22 de la agenda del colegio.

“La comunidad ECA se destaca por alcanzar la excelencia en el uso del inglés. Por lo tanto, se espera que todos los estudiantes y personal de ECA hablen inglés en todas las situaciones posibles dentro del colegio y se debe usar en todas las clases, excepto en la clase de español con el fin de aprovechar la única oportunidad de practicar inglés en situaciones reales.”

9. **What do you think when you or one of your classmates gets a demerit for not speaking in English all the time, especially during a class? / ¿Qué piensas cuando tu o uno de tus compañeros reciben un demérito por no hablar en inglés todo el tiempo, especialmente durante una clase?**
10. **What career do you plan to study when you finish high school? _____ Explain how you think knowing English will provide something for you in this career.**
¿Qué carrera planeas estudiar cuando termines bachillerato? _____ Explica qué te brindaría en tu carrera saber inglés.
11. **Give some reasons why you are or are not satisfied with your knowledge of the English language up to now. / Comparte algunas razones por lo cual estás o no estás satisfecho(a) con tu conocimiento del inglés.**
12. **When you are playing a sport at ECA, and you are very excited about winning or losing, what language do you use. / Cuando estás practicando un deporte en ECA, y te emocionas por ganar o estás perdiendo, ¿qué idioma usas?**
13. **What language do you use to talk to your classmates during group activities in class? / ¿Qué idioma hablas con tus compañero durante actividades grupales en clase?**
14. **Do you ever feel you need a teacher to explain doubts in Spanish to clarify a question? / ¿Sientes la necesidad de un profesor(a) que resuelva tus dudas en español para aclarar una pregunta?**
15. **As soon as the bell rings at the end of the school day, what language do you keep using in the hallways, walking to the school van or to the parking lot where your parents are waiting for you? / Tan pronto suena la campana al finalizar el día escolar,**

¿qué idioma usas al salir de clase, cuando caminas por los pasillos, cuando vas hacia el parqueadero donde están las rutas o donde tus papás te recogen?

16. When you don't use English to talk to a staff member, what are the reasons for you to do so? / ¿Cuáles son las razones por lo cual no hablas inglés en algunas situaciones, para comunicarte con el personal del colegio.

17. Explain if you have tried to adopt characteristics from English speaking friends and/or teachers, such as their accent, the vocabulary and the expressions. / Explica si has tratado de imitar características de amigos y/o profesores de habla inglesa, tales como su acento, vocabulario y expresiones.

Thank you for your time.

Appendix E: Observation sheet

OBSERVATION SHEET					
Class:	Time:	Grade:	Teacher:	Room:	Date:
CLASSROOM OBSERVATION					
					