

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Beyond Language Policies: Students' Positioning in the EFL
Learning Experiences

Eliana Carolina Bernal Sierra

20151062002

Universidad Distrital Francisco José de Caldas

School of Sciences and Education

Masters in Applied Linguistics to TEFL

Bogotá, Colombia.

2017

Beyond Language Policies: Students' Positioning in the EFL Learning Experiences

Eliana Carolina Bernal Sierra

20151062002

Thesis Director:

Clelia Pineda Báez (PhD)

“A thesis submitted as a requirement to obtaining the degree of M. A. in Applied Linguistics to the Teaching of English”

Universidad Distrital Francisco José de Caldas

School of Sciences and Education

Masters in Applied Linguistics to TEFL

Bogotá, Colombia.

2017

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Note of Acceptance

Thesis Director _____

Name: PhD. Clelia Pineda

Jury _____

Name:

Jury _____

Name:

Acuerdo 19 de 1988 del Consejo Superior Universitario
Artículo 177: “La Universidad Distrital Francisco José de Caldas no será
responsable por las ideas expuestas en esta tesis”.

Acknowledgments

First of all, I want to thank God for giving me life and hope when I was about to give up. He has been my inspiration to fight for my dreams and to achieve my goals. He has made me stronger to face life as a courageous woman. I thank God for always guiding me in this life.

I want to dedicate this project to my parents, Mahara Sierra and Mauricio Bernal because they have always loved me and believed in me and in my capacities. I thank them for being proud of me and for helping me to achieve this goal. Besides, I want to thank my brother Josue for being my best friend and for hugging me when I needed it.

I also want to thank Professor Clelia Pineda PhD, because she was always committed to my project and was always open to help me. I thank her for her patience and for understanding me when I went through those bad moments. I want to thank her because with her experience and knowledge I was able to polish and finish my project.

Finally yet importantly, I want to thank my friends Daniel Cifuentes and Daniela for being there for me when the days seemed too dark. I thank them for helping me to raise my hands and for reminding me how valuable and gorgeous I am.

Abstract

The purpose of this qualitative descriptive and interpretative study was to describe how students position themselves as EFL learners and to interpret how they position others along their learning processes. To understand these tussles, the concepts of identity and Positioning Theory are explored and situated in context. The investigation was developed in a private university in Bogota, Colombia. The participants were students from visual design and marketing and advertising who were assigned to my English class. The qualitative data were collected through individual interviews and focus groups. The analysis of the data showed that students positioned themselves as language policy followers, contributors from their experience in their fields, and as investors. Besides, they positioned others based on the role they had played in their lives as EFL learners. The findings also reveal that EFL learning experiences had influence students positioning as learners and that their identities were shaped and reshaped according to their life experiences as EFL learners. These findings allow teacher-researchers to reflect about the effect language policies have had on students' perception of the language and their own conception as EFL learners.

Key words: identity, positioning, EF, learning experiences

Contenido

Chapter I Statement of the Problem	9
Diagnosis of the situation	9
Document analysis.....	10
Interdisciplinary.....	12
Evidence from the context.....	13
Research Questions.....	15
Research Objectives.....	15
Rationale	16
Chapter II Theoretical Framework	18
Identity Theory	18
Positioning Theory.....	21
Chapter III Research Design	38
Type of study	38
Setting	39
Participants.....	41
Instruments.....	42
Interviews.....	42
Focus Group.....	43
Chapter IV Data analysis and Findings	45
Procedure	47
Open coding.....	47
Axial Coding.....	47
Selective coding.....	48
Categorization.....	48
Followers of EFL policies.....	¡Error! Marcador no definido.
Contributors from experience in their fields.....	56
One way positioning.....	¡Error! Marcador no definido.
A tense view of teachers.....	61
Recognizing peers as knowledge holder.....	63
Investment.....	64

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Chapter V.....	67
Discussion and Implications.....	67
Personal Implications.....	72
Limitations.....	72
Questions for further research.....	73
References.....	74
Appendices.....	82
Appendix A: Survey.....	82
Appendix B: Consent form.....	82
Appendix C: Interview and Focus group protocol.....	84
Appendix D: sample of the open coding process.....	86
Appendix E: Categories and subcategories.....	87

Chapter I

Statement of the Problem

As an educator, I have always been concerned about my students' differences and how they, as individuals, experience learning. In the university I work for, I teach English for General Purposes (EGP henceforth) to students from different majors such as Early Childhood Education, Systems Engineering, Marketing and Advertising, and Visual Design. Since they belong to different disciplines, I found it interesting to explore how they experienced their roles as English as a foreign language (EFL henceforth) learners from their different disciplinary perspectives and the meaning they attribute to their experiences. This interest led me to examine how students position themselves as EFL learners in an EGP classroom. In the following paragraphs, I will describe the instruments I used to gather information related to the research problem and the questions I posed after analyzing such information.

Diagnosis of the situation

In order to evidence the problematic situation that was taking place in the context where I work, I decided to analyze the document, connected to the language policy at the institution. After doing so, I found two aspects that caught my attention and I wanted to explore them in depth. They were: language perceptions and interdisciplinary work which makes reference to the link between English class and other subjects. Besides that, I applied a survey to explore students' opinions about their learning experiences, learning contributions and the language policy at their university, as well.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Document analysis. The institutional language policy where I work states that English as a Foreign Language (EFL) has to be taught and used because it is considered the most commonly vehicle of communication around the world. In addition, the policy indicates that English is the language for business, communication, and the means to obtain job opportunities. In fact, the document indicates that “as a model for this policy, the National Bilingualism Program is used” (Fundación Universitaria Panamericana, 2010, p.3). The document also includes some excerpts from the Colombian National Bilingualism Program which purpose is “to have all citizens be able to communicate in English so that they can insert the country in [to] universal communication processes, the global economy, and cultural openness, with standards that are internationally comparable” (Ministerio de Educación Nacional, 2004, p. 1).

These language conceptions have been discussed and criticized by Guerrero and Quintero (2009) who problematized the use of English in official documents. In their text, they emphasize that English has been chosen over other languages, since it is believed that this language will avoid conflicts among nations (Myers-Scotton, 1998; & Skutnabb-Kangas, 2001). Additionally, they stated that “the standards do not give students the possibility to be part of their own learning process; instead, position them as followers of policies” (Guerrero & Quintero, 2009, p. 139). In the same line, and according to Fandiño (2014), there has been an imposition in terms of language policies which leads to exclusion.

In this regard, Mufwene (2010) emphasized that learning English is still too far for reaching all citizens, especially in countries where the rural population is bigger than the urban. In this sense, he considers that it is an ideological controlling process. It means that

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

those who are not part of the group of speakers of a language cannot compete in a globalized world and have to be excluded from any context where English might be required. Similarly, Patiño (2005) argued that the teaching of a foreign language in Colombia occurs by following external trends and in that sense, the term bilingual in Colombia has been misunderstood. To this respect, he explains that bilingualism, as it is understood (Spanish-English) cannot occur in Colombia because this foreign language is not used in a specific geographical or cultural section of the society. This way of thinking and behaving, leads to the exclusion of other languages, dialects and speakers. Truscott de Mejia (2013) also argued that English language in Colombia is seen as a way to compete and to obtain better job opportunities and that this conception of language policies, whether institutional or national, has been designed in order to be followed and are exclusive rather than inclusive. Similarly, Usma (2009) believed that by considering English as a means of obtaining job opportunities, or being more competitive, we are conceptualizing language from an instrumentalist way rather than as a way to understand the other.

According to Guerrero and Quintero (2009) there is a discourse of dominance in which there is an imposition of English from the elite. To this respect, Fairclough stated that a discourse of dominance is characterized by “naturalized, hegemonic, and ideological influence” (Fairclough, 1995 as cited in Guerrero 2009, p.145). This natural dominance gives certain discourses the senses of being natural to those who are part of this (Fairclough, 1995). In other words, the belief that English is as a language for economy, communication, culture relations or for better opportunities has spread due to domineering elite groups sell this idea over dominated ones. Thus, this idea is perpetuated by both groups as a snow ball.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

In addition, the institution where I work uses the term multidiscipline in its bilingual policies. This word, taken from Fishman (1976), presents the learning of a second language not as a mere discipline but an interdisciplinary or integrative activity. In order to support this statement, the university considers the importance of integrating the foreign language with content. This is evident in the following excerpt.

All this implies that the foreign language is learned when used in specific contexts in which students use their own syntactic, expressive and discursive features of different subjects. If the student is taught to communicate effectively, both orally and in writing in the two languages used in the curriculum and by learning meaningful and relevant content, he or she will improve their cognitive and linguistic performance (Fundación Universitaria Panamericana, 2010, p. 4).

However, this interdisciplinary work is not evident in the English language programs and its connections to other subjects. In addition, the language policy establishes that in order to have students succeed in their learning process, it is necessary to take into account students' majors due to the fact that students learning will be addressed based on their specific needs.

In terms of interdisciplinary activities, Liu, Chang, Yang and Sun (2011) and Hongboontri (2014) considered that it is necessary to know what students want and like when learning English because, as a matter of fact, students' voices are not heard, especially in the field of language (Hongboontri, 2014). Besides, Belcher (2006) highlighted the importance of having a learner-centered perspective in which students' voices are taken into account in order to understand students' learning desires. Similarly,

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Liu et al. (2011) established the difference between an EGP and an English for specific purposes (ESP henceforth) curriculum content. They further assert the need to truly understand what an institution wants students to achieve. According to Liu et al. (2011), this distinction makes difference in students' success. In sum, authors argue the fact that students' voices are not heard and their needs in terms of language learning are not valued.

Evidence from the context. Bearing in mind that my main concern in this study is about my students learning, their opinions as learners and experiences, I decided to apply a survey to gather data from my students and to back up what the literature problematizes. Those three aspects which concern me are because I believe in seeing students as individuals who experience in different ways their learning rather than simple learners who need to be taught. The survey explored students' opinions about language learning and learning experiences. It was applied to 20 students (Appendix A) and it was designed in Spanish with ten statements in which students had to choose their level of agreement with the statements proposed. The information included in the survey had to do with the aspects that called my attention during the document analysis which I consider relevant to study in depth later. These are the reasons why English is studied, their participation and contribution in the English class, the university language standards, etc.

The results showed that 96% of the students consider that English is important for business, communication and to obtain job opportunities, 65% answered they had not read the institutional language policy, though. However, 82% claimed they accomplished the standards presented in the institutional document. Regarding their major, 87% of the

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

students considered they can learn English by using what they have learned in their majors. This statement was created in order to support what the institutional language policy states regarding the importance of integrating language and other disciplines. Similarly, 87% of the students answered that they considered they can provide ideas about activities, related to their majors, to their English teacher. Similarly, 86% of the students answered that they give their ideas to their teacher, but 95% of them answered that their ideas are not taken into account. The results from the survey evidenced the mismatch that exists between students' answers regarding their knowledge about the language policies of the institution. More specifically, there is no coherence between students' answers due to the fact that they claimed that they did not know how the standards included in the institutional document work. Nevertheless, they considered that what they learned could help them to accomplish what the university has established. In this sense, the university states that the language policy has been created with the purpose of "*regulating and controlling all the instructional actions developed among the university*" Fundación Universitaria Panamericana, 2010, p.2). According to Cambridge Dictionary (2017) control means to order, limit, or rule something, or someone's actions or behavior and regulate means to control something, especially by making it work in a particular way. It means that the purpose of why English is taught and the way learning is addressed is regulated and controlled by the policy and in that way it has influenced student's opinion regarding the language as individuals who belong to the academic community.

It is evident that the language policy was designed to be followed rather than to be co-constructed by students. It means, that those who follow it, in this case students, have

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

never read it as showed by the survey results. In this regards, Uma (2009) states that standards and policies are designed to be followed by students rather than to be inclusive and participatory. On the other hand, students' answers regarding participation evidenced what Mori and Gobel (2006) underlined about the lack of participation of students and the search for reasons about their enrollment in an English course or the type of activities they would like to include. Similarly, Primo, Sandler, Goldfad, Ferenz and Perpignan (2010) questioned the fact that it is not common to include students in curriculum development or renewals. It evidences how participation in academic processes has been limited to institutional policies and the way they are constructed.

In synthesis and according to the literature and evidence from the context, the discourse of dominance from which English learning has arisen in the context I examined, has positioned students as policy followers, making them discourse repeaters. Thus, neither their experiences as learners, nor their backgrounds are taken into account as revealed by the survey results. Consequently, I consider it necessary to go in depth in the exploration of students' positioning in language learning. Thus, I pose the following questions:

Research Question

How do students position themselves as EFL learners in an EGP classroom and in relation to others?

Research Objectives

1. To describe students' positioning as EFL learners in an EGP classroom
- 2.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

To interpret students' meaning to their positioning as EFL learners in an EGP classroom and in relation to others.

Rationale

As mentioned before, as a language teacher, it is important to value my students' differences. It is my responsibility, as educator, to give them the possibility to be part in the construction of their own knowledge and to listen to their experiences in the learning process. I consider that by allowing my students to speak out, they will be empowered to express what they have experienced in their lives as language learners and it will be possible for me to make connections to language policies. For that purpose, I made the decision to ascribe my study to the research emphasis "discourse studies within education contexts".

Considering Fairclough's contribution in terms of discourse, when referring to social practices and how these are networked in order to make meaning (Fairclough, 1992), it is important to emphasize that my study can go in depth into the construction of the social identities and subject position that have emerged from the social practices. I consider that it is necessary to adhere to this emphasis, because it allows me to identify what it is behind learning in terms of social practices and to describe what concepts might emerge from students' own positioning. This, in turn, will allow me to explore institutional and classroom practices by listening to my students' experiences as learners. I consider that by studying this topic, I would work towards a more inclusive view of language education in

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

which students become an active part by considering their own expertise in their disciplinary fields. This study will contribute not only to the students learning, but also to any institution or any teacher practice because what has been problematized here, might open doors to the curriculum and language policy renewal where others might have found the same problematic, adjusting it to the reality of the students, inside and outside the classroom mainly by considering students' contributions.

Chapter II

Theoretical Framework

This chapter presents the constructs that support my study and that serve as a platform to examine how EFL learners position themselves and others and what meaning they give to those positioning according to their experiences as learners. These constructs are identity and positioning. I also include relevant studies that corroborate what I have problematized in the introduction to this study.

Identity Theory

According to Stets (2006) an identity is an "internal positional designation" that represents meanings actors use to define themselves as unique individuals (person identities), role occupants (role identities), or group members (social identities) (as cited in Carter, 2013). Some examples of identities might be as follows, being a hard worker student, being Colombian or being good at discipline. These identities are the ones that allow us to say if we are different or similar to a specific group or a person. In this sense, it is important to highlight that an identity becomes active when the meanings of a social situation match with the meanings of an identity. For instance, going to a stadium to watch a soccer match might activate the identity of a soccer fan.

Besides, identities and behaviors are connected. Several theorists have explained the different ways in which it occurs. Striker and Serpe (1994) explained that an individual

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

may have several identities but there is always one that is salient. Burke (1991) also mentioned that identity operates under a perceptual control system. This is about how individuals try to match their identities with different situations and in that process they seek out for congruence between identity and how they are seen by others. When it happens that an individual feels certain approval for the identity he is portraying, then identity verification occurs.

In this sense, first, I think it is relevant to establish a distinction between identity theory and social identity, so that my selection of identity as a main construct is understood. Burke and Stets (1999) considered that both theories relate each other, but that they have differences. One difference is that social identity theory focuses on the causes and consequences of identifying with a social group or category, whereas identity theory focuses on the causes and consequences of identifying with a particular role. For example, social identity theory would study how an individual might identify himself with a racial group, while identity theory would focus more on the roles and behaviors that an individual enacts as a member of that particular racial group. It means that, according with the two theories above-mentioned, that membership meanings have implications not only in “who you are” but also in “what you do”.

One difference between the two theories is that social theory has included self-esteem as a motivator for outcomes. Burke and Stets (1998) considered that group membership might be a source of self-esteem. This is about a person being accepted or not in a group and the implications, it has on the individual. On the other hand, identity theory

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

not only pays attention to self-esteem but also to self-efficacy. It is about how an individual evaluates his/her role as a member of that particular group.

In membership-based identities, members do not necessarily interact. However, when members share the same perceptions, a mutual reinforcement of those perceptions occur and the behavioral consequences are whether to act in agreement or disagreement with the positions they have assigned or have been assigned. On the contrary, in role-based identities forms of negotiation or interaction are involved. It means that relations are reciprocal rather than parallel which refers to the different perspectives that are involved among members of a group as they perform and negotiate their roles.

The next difference, in my opinion, is the main reason why I opted for identity as the main construct for this study. According to Burke and Stets (1998) the self is reflexive and is always looking back on itself as an object; therefore, categorizes classifies or names itself in different ways contrasting with other social categories or classifications. For the identity theory, the self-categorizations are called positions. In a social context, people name one another and themselves in order to recognize the other under the labels created according to how their identified among a community. This naming creates expectations regarding behaviors. The contribution of Identity theory to my study lies in the concept itself because identity is considered as a self-categorization in terms of a role rather than in terms of a group or social category. Besides, the different identities an individual develops depend on the different roles they perform in the social structures.

As explained above, identity plays an important role in the construction of individuals and how they see themselves according to the social context. One important

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

aspect to highlight is the fact that individuals tend to position others based on the roles and expectations in their social groups. In the following paragraphs, I explain what positioning theory is and its relevance for this study.

Positioning Theory

Davies and Harre (1990) define positioning as the discursive construction of personal narrations. These constructions are characterized by the explanation of positions as relation processes that constitute the interaction of individuals. Its core is the discursive practice and it analyzes the social realities of individuals such as conversations, institutional practices and even the use of the rhetoric. Discourses do not have personal form, instead, they are collective and have a dynamic process in which meanings are constructed, acquired and transformed.

Harré and Van Langenhove (1999) (as cited in Tirado, 2007) explain that in positioning theory, episodes are considered important. They are fundamental units which shape social realities and they also group the sequence of interaction. First is the position “I” and “another”, which is negotiated and adapted from or to others’ opinion. Second, it is positioning which has two main characteristics. It is contextualized and it always provides meaning.

Tirado and Galvez (2007) described some characteristics of positioning. They stated positioning as fluctuating depending on the narratives, metaphors, and images through which they are constructed. They also describe positioning as negotiable in which it is

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

possible to question and resist the position taken and the result might be confirming or constructing another position.

Hirvonen (2016) referred to positioning as the theory that aims to examine the discursive production of interpersonal positions that rely on the local moral orders of individuals. According to this author, positioning theory focuses on two main aspects: the actions of the individual and the role they play in their context, which is considered as “prepositioning”. This means that in certain contexts, such as an institution, there exists a status assigned to the members, and the context has positioned them as actors with their own sets of rights and duties. These pre-defined positionings are distributed, negotiated and disputed. Positioning theory also focuses on the constructions of different positions, which refer not only to people but also to institutions, social groups, organizations, or cultural cluster.

The author also explains that every social group has its own implicit structure of moral orders, which guide the group's interaction and dynamics among members. Tirado and Galvez (2007) defined *the moral* as situations when a person is obliged to perform according to social expectations based on a certain role. The structure of moral orders referred in this paragraph is the distribution of rights, duties, and the construction of social episodes which delimit what must be said or done according to a position. In order to construct those social episodes, Hirvonen (2016) presented what he called a positioning triad. The first angle of the triad is all the lived story line of an individual, which is mainly his history and his background, as well as his ongoing interactions. The second angle refers to the intention with which words are said. It means the speech acts and utterances. The

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

third angle refers to the positions assigned and adopted in relation with the previous elements. Along with the characteristics mentioned before, Hirvonen (2016) has divided positioning in two dimensions: self-positioning and other-positioning. These dimensions refer to how an individual sees him-self and how he/she is positioned by other.

State of the art: studies about positioning in language learning and teaching

A study conducted by Sue Ollerhead (2012) deals with investment and fictional communities on how students and the teacher position themselves in their roles as learners and teacher correspondingly. The study involved an ESL adult teacher and her students from the Australian Language, Literacy and Numeracy program. A collective case study method was used to examine the pedagogical approaches of the teacher and how they influenced the way their students positioned themselves and how she (the teacher) positioned her students. The instruments used were observations, interviews, audiovisual materials, documents and reports.

Regarding the interviews, students were interviewed in their first language and received help from a bilingual interpreter. Besides that, in order to gather data from students, the researcher used interviews and class observation in which she performed as a participant observer to obtain insights on how learners engaged in the class practices. The observation took two-hourly sessions on six different instances during three months. It is necessary to highlight the participants' background because it was an important aspect that influenced, in some way, the results of the study. First, the teacher was a 50-years-old

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Australian woman who had more than twenty years of experience in the field of literacy in ESL. In addition, she had been living in the same place for many years. One of her students (the only participant mentioned in the document) was a 50-years-old Afghanistan refugee who had been learning English for nine months at the moment of the study and he has only an elementary education level.

These two aspects evidenced the convergence of two different worlds and experiences and how their contexts, academic and social back grounds had incidence in the way they positioned themselves. The findings of the study showed that teachers' background was influential in determining the way they, the teacher and her students, created conceptualizations of their roles in relation to each other. The teacher positioned herself as a supportive, empowering and inclusive teacher. The students' self-positioning was from a lower socially powerful person, but it changed when his teacher positioned him as a productive learner. These findings help one understand that there is a link between the teacher's pedagogical approach and her learners' participatory behavior in the classroom. It is because the teacher used her teaching practices and class activities to engage her students in the learning process when they looked unmotivated.

The study conducted by Olleheard (2012) showed that the inclusion of the learners' voice in the observations of teaching practices in the language classroom provided a more comprehensive view of the self and the power relations among learners and teachers in the classroom. Also, by taking into account the adult learner's voice it can be analyzed what constitutes better practices in adult, English as second language (ESL hereafter), literacy learning. This also helps to comprehend how complex and dynamic social interactions are.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

This study represents an important contribution to mine because as explained previously, teacher's practices played an important role in terms of how students position themselves as learners. Thus, learners' positioning in terms of learning experiences might be analyzed by considering teachers' practices.

Another study by Anderson (2009) dealt with classroom positioning from different social perspectives and its implications in classroom interaction. The study was carried out in a public school in the United States (U.S. hereafter) with fifth grade students who belonged to rural and urban areas. They were participating in a project led by the U.S. National Science Foundation. In order to gather the data, the researcher arranged some visits to the school. Those visits were named "events" because they were the moments in which students had to present their projects. The visits occurred during fourteen weeks in which the researcher visited them five times during 90 minutes. During these sessions, students were involved in group work and discussions of the topics. The artifacts collected from these activities as well as the video recordings of the sessions, served as data. Among all the videos, only one was chosen due to the discussion observed in it.

In order to analyze the information collected, the researcher and her team took into account three aspects. First, the event map representation that is the different ways of making meaning during the activities and the discussions. Second, the Micro interactional event that represents the particular insight moments that evidence acts of positioning, and third, the official/lived curriculum that is the evidence of the discursive practices presented among the discussions and activities. Based on these aspects, the researcher found that they illustrated how the participants in the study drew upon and cooperatively constructed

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

“kinds” of students and positions. The research evidenced how interactions led to acts of positioning in which social practices were mediated and portrayed by discursive frames. These positioning acts are the ways in which individuals position themselves and react according to those positioning (Hirvonen, 2016). The researcher concluded that positioning stimulates the construction of identity. She also considered this aspect a limitation because positioning theory has not attempted this yet. However, the positioning acts portrayed how participants performed according to certain common social practices such as following the teacher’s instruction, showing their public identity but at the same time not being recognized by others’ preconceptions. Therefore, it displayed two kinds of a self: the person itself and a figure kind that fits others’ position. In other words, every individual might have two identities. One that fits with the own individual position in a context and another that is not challenged but accepted and is performed according to how others have positioned that person.

Another study conducted by Arvaja (2016), explored the relationship between the self and others in teacher’s identity negotiations. This study took place in a one-year program of Pedagogical Studies for Adult Educators (PSAE) in a Finnish university. The participant was a university teacher/researcher enrolled in that program. The aim of the program was to support and develop the participants’ pedagogical competence through three main principles: dialogue, explorative attitude and personalization. These principles are linked to group and individual pedagogical practices such as learning groups, drama, and individual learning diaries. The researcher decided to use the learning diaries of the teacher to gather the data. There were 18 diaries that were collected. The diaries were based

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

on the activities assigned by the teacher's instructor depending on the topic they worked during the week. Mostly, all the diary entries had to describe the experiences the teacher faced during her practices and how she self-constructed her narratives in relation to the types of positioning.

The findings for this study were mainly about how the teacher/researcher built her identity through the years. However, there was a distinction of two main aspects: the construction of the *self* and the construction of identity as a teacher. Regarding the first aspect, the finding showed how she put herself as a reference by contrasting her past with her present attitudes and personality for the self-construction of identity. She described herself as a shy and a reserved person who was not able to share their feelings. It was her own definition of herself. Regarding her practices, she considered that teaching was similar to acting a role so that there are certain requests that a role demands. For instance, she reflected on how her transition from being timid to a more open person was still a problem since she had to perform as a teacher. She could not bring her real *self*, otherwise, it would interfere with her practices. This study showed how teacher's identity construction involves the negotiation of multiple positions in relation to *the self* and *others*. In this particular case, it is seen how the identity of a teacher was not only constructed by her/his practices but also by the personal stories that are involved in the process. It is important to high light that this study contributes to mine in the sense that learners' positioning might be analyzed considering that an individual's identity is constructed according to the context and experiences and it is through self-reflection that a person might identify the way their identity has been shaped along the time.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

The following study conducted by Kayi-Aydar (2014) explored narrative positioning and agency in regards to teachers for English Language Learners (ELLs hereafter) and how the relational and oppositional positionings might contribute to the teacher's' identity continuous construction. This study took place in an American university, where the three-teacher participants were enrolled in a Master's program designed to prepare teachers to teach at elementary school. It is important to highlight that the state where the study took place had a particular increase of ELLs during the time the study was carried out. This was a case study and the data entailed interviews and journal entries. Besides, the researcher used a single-case design because the participants shared similar characteristics.

The researcher used three semi-structured interviews that lasted from 2 to 3 hours, with each of the participants. The questions inquired about the educational and professional backgrounds of the participants, their experience and interactions with ELLs during their internship placements, challenges in teaching ELLs, and experiences in the ESL courses in the Master's program. Regarding the journals, they took the form of assignments for one of the classes the students took at their Master's program and they were opportunities to share relevant experiences during their internship.

The findings of this study revealed that the participants positioned themselves first in relation to ELLs and second as mentor teachers. Regarding the first, the results showed that teachers positioned themselves as a bridge or as a guide for the ELLs as they considered that their roles as teachers were not merely related to giving them some knowledge but to allow them to be part of a new culture as well as to acknowledge

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

students' capacities. On the other hand, the participants also positioned themselves in relation to their mentors. This was also important because in that way they could describe how they reconstructed their identity as teachers. In this case, teachers tended to portray how their teachers were and based on that how they see themselves. Moreover, this study demonstrated how pre-service teachers constructed conflicting identities for themselves and how teacher agency is afforded or constrained regarding a position.

Another study conducted in 2010 was carried out by Gu. She investigated how identity issues were involved in interactions in her workplace. This study took place at a University in Hong Kong where several invitations to participate in the study were spread. The data reported in this study corresponded to the interaction between a librarian and two academic staff members. It is important to highlight that the population chosen for this study had two specific traits and they were self-identified as having an Asian first language (L1) and having English as an additional language. The data collected had also a particular characteristic and it was that it had to be any natural interaction at different contexts, such as science, business, or social studies.

The findings considered four aspects: first the negotiation of the institutional roles in the EFL communication. It emphasized how one of the participants assumed an instructional role due to his knowledge in a specific area. Consequently, he showed how he negotiated the institutional role among the other two participants by reestablishing their storylines. The use of imperatives is one aspect that showed the position of this participant towards the others. The second aspect relates to the negotiation of identity. Personal

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

history, values and expertise in different areas were used in the negotiation and renegotiation cycle.

Regarding this aspect, the study showed how a position was challenged when a person is not accepted. Therefore, the one who has been challenged decided to negotiate his own position by trying the others as equally accepted. The third aspect is the shifting of identity. The author found how the negotiated identity, as previously mentioned was challenged and then contradicted. It means that an individual's position once is challenged, might lead the person to hide his/her own position and end up recognizing the other. Consequently, identity seems to be affected by others. Finally, establishing an alignment seems to show how the negotiations and renegotiations of identity permit the construction of a position in which there is always an individual who holds the power. The author concluded that the ELF participants' institutional roles were culturally determined, and were not fixed. They varied in different phases of the discourse. Besides, this study suggested that both identity and power are involved in ELF communications and a context (in this case, the context of Hong Kong) also plays an important role in the construction of identity and the negotiation of power relations in ELF conversations.

Kim and Viesca (2016) investigated how the teachers position themselves in relation to their practices and their students. This study was carried out in an urban middle school in the United States where the majority of the population was immigrant, especially Latino-American students with a low language proficiency level. The participants of the study were four teachers who volunteered to participate. The particular characteristic of this study was that they all taught in a reading intervention program at the school.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

It is necessary to mention that the four participants were taking a course at a university in the Midwest of the United States. This course provided them with motivational principles that could help students to succeed during the intervention program. In order to gather the data, the researchers used three instruments: 50 minutes class observation, interviews and course sessions. The interviews were semi-structured and they were completed after each class observation. They were also carried out to inquire about teachers' positions towards their students, their thoughts and motivational practices.

Finally, the participation in the course was used to gather information. In this case, the support of the instructors was needed in order to triangulate the data which, in this case, was the discussions among the course sessions. The results of this study showed that each of the teachers positioned their students in different ways depending on their motivational practices. In two of the three cases, it was evident that teachers negotiated their positions with their students and it helped them motivate their students to succeed in the intervention program. Their positioning changed from holding power to acknowledging their students own position. Nonetheless, one of the participants did not negotiate his identity as teacher.

Instead, he engaged in reactive and negative emotions towards his student by holding the power and reaffirming his position as a teacher rather than as a guide or helper. The study accentuated that teachers still hold power and perpetuate inequity in the classroom by means of their dominant discourses. This study opens a discussion on how teachers' practices can also lead to segregation of minorities on language or race. Another important aspect found in this study was that the less experienced the teacher was, the more open to negotiate identity.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Mosvold and Bjuland (2016) studied pre-service teachers positioning infield practice. The study was carried out in a teacher-education program of a Norwegian university. The two participants were enrolled in that program and were in their second year of their studies. The rationale to select the two participants was based on the researchers' willingness to research narratives of two contrasting cases. The first participant, by interest, selected mathematics as a major and the second one selected mathematics in order to avoid Norwegian. This rationale was based on the subjects available in the program.

In order to gather the data, the researchers used interviews and class video recordings. The interviews were carried before and after a period of a field practice. The video recordings were implemented during two intervals in the semester of the study. The classes that were recorded were taught by each of the pre-service teacher participants. The results showed that the pre-service teachers self-positioned as teachers based on their own experiences as pupils at school.

These positioning thoughts corresponded to the time before they were enrolled in their teaching practice. Conversely, it was evident that their positioning was modified by their experiences in the classroom. The participants' position as learners changed in regards to their mentors' positions. In this case, participants saw themselves as just learners rather than teachers. Moreover, one of the participants' positioned herself in a more advantage position in comparison with the other participant. It was in regards to colleagues who have advanced more than the other in class planning. Thus, the study mentioned above evidenced how identity is constructed based on experience and the way individuals see the

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

world. In addition, identity is constructed or co-constructed depending on how people are seen by others or by themselves.

Pezzorno, Benozo and Carey (2015) explored gender and identity issues in positioning in relation to the career choice. This study was carried out in an Italian school. The participants who were high school teenagers, enrolled in a program which was managed by the Governments of Italy and Switzerland. The program aimed to help students to succeed in education and not to drop out school. The data gathered were mainly students' tasks which were part of their process at the program. The tasks included songs composed by students, their own personal stories and reflections. These task could be written or video recorded.

In order to analyze the data, the researchers drew on Critical Discourse Analysis which focused mainly on the use of language and how that language was used by the regulatory power of discourses operating at the macro or sociopolitical level. The analysis showed two discourses in relation to gender and identity. The first one is the dispositional discourse where an individual places himself in a power position due to the matchings between his/her own traits and his/her capacity to succeed. It means that an individual, who is good at a task, will always associate this ability to his or her own occupational characteristics.

According to Pezzorno et al. (2015), this discourse has always been interwoven with a gender discourse due to the vocational interests that lay behind the choice of a career. For

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

instance, it is believed that a woman will mostly choose a career which relates to arts or languages; whereas a man will mostly choose a career related to science or engineering.

The second discourse is the gender discourse where an individual accepts his or her position given by others. In this case, stereotypes play an important role when positioning. For instance, the participant of the study positioned herself as a future secretary in spite of her academic capacities. She acknowledged having experience in a traditional female field. In addition, it was revealed that the roles in society are typically categorized for women or men. Finally, the study enacted that genders seems to place individuals in a hierarchical relationship; whether subordinates or in power.

Vanassche and Kelchtermans (2014) carried out a study in which the teacher positioning in relation to their teaching practices was explored. This study took place in a Belgian university where the participants enrolled in a training program for teachers from different education levels such as university, high, or elementary school. There were six participants purposefully selected by having the characteristics already mentioned and who were the representative data belonged to the different education levels.

In order to gather data, the researchers used several techniques such as written questionnaires, interviews and document analysis. For the first technique, participants had to answer some pre-established questions and describe their career experience. In relation to the interviews, there were two parts: the first one was a follow up on the questionnaire answers. The second part was less structured and participants had the possibility to describe their thoughts and beliefs towards their student teachers.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

The qualitative-interpretative analysis showed that participants positioned themselves depending on their experiences and beliefs. They saw their students, future teachers, as they portray themselves. Thus, it constitutes a legitimation of one's' position over the other. Furthermore, participants' positioning were mainly referred to a pattern of beliefs about teaching and teacher education and, the relationship with student teachers. These aspects also showed how the ways in which teacher educators' self-position affects their learning process. The findings indicate that teacher educators' reflexive positioning of themselves is a crucial factor in understanding their practices.

Another study related to positioning was conducted in the Colombian context with university students. (Montenegro, 2012) The participants were students who belonged to different majors. The purpose of the study was to know how students position themselves and their classmates in participatory activities where collaborative learning was essential. The methods used to collect data were audio recordings which were collected during specific sessions. Questionnaires and teacher's field notes were also used.

The results revealed three ways in which students were positioned according to the development of the projects they were asked to perform: knowledgeable learner in English, consensus builder, and task initiator. The categories were named that way according to the different steps carried along the Project development. In such a way, it was revealed that students were positioned as knowledgeable because their knowledge in English and they were considered valuable for the group activities due to their background knowledge of the language. The consensus builder positioning shows that students were positioned according to their ability to negotiate while performing class activities. The task initiator label was

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

assigned to those students who took the initiative to do the activities when other remained quiet or passive. It was concluded from this study that identity was constructed by recognizing peers abilities and skills when developing class activities. They accepted the positionings their classmates assigned to them and it helped them to perform in the group tasks.

Taking into consideration the above mentioned, my study represents an important contribution to the EFL field in the country, especially at the university level. Even though some of the studies were related to students and their positions as learners, only one of them was related to the EFL field at the university level and how they perceive themselves in their foreign language learning process. For that reason, my study is relevant to the Colombian context in terms of analyzing how students position themselves and how they position others in their learning experiences along their lives.

By analyzing the above-mentioned studies, I realized that the majority of them focused on teachers rather than students. The studies showed that teachers' practices might vary according to their experiences in the field and their experiences with their mentor teachers and students. Similarly, students position themselves and others according to their learning experiences. Thus, students' own positioning is modified when others position them.

The negotiation or acceptance of positionings is also important. The results of those studies showed that participants, according to the situations or contexts, negotiate their roles and positionings with others. It is important to point out that there exist a relationship

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

between identity and positioning in the sense that both refer to the social representations of an individual and how he sees himself in terms of the roles he plays in a determined group. As identity is defined as a process of identifying themselves and being recognized by other; positioning occurs when such identification or recognition shape the interaction and conceptualizes the other. From a poststructuralist point of view, the subject's identity must be understood in two ways: the subject of and the subject to. Both represent the relationships the subject has in relation to others either in a position of power or a position of reduced power (Norton, 2009). In that way, the position a subject gives to himself and others serves to shape the identity he has shaped or reshape along time. What it is also relevant to highlight is that even though I am relating to positioning, I found few studies related to the EFL field on how students or teachers positioned themselves or others. In this respect, my study represents an important contribution to the EFL in Colombia in terms of self- positioning and other positioning. Nevertheless, I consider that the studies used to back up mine were useful in the sense that they provided me with ideas on how learners and teacher negotiate or resist the diverse positions their contexts offer them. I also found highly interesting information on how identity is shaped according to the positions subjects have acquired in their contexts and it has helped them to recognize their membership in a group. In the same way, despite their membership, subjects have resisted the labels they have been assigned by others or themselves. Thus, this constant process of accepting or resisting positions have shaped and/ or reshaped identities.

Chapter III

Research Design

In this chapter the reader finds a description of the research methodology that was implemented in this study as well as the setting, the participants, and the instruments. In the section of the research methodology, I define the type of approach, why it was useful for my study and how the data was organized. In the description of the setting, I refer to the main characteristics of the university where the study took place and the population. In relation to the participants, I account for the number of participants and the criteria for selecting them. I also describe their language level, the majors they were enrolled in and their ages. Finally, I discuss the instruments implemented in this research and the reasons why they were useful for the purposes of this study.

It is important to remind the reader that this study analyzed how students position themselves in their role as learners in an EGP classroom and how they position themselves in relation to others. In this sense, the objectives are to describe and interpret students' positions in their role as EFL learners in an EGP classroom in relation to themselves and others.

Type of study

A qualitative descriptive and interpretative study was used to examine the EFL students' positions in their role as learners and in connection to others. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or a human problem. "The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

building from particulars to general themes, and the researcher making interpretations of the meaning of the data” (Cresswell, 2013, p.32).

In this sense, from a poststructuralist point of view, conducting a qualitative, descriptive and interpretive study helped me understand how my participants interpreted their experiences, how they constructed their words, and the meaning they attributed to those experiences (Merriam, 1998). Moreover, in qualitative descriptive and interpretive research, the purpose is to understand and interpret social interactions as proposed by Johnson and Christensen (2008) and to develop concepts that help the researcher to understand the social phenomenon within natural contexts, considering the experiences and opinions of participants of paramount importance.

Regarding the descriptive nature of this qualitative research, words are used to describe what has been learned about the phenomenon (Merriam, 1998). In this specific case, the context, the participants, and issues of interest are evidenced in documents and interviews and are used as evidence to support this study. In addition, all the data collected are inductively analyzed in order to find repetitive patterns that will be interpreted and discussed later on, based on the literature. Considering a discursive perspective, specifically, the study of the self, this qualitative descriptive and interpretive study considered the context and the social representations given by the subjects with the purpose of analyzing what it is experienced in terms of language learning. To sum up this section, it is important to highlight that this study is characterized by the search for meaning. This meaning is socially constructed by individuals in a specific context.

Setting

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

This research study was carried out in a private university located in the center of Bogotá. Students take two hours of English language class per week. The educational focus of the institution relates to the need of having an integral instruction so that students can be competitive in the labor market. The mission of the institution focuses on constructing a better society by means of innovations that transform lives and companies. For this Institution, the link between the academy and the economic sector is quite important. That is one of the reasons why students are not only educated to work in companies but also to develop innovations in those companies. To reach this purpose, the institution has three levels of education: technician, technical and professional.

Regarding language policies, the university included English as part of the curriculum. In this sense, this is a mandatory subject for students and it is mainly focused on English for General Purposes (EGP). According to the language policy of the institution, students must achieve a B1 level at the end of their professional education level. It is important to note that the levels are established according to the Common European Framework as stated by the Colombian Ministry of Education language policies. However, it is important to highlight that despite the fact that students are required a B1 level, the number of hours per class and the thematic covered per semester do not provide them with the necessary input to achieve it.

In relation to the methodologies or approaches followed by the teacher, there is not a specific model to be followed. Thus, educators can adjust their methodologies to their needs, the needs of the institution and students' needs. It means that teachers can make decisions in terms of the approach to be used in their classes. Nevertheless, there is an

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

agreement in terms of the language vision and the materials to be used. The language department promotes the use of the language for communicative purposes and in this sense, the only compulsory requirement for teachers is to promote communication and interaction among students.

The chosen textbook is World English produced by the publishing house Cengage. The series is composed by four textbooks. One textbook is used per level. The textbooks are divided into twelve units that focus on cultural topics associated with real life situations, incorporating the explicit teaching of grammar for those situations. Because technology is another key factor in the teaching and learning processes, according to the language policy of the institution, the textbook was chosen because it allows students to use a platform to work on an autonomous fashion, using media and some other technological tools.

Participants

The participants selected for this research were students between 18 to 20 years old from Visual Design and Marketing and Advertising. The total of participants were 20, nine women and eleven men students. These participants belonged to my assigned groups in a regular semester. For that reason, the participant selection was done taking into account a typical case sampling. I selected them because they represented what was distinctive in my specific setting. Typical case sampling also refers to the process of choosing or searching for cases that are extreme, different or unusual (Patton, 2002). Since I wanted to know how my students have experienced language learning considering different disciplinary perspectives, the course I was assigned, was the only one which met the features. Students' ages ranged from 18 to 20 years old. It is important to highlight that the participants

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

received a consent form in which their role as participants was explained (Appendix B). The document included the summary of what the study was about and an ethical statement in order to ensure students' integrity and their voluntary participation. This format has been developed based on Comstock, (2013) who remarks the importance of informing the participants, the purpose, and methods as well as respecting their anonymity and confidentiality.

Instruments

Interviews. Interviewing is the process of asking questions and getting answers from participants in a study. An interview has a variety of forms such as: individual, face-to-face interviews and focus groups. Interviews can be structured, semi-structure or unstructured. In a qualitative research, an interview "seeks to describe and understand the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say" (Kvale, 1996, p. 480).

Interviews also provide information concerning participants' experiences and viewpoints of a particular topic.

Bearing in mind what interviews aim at in qualitative research, I considered that they were useful to accomplish my research question and to achieve my research objectives. It is because I aimed to interpret and describe how my students position themselves in their role as EFL learners and how they make sense of their positioning. Thus, interviews allowed me to describe and understand what they say during their interviews. Interviews also provided me with information about their viewpoints regarding their contributions to the EFL field from their different perspectives as students belonging

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

to different majors. Taking into account, Gall, Gall, and Borg's (2003) formats of interviews, I decided to use the standardized open-ended interview. This type of questions allowed my participants to provide detailed information about their positioning as learners, learning experiences and other aspects that emerged during the interviews. This also provided me with the opportunity to deepen my understanding of students' experiences by asking further questions.

In order to design my questions, I took into account what I problematized in my thesis and what I expected to answer. I designed thirteen questions that I divided into two parts. (Appendix C). The first seven questions were about my participants' language learning experiences throughout their life and the following six questions were about their contributions from their major and students' participation and involvement in the English class. When designing the interview, I expected to gather information that guided me to understand their roles as learners and how they position themselves along their learning process. Therefore, I organized the questions to obtain detail information.

Focus Group. A focus group is an informal discussion among a group of selected individuals about a particular topic (Wilkinson, 2004). It involves more than a participant. Six, seven or eight participants can be part of a focus group. For that reason "it is also known as a focus group interview, a group interview, or a group depth interview" (Kamberelis & Dimitriadis, 2005, p. 375). Focus groups are group discussions which are arranged to examine a specific set of topics (Kitzinger, 1994) and aim "to describe and understand meanings and interpretations of a group of people to gain an understanding of a specific issue from the perspective of the participants of the group" (Liamputtong, 2009,

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

p.15). Focus group interviews involve people who have similar social and cultural backgrounds or who have similar experiences or concerns. "The purpose of a focus group interview is not to achieve a consensus, instead, focus groups promotes a variety of answers which might provide a better understanding of the participants' attitudes, behaviour, opinions or perceptions of participants" (Hennink, 2007, p.6).

In order to design the questions for the focus group, I also took into account what I problematized in my thesis. The process was similar to the one followed for the individual interview. I centred the questions on my students learning experiences and their opinion about their own contributions and involvement as learners. Thus, I used the same questions asked in the interview and the new questions that emerged during along this process. During the data collection process, I gathered information through two main instruments that helped me to describe and interpret how my students position themselves in their role as learner.

It is important to highlight that the strategies used to check the validity of the questions were content and criterion validity which consider how representative the questions are and the adequacy of them and if the questions are measuring what they aim to according to the research objective (Field, 2004). For this purpose, the questions were piloted with a group that met the features mentioned before. During that process, some questions were modified or deleted.

In sum, a qualitative interpretive study allowed me to explore the meaning given by my participants in relation to their experiences as EFL learners. The data gathered from interviews and focus groups helped me to describe and interpret students' position towards

their roles as learners. In the next chapter, the reader will find the analysis of the data gathered for this research. I will also mention the findings and how they answer the research question posed in this study.

Chapter IV

Data analysis and Findings

In the previous chapter, I stated that I conducted a qualitative descriptive interpretative study (Creswell, 2013). My study aimed to describe how students position themselves as EFL learners in an EGP classroom and to interpret their positioning in relation to others. This chapter synthesizes the framework of analysis and the findings of the data gathered for this.

I decided to analyze the data using the Grounded Theory framework proposed by Strauss and Corbin (1990) that allows researchers to build theory from the data themselves. According to Strauss and Corbin (1994), the grounded approach is defined “as a general methodology for developing theory that is grounded in data systematically gathered and analyzed” (p. 273). The framework is inductive, which means that interpretations and explanations about the phenomenon of study emerge from the pieces of data collected. Data are broken down into meaningful pieces and reassembled under categories that share similarities and that respond to the questions posed by the researcher.

In relation to data management, I organized the data so that I could analyze the contents of my participants' interviews line by line. I first transcribed the interviews

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

verbatim. I designed a chart with three columns. In the first column, I wrote the number of the line in which the participants or I took part in the interview. The second column included the questions or the answers to the questions and the third column, included the codes I later assigned when doing the analysis. Based on the previous information, I used the initial letter of my students' names in order to identify them among the coding. In addition, I included the number of the line in which the student participated with his or her answer. I also labeled the interviews in the following way: INDIVID, for individual interviews to students from Visual Design; FOGROVID for focus groups interviews to students from Visual Design, INDIMAAD, for individual interviews to students from Marketing and Advertising, and FOGROMAAD for focus group interviews to students from Marketing and Advertising. For example: INDIVID-S-L2 means: Individual interview to a student from Visual Design-"Sebastian"-Line 2. All this was done in order to identify the place where the data was located.

In order to account for transparency, I used methodological triangulation. This kind of triangulation refers to the use of multiple sources of information to ensure that the perspectives used are similar or to go into a deeper analysis of the data. Typically, "this process involves corroborating evidence from different sources to shed light on a theme or perspective" (Creswell, 2013, p.208). The sources used to account for transparency were the interviews and the focus groups which were the two instruments used to collect the data. Credibility was also an important issue in this project and it was enhanced by making sure that the contents from the interviews with the participants were transcribed verbatim, maintaining the expressions and the vocabulary they used. In sum, the use of the individual

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

interviews and focus groups as a means to triangulate data allowed my participants' voices to appear in the transcriptions as the speech unfolded naturally.

Procedure

Strauss and Corbin (1990) define three processes of analysis that are important in order to use the Grounded Theory approach. They are: open coding, axial coding and selective coding.

Open coding.

This is the first step on the analysis. It is the process by which data is broken into pieces and the researcher identifies codes in the data. Codes are labels that are assigned to the conceptualizations the researcher formulates from the reading of the data. I used names that I thought captured the essence of what participants meant. The names were used freely without considering the theoretical perspectives used in this research. I used color coding to attempt to identify patterns that shared similarities. A total of seven different colors were used in this stage. These are: Red, brown, light green, orange, and dark green, blue, and purple. They mean learning, learners, teaching, career, language, ideological perspectives, teaching practices, and critical people, correspondingly.

Axial Coding.

This stage refers to "the process of relating codes (categories and properties) to each other, via a combination of inductive and deductive thinking" (Strauss & Corbin, 1990. p.12). During this stage, I organized in groups the codes obtained in the previous step. For this purpose, I read again the transcriptions and looked for repetitions in the data. Later, I

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

tried to group the codes considering the properties they shared. Then, I designed a visual display that helped me to group all the codes that shared similarities. This was done by using the colors I had assigned to the codes and by allocating a name to each one of the groupings. The names given were preliminary categories (appendix D).

Selective coding.

According to Strauss and Corbin (1994) selective coding is the process of choosing one category to be the core category, and relating all other categories to that category. During this stage, the subcategories mentioned above were analyzed with the purpose of refining them. I tried to look for connections between the groupings in order to decant the data. I tried to provide explanations to the connections between the groupings and my reflections were gathered in memos, brief comments or ideas that a researcher writes to himself along the analysis period in order to make reflections upon the findings (Strauss & Corbin, 1990). Finally, I revised the groupings and my reflections so that my categories could be refined until I made sure that they responded to the objectives I had proposed.

Categorization.

The data analysis process guided me to identify one core category. As proposed by Strauss and Corbin (1990) a core category is the representation of the central phenomenon of the study. Strauss and Corbin (1990) argue that a core category shows the general idea of the study, it is named based on its properties and dimensions, it is reflected in the data and it must be broad enough.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Thus, I identified the core category that was named followers of institutional policies. According to Cambridge Dictionary (2016), a follower is someone who accepts the guidance, command, or leadership of another. It is the main category because the data indicate that students see themselves as followers of policies and affirms Usma's idea (2009) that stated that Colombian language policies have excluded students' voices (appendix E). According to Cambridge Dictionary (2017), exclusion is "the act of not allowing someone or something to take part in an activity or to enter a place". Considering the issues discussed in his study, the fact that students are not allowed to contribute in the construction of language policies places them as passive subjects in the learning process.

The following chart summarizes my questions, objectives and categories. Each one will be explained and illustrated with samples from my data. It is important to remind the reader that the categories emerged from the steps followed according to the Grounded Theory approach in which data is narrowed into a core category after coding them individually and then grouping them into related categories.

Table 1

Categories of Analysis

Question	Objective	Categories
1. How do students position themselves as EFL learners in an EGP classroom?	To describe students' positions as EFL	-Passive subjects -Contributors from experience in their fields

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

	learners in an EGP classroom.	
2. How do they position themselves as EFL learners in relation to others?	To interpret students' positions as EFL learners in an EGP classroom and in relation to others.	<ul style="list-style-type: none"> • Critical people • A tense view of teachers • Recognizing peers as knowledge holders

Passive subjects

The participants in this research positioned themselves as passive subjects who did not take part of the institutional decisions. According to the data they consider that they have not had the chance to choose if they want to take English classes voluntarily. They have expressed in their interviews that the fact they are learning a language does not mean they had the choice to do it. Instead, since they were kids at school, the English class was included as part of the curriculum. This comes from the imposition of education policies that have affected them in their entire learning process.

An aspect that appeared repeatedly was the idea of taking English as a compulsory second language. This relates to the fact that they had to conform to the regulations of their institutions. The following pieces of data evidence the issue above mentioned.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

“digamos que cuando uno estaba en primaria estudiando inglés, era porque le tocaba”
(FOGROMAAD-J1-L7)

Let's say that when one was studying English in elementary, it was because we had to.
[Translation]

“opcional no era” (INDIVID-D-L10)

It was not optional. [Translation]

“Pues era obligatorio estudiar inglés”, “en la universidad también es obligatorio”
(INDIVID-J-L4-L6)

It was mandatory to study English; in the university it is mandatory too. [Translation]

“diría que obligatoria. Pues tengo entendido que la clase de inglés es como una clase de relleno, pero que igual se necesita en la carrera y es fundamental” (INDIVID-N-L12)

I would say it is mandatory, but I understand that English class is like a gap-filler class, but it is needed in the major and it is fundamental anyways. [Translation]

As it is evident in the previous excerpts, students tend to use repeatedly the word mandatory to explain that taking English class was not a choice but an obligation. This is an example of how language policies in Colombia have not allowed students to be autonomous in their decision of learning a language. The use of the words **have to** denote the position the students are taking in terms of how they perceive the language learning. Along in the data, I was not able to find any evidence that allowed me to contrast this position to another. It means that the data provided me with evidence that reaffirms that English language learning is imposed in our Colombian context (Usma, 2009). Regarding

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

this aspect, Harré (1991) refers to it as “the feeling of doing” in which individuals are assumed to be active agents. It is because as humans, whose being is more than an organism, we experience and feel and make meaning. Thus, the fact that students are not given voice, the feeling of doing ends up being an objectification of the subject. It means that the mandatory nature of English places them as objects of domination.

Apart from being mandatory, English class is also considered a gap-filler subject. It means that it is a class that is not as important as math or science. In this sense, it is imperative to highlight the words in the excerpt INDIVID-N-L12. There, she says **I understand that**. This, in relation to an idea that might have been spread by others but she immediately tries to **clarify** that myth by saying that despite of how mandatory English might be, it is necessary and fundamental in life.

The above mentioned reveals another issue for some of my students in their language learning process: the mandatory nature of the English class. Then, it ended up being a problem in their learning process. The following excerpt shows how this compulsory issue has affected in some way students' learning process throughout their lives. This fact has provoked that students create varied perceptions towards the language. For instance, English learning caused psychological problems for a student.

“Para estudiar inglés era un negado al punto de que ya no podía con él y me tuvieron que llevar al psicólogo. Es que yo estudiaba en un colegio bilingüe y todo era en inglés, matemáticas, excepto español, y me cansé del inglés, no me gustaba que me

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

enseñaran y como dije antes, me tuvieron que llevar al psicólogo”. (FOGROVID-D-L16/L22)

I couldn't learn English to the point I was not able to manage it and I had to be taken to the psychologist. I was studying in a bilingual school, and everything was in English: Math, except from Spanish, and I got tired of English. I did not like to be taught [English], and as I said before, they had to take me to the Psychologist. *[Translation]*

The previous sample shows the psychological impact learning EFL had on a student. The aversion generated in the student led him to believe that he did not have the ability to learn the language as revealed by the use of the expression **negado**, which in Spanish means to lack the cognitive ability to do or perform something. The sample indicates that the school where this student was enrolled at an early age, used a bilingual curriculum. Thus, certain subjects were taught in the foreign language. This fact, might have exacerbated the feeling of aversion toward the learning of the new language similarly, another student from Visual Design expresses his opinion and shares his own experiences right after his classmate tells his own bad experience.

“yo digo que desafortunadamente a mí no, o sea, de llamarme la atención, me llama la atención, o sea, a mí me gusta poder aprender ese idioma, pero siento que es una obligación, pero no he podido aprender la verdad” (FOGROVID-J-L23)

I would say that unfortunately I, I mean, it calls my attention [learning English], it calls my attention, I mean, I like I can learn that language, but I feel it is an obligation, but I had never been able [to learn English] *[Translation]*

Jose sympathizes with David in the sense that he had not been able to learn the language. However, he states that learning English calls his attention and he shows a desire

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

to do so. Jose explicitly states that his feelings are marked by a sense of obligation. In the same line of thoughts, Natalia, another Visual Design student, comments on her experience learning English, she describes this process as a negative one.

“Pues la verdad a mí nunca me ha gustado el inglés porque fue muy difícil y cuando me esforcé demasiado por aprenderlo solo memoricé ciertas palabras o ciertas reglas pero con el tiempo se me olvidaron” (INDIVID- N- L18).

Well, I have never liked English because it was very difficult and when I tried hard to learn it, I only memorized certain words or rules, but then as time passed by I forgot them. *[Translation]*

Natalia does not only express her dislike for the language but she also mentions the difficulty she has experienced in trying to learn it. An important characteristic that emerges in Natalia's speech is the mechanization that resulted from the process. She temporarily memorized lexicon that apparently, as was not significant for her, was forgotten easily. Furthermore, as expressed in some paragraphs above, this dislike is accompanied by her opinion about the English class as a *gap-filler*, which, in turn, reinforces the lack of significance learning English as a foreign language had for her.

These examples show how the compulsory learning of English has provoked bad experiences in students and how this has affected them in their conception of themselves as learners and how they position themselves. The use of the expressions **not being good at**, **not being able to learn**, denotes how students position themselves as EFL learners and the meaning they give to their learning experience.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

In contrast, there are some students who have experienced the same phenomena of learning English as an obligation but their perception of the language is positive. The following excerpts illustrate this idea.

“Es que son varios factores que tienen mucho que ver. Siempre desde chiquito a uno le inculcan que es como la lengua, la segunda lengua obligatoria, ¿sí? Es como el primero paso por donde uno empieza, ya después con el tiempo, entra algo más como de gusto”.
(FOGROVID-S.L14)

It is about several factors involved. (Answering to the question about why they are studying English). Always, since I was a little kid, I was instilled in that is like the language, the second mandatory language. It is like the first step for anyone. Later on, it is a matter of preference
[Translation]

The previous excerpt shows how Santiago acknowledges that the learning of the language is mandatory but despite this fact, he also admits that he likes learning it. From this excerpt it is important to highlight several aspects. The first one is that not all language learning experiences are negative, especially when there is a positive attitude towards it. Second, the student's use of the expression **I was instilled** and **mandatory language** denote one important aspect, which lead us to consider the passive position students have had as learners.

Students acknowledge that they are not the ones who have come up with those ideas. Instead, someone has inculcated them. According to Guerrero and Quintero (2009), and as mentioned in previous chapters, a discourse of dominance has an effect when the discourse is repeated and it becomes natural that at the end, no one knows who said it first.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

In this case, students are repeating what the language policies state without even knowing them.

Another student acknowledges the mandatory nature of English but he also states his perception towards the language in a positive way.

“cuando uno estaba en primaria estudiando inglés, era porque le tocaba, ya después cuando uno creció, pues en mi caso que hice el curso de inglés, lo hice por motivos más que todo personales, de porque sé que está bien y eso sirve de pronto para un futuro”

(FOGROMAAD-J1-L7)

Let's say that when one was studying English in elementary school, it was because we had to do it. But later, we grew up, in my case that I took the English course, I did it because of personal reasons.

[Translation]

From this first part, I consider that the sense of facing a mandatory activity, in this case learning a foreign language, generated feelings of rejection or even fear. That was one of the consequences of such imposition. But, if on the contrary, English is let as optional, it might have a different impact on the students, giving the opportunity to choose, whether taking it or not.

Contributors from experience in their fields

Considering what I problematized in this study, I decided to ask my students about the ways in which they might contribute to the English class. This was so, taking into account that they belong to different majors such as Visual Design and Marketing. I wanted to expand on what Primo, Sandler, Goldfrad, Ferenz, and Perpignan (2010) referred to.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

They stated that students' variety of career can contribute to the L2 learning in the sense that there is a variety of thoughts, beliefs and perceptions.

The data showed me evidence to support the above mentioned. In that way I could find ways in which students might contribute to the L2 class based on their knowledge and their experience in their fields.

“En la clase de Inglés siempre hay gente de varias carreras. Podríamos hacer un proyecto entre las diferentes carreras, donde por ejemplo, ingeniería podría aportar un software, los de diseño, lo diseñamos y lo ponemos bonito, los de comunicación podrían cómo hacer talleres, no solo en el curso sino en la universidad, donde la gente pudiera desarrollar lo que hicieron” (INDIVID-D-L56)

In the English class, there are always people from different majors. We could make a project among all the majors, where, for example, Engineering could contribute with a software. Visual Design students, we could design it and make it “beautiful”. Communication students could develop workshops, not only in the class but for the entire university. *[Translation]*

The analysis of this excerpt showed me some important aspects to reflect upon. To begin with my student is sharing his opinion about what he considers should be done to make the English class more significant. He is alluding to the use of software, designs or any materials that correspond to his area of interest. In that way what he is expressing is his desire to put into practice his knowledge. This aspect is relevant for my study because, as I have problematized before, students' voices are not always heard when creating L2 activities (Liu et al, 2011). This can be explained due to language policies that have position students as followers and have excluded them from being part of their own

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

learning. Another important aspect here is how my student positions himself as a student from Visual Design who has enough knowledge to contribute to the English class.

When I asked my students if they had been asked about the activities they would like to include in the English class, their answers were negative. Thus, I decided to provide them with the opportunity to share their ideas. The following excerpt, similar to the previous one, shows how a visual design student, during the focus group interview, shared his idea.

“pues nosotros podemos hacer afiches y pancartas, y animaciones que podemos usar para el vocabulario de la clase” (FOGRUVID-T-L58)

We (referring to his visual design classmates) can create posters, banners and animations that we can use for the vocabulary in the (English) class. *[Translation]*

The positioning here plays an important role. The student is positioning herself as a Visual Design student. She is also positioning herself as a student from the English class. Additionally, in her role as Visual Design student, she is taking a position of contributor. She recognizes that because of her knowledge and experience in her major, she can bring up new things to the class. Consequently, she can put into practice what she knows and she can learn English at the same time.

“Pues las clases de inglés se caracterizan por ser muy dinámicas, entonces deberíamos aprovechar eso y hacer cosas como cuñas publicitarias o inventarnos un producto y hacerle promoción al producto con propaganda en inglés” (FOGRUMA-J-L58)

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

English classes are characterized for being dynamic. So, we should take advantage of that and we should do things such as advertisements or invent a product, promote it with propaganda in English.

[Translation]

In the previous case, Juan is positioning himself in the role of Marketing and Advertising student. He is also taking a position of knowledge holder in the sense that he is using specific vocabulary from his major to explain what elements from his career fit in the English class.

“Es cierto y podríamos trabajar no por aparte sino un diseñador, un publicista. Y sería chévere integrar las carreras” (FOGRUMA-C-L59)

That is true (complementing to what her partners has said). We could work together, not separated.

For example, a visual designer, an advertiser. It would be nice to integrate all the majors.

[Translation]

The previous excerpt also corresponds to a Marketing and Advertising student. It called my attention that she supports her classmate with her answer. She highlights the importance of working together with other majors. She is positioning them as contributors as well. They are building upon their knowledge to enrich their classes.

From this analysis, I can affirm that the roles of positioning are not only centered on the self but on the others. The participant uses labels to refer to her classmates according to their majors. For instance, “designers”. However, considering the contribution to the class as learners, she uses the word **we** in order to mean that the labels are not relevant when co-constructing learning as a group. Also, as members of that community they might bring

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

some new ideas to the context they are part of. Thus, the roles portrayed here let me see how an individual not only positions himself but he/she also positions others.

Critical people

As previously introduced, another important aspect found during the analysis of the data was the influence of others on students' perceptions. Both, teachers and parents played an important role in students' perception towards the language. This section relates to how students' position others as proposed in my research question.

Then, in this subcategory I show, based on evidence from the data, how in the learning process, students have positioned critical people around them. Not only family has played an important role in students' learning, teachers and peers have also influenced this process. In order to explain how they have positioned others I divided the subcategory into three parts: family, teachers and peers. Even though teachers and peers will appear in other categories, it is important to highlight that in this subcategory, they play the role of critical people who influenced my students to learn the language. I will start with their family.

“mis papás me empezaron a decir, que más que todo en las empresas lo que se quiere es que uno hable más idiomas, y eso le facilita a uno conseguir un trabajo, mi papá me decía mucho eso es por lo que la empresa de él es extranjera” (FOGRUMAAD-J-L8)

My parents told me that companies require people to speak more languages. They told me that it makes easy to find a job. My dad used to tell me that a lot because his company is a foreign one.

[Translation]

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

In the previous excerpt, this Marketing and Advertising student is positioning his family as influential people. The fact his father has a foreign company, makes him consider English as important value for his career. He is also positioning his father as an authority because in his working experience and as owner of a company, he has proved that English is required for working purposes.

As evident in the previous example, parents' opinion play an important role in students' life, especially when referring to their professional future. Even though students have argued that English classes have been imposed to them, they acknowledge that through English they might obtained better job opportunities.

In terms of the teachers,

“yo tenía una profesora que era muy chévere y con ella me la llevaba muy bien y fue parte importante para que me gustara el inglés” (FOGRUMAAD-S-L23)

I had a teacher who was very nice. I got along well with her. She played an important role for me. She was responsible for making me love the language. *[Translation]*

The previous quote exemplifies the positive influence a teacher had in my students' life. She positions her as a nice person she had a good relationship with. Nonetheless, the use of the words **nice** and **with her** denote that, implicitly, my student is comparing that specific teacher with others. Thus, the reason why she considers that teacher as a key one in her life is because she was a nice person and that influenced her to love English.

A tense view of teachers.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Teacher's practices are also a central point. These are qualified as mechanical. In this subcategory, I refer to the experience students have had learning English. During the analysis I found that students refer to the teachers' practices as mechanical, repetitive and sometimes tedious. The tense view of teacher lies on the fact that students position their knowledge on the teachers' hands. Thus, when it seems that the teacher "fails", it affects students' view of the teacher and their learning.

"Por ejemplo en el colegio yo sentía que definitivamente nunca iba a salir hablando inglés de allá y ni lo básico porque los profesores no sabían, "pero por qué me enseñan esto!" entonces, siempre me achantaba, vivía muy achantado por eso, porque sentía que como que no iba a llegar, como para que estudio eso si no voy a aprender, no me van a enseñar algo que valga la pena, entonces siempre es como ese inconveniente" (FOGROVID-S-L40)

For example, in the school, I felt that I definitely wasn't going to learn English there. Not even the basic things because the teachers didn't know anything. But how is it that they teach this?" So, I always felt down, I was always down because I felt I was going anywhere. I felt like, why do I study if I am not going to learn. They are not going to teach me something worthy. So, it was always like the inconvenient. *[Translation]*

Because of the words the student uses to refer to his experience while learning English at school, he is not positioning himself under any label. On the contrary, he is saying that the reason why he thought he was not going to learn anything is because the teachers did not know about the subject. Then, he reflects upon his feelings and he states how frustrated he was because the teachers' practices were considered not worthy.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Siempre fue: “este es el verbo to be, se hace así, así y así”, y.... pues como meterle las bases a uno” (INDIVID-J-L10)

It was always like: this is the verb to be, it works like this and this. And it was like putting the grammatical basis into your head. *[Translation]*

The student in this case is referring to the content taught in his classes. He highlights that the inclusion of the grammatical basis is always the same. It is mechanical. He uses the expression **meterle las bases a uno**. This expression in Spanish has a negative connotation because it means to introduce something into a recipient. In this case, the student is comparing the action of teaching grammar with introducing grammar into his head.

Contrary to what was explained in the subcategory critical people the view of teachers in this case is tense rather than positively significant. The view of the teacher is derived from my students' perception of the teacher's practices which are considered as mechanical and not relevant for their learning.

Recognizing peers as knowledge holder.

In the learning process, students have encountered people who have influenced them and have been significant. In the case of peers, I found that they are positioned as knowledge holders. Peers have validated their learning methods and students consider them as authorities.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

“Aprender de Carol con las canciones. O sea, Yo escuchaba las canciones y empecé a leerlas en internet para ver qué eran. Lo he hecho últimamente y he aprendido usando el método de Carol” (FOGRUMAAD-N-L30)

Learning from Carol with the songs, I mean, I used to listen to the songs, and I started to read (the lyrics) on Internet to see what the song was about. I have done it lately, I have learned by using Carol's method. *[Translation]*

In the previous example, the student is validating her partners' English learning method. Through this validation, she is doing a double positioning. Her previous English learning methods were not efficient enough. By finding a new method, she is now learning in a better way. Thus, the double positioning occurs when she positions herself as not having a good method but, at the same time, positions her peer as having an effective one.

“yo tengo muchos compañeros que saben mucho inglés y son súper en ello y les he pedido consejos” (INDIVID-N-L40)

I have many partners who know a lot of English and they are very good at it. And, I have asked for their advice. *[Translation]*

When positioning her partners, she describes them as knowledge holders. She uses the tag **good at it**, referring to their ability to learn English. When she states that she has asked for their advice, it means that she is positioning herself as a student who is not good at English; therefore, she needs some help from others.

Investment.

I also found interesting that apart from people, students have found their own way to learn the language. The term investment is defined in the Cambridge dictionary (2016) as

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

“devoting, using, or giving of time, talent, emotional energy, etc., as for a purpose or to achieve something”. Similarly, Norton (2009) refers to the concept as associated to identity formation in the sense that investment is seen within a sociological agenda, and seeks to make a meaningful connection between what the learner desires and the commitment to learn a language, and their constant changing identity. I use this concept in my analysis to refer to the time or type of activities used by my students to compensate the gaps found in their learning.

“yo fui más que todo por los cómics, que digamos empecé a leerlos en internet y empecé a leerlos y a tratar de entender de qué era lo que trataban“(FOGROMAAD-J2-L31)

In my case, it was because of the comics. I started to read them on Internet and I tried to understand what they were about. *[Translation]*

“las series y películas, siempre me pongo a ver tan chévere como hablan, o sea entender “eso me gusta mucho” (FOGROVID-S-L44)

The TV series and movies. I always see how nice they speak. I mean, I try to understand. I like that a lot! *[Translation]*

“yo miro las historias de los videojuegos, leo, intento comprender lo que dice y pues saco las palabras que no entiendo y las busco” (FOGROVID-J-48)

I watch the videogames stories. I read them and I try to understand what it says.

And I take out the words I don't understand and look for their meaning. *[Translation]*

As the data have shown me, students construct their own perceptions towards the language based not only on what others have told them, but also on their experiences as

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

learners. These experiences have been constructed as a way to overcome learning issues giving them the chance to be investors. This evidences how students position themselves as investors which means that they have devoted their time to look for more meaningful ways to learn the language according to their interests and desires.

During the analysis of the data collected, I found interesting that students not only position themselves as learners, but they position themselves as students who have been forced to study a language that they might not like. Besides, they have position others as critical people in their learning process. For instance, they mention teachers or parents. In the two cases they have encourage students to study the language but I found that behind the encouraging episodes, there are students whose perceptions of the language have been built upon their own experiences.

Those experiences have had a remarkable negative impact on them and that is why they feel uncomfortable with their learning. For instance, the mandatory nature of the language has made them feel unable to learn. Also teachers' practices have made them felt disappointed in their learning expectations. This issue has changed their views so that they started to be investors in their learning to accomplish their own goals in terms of learning. Thus, technology and music have played an important role in their lives as learners. These tools have encouraged them to continue studying and in that way to see the worthiness of their investment.

Chapter V

Discussion and Implications

This chapter presents the discussion of the findings based on the research question I posed related to how my students position themselves as EFL learners. As analyzed in the data, I found that they position themselves as passive agents and as contributors from their experience in their field (major). Regarding the second question about how they position themselves as EFL learners in relation to others, I found that they position themselves in relation to how critical they were and they recognize peers as knowledge holders. Since the main objective in this study was to describe the positions my students hold as learners, I can conclude that the categories that emerged along the analysis related to their experiences as learners of English. They positioned themselves based on their background knowledge in their majors. This is also linked to those experiences with critical people in their storylines.

In connection to their first question, I found that my students positioned themselves as followers of EFL policies. This category reflects students' views in regards to the learning of English as an imposition. In relation to this, Guerrero and Quintero (2009) found that language policies in Colombia conceived students as passive subjects or receptor. The same authors further argue that even though there is a discourse of learner-centeredness within language policies, their content is always aimed at controlling. It means

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

that the policies establish what is supposed to be taught as well as the way to do it, without considering students' context, perceptions and needs. It was evidenced along the data when students were asked about their participative role, in which they said they have not been taken into account for the development of the classes. Besides, it is important to remind the reader that according to the institutional document, the language policy has been designed in order to control and regulate the academic processes of the institution.

It is important to highlight that being a passive subject was evident when my students manifested they had been studying English because it was mandatory and not because they really wanted to learn the language. If a group of individuals see themselves as followers, they are being excluded as their participation in those policies, even at the application level, is minimized. This finding connects to what Fandiño (2014) explains, which is that language policies promote inequality, exclusion and stratification among students and teachers. This also reflects what Mori and Gobel (2005) found regarding the reasons to learn English. The authors found that students' discourses and beliefs towards their learning process differ depending on their expectations. For instance, some students attended the courses because they believed it was necessary to travel or to meet people; whereas others attended them because it was mandatory in order to accomplish their academic goals. This study demonstrated that for university students, learning English has not always an academic purpose. For that reason, it is necessary to value their expectations and to listen to their voices in order to know what they really want and need. This also raises important questions in connection to how English is taught in the university setting, particularly in regards to ESP methodologies.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Students in my research also positioned themselves as contributors. This category emerged after analyzing how students reflected upon the fact they have not being heard as learners. They position themselves as contributors to the English class after finding themselves involved in mechanical teaching practices. They contributed with their ideas based on what they have learned in their majors. Regarding this issue, Bello (2011) found that EFL learners' discourses are diverse, contradictory, and changing. She considers that students' discourses are based on prior experiences, learning experiences, and their own perceptions of reality. In addition, Bello (2011) further asserts that "discourses and experiences can be modified as a result of new experiences (p.127)".

The experiences in this case were those my students have lived as EFL learners. The discourses they constructed were based on the meaning they gave to their EFL learning experiences and the influenced they had on them. However, these discourses were modified when they found their own way to face their learning difficulties by means of their own knowledge as visual designers or marketing students. It can be hypothesized that students' inner drive led them to value their own knowledge and expertise and that in doing so, they wanted to play a part in the building of a more meaningful experience. The implications of this finding relate to the importance of listening to students' views and to draw upon their expertise. Learning in the EFL class should probably be bidirectional in the sense that students can learn from teachers and vice versa.

It also showed me how their identity was reshaped based on the way they positioned themselves. In this sense, I found that their own perceptions as learners were modified in accordance to the way they experienced learning. Thus, they created their personal

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

narrations from their discourse construction of the self (Carter, 2013). This category, reiterates the importance of listening to students' voices in the EFL field. The studies aforementioned demonstrate that changes can emerge from giving voice to learners and those changes are in curriculum content, attitudes towards the foreign language and the learning process.

Unfortunately, as mentioned by Hongboontri (2014), there is not enough documentation on students' voices and as explored by Liu et al (2011), students' learning needs or wants are not taken into account due to the fact that language courses content such as EGP or EAP aim to achieve different aspects. In that way, the content excludes students learning priorities or expectations. Nevertheless, this study makes a contribution because it presents some of the views students have regarding their roles as EFL receptors or transformers of policies.

Regarding the second question, I found that students position others according to the significance they had in their lives. The findings show the need to promote teachers' professional development in terms of more appropriate pedagogies that respond to the needs of students in higher education settings. Policies have focused on trying to make Colombians bilingual, but what is at the heart of those policies is proper teacher training and support. Teachers' practices, as pointed out by Olleard (2012) may influence students' perceptions towards their own learning and the image they construct about themselves as learners.

Another relevant finding for this study was that students positioned themselves in relation to their peers. In this case, students who had faced learning difficulties in English

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

positioned those peers, who have no difficulties, as knowledge holders. In this regard, my students first labeled themselves as not good at English and sometimes as not being smart enough to learn the language. For those reasons, they appealed for their partners help. It is because they considered them smart enough to help them to face their learning difficulties.

This is what Anderson (2009) calls the construction of “kinds” of students and positions. This means that throughout the construction of identity and according to the experiences, a learner may create different labels for themselves and for others that fit several situations and contexts. In the current study it is clear that students labeled themselves as not good at English and labeled their peers as good according to their experiences and the meaning they gave to their experiences as learners. In short they labeled their peers depending on their mastery of the language. Without a doubt this is significant as the dynamics in the English class must change and teachers, coordinators and administration of programs should focus on promoting collaboration and peer work.

This study also directed me to reflect upon the implications the results might have in the EFL field, not only in the institution it was conducted, but also in Colombia. In a micro context, I can state that this study allowed my students to be heard. I observed that my students' experiences and their expectations as learners were not heard before they were interviewed. Thus, this study provided them with the opportunity to speak out and reflect upon their own experience as learners. In addition, this study corroborates what other studies have stated regarding the effect language and institutional policies have on students, in terms of student exclusion from their own learning processes.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Similarly, this study revealed that students are willing to contribute with their ideas to the English classes. As students from visual Design and Marketing and Advertising, my students were eager to construct their classes in a way in which they, their peers and their teacher were benefitted which created a more significant learning environment. In a macro context, I can state that this study might help language teachers to reflect upon their practices in the EFL classroom and to provide their students with the opportunity to contribute and opine in order to cooperatively construct knowledge.

Personal Implications

As part of the implication of this study I would like to start highlighting a personal aspect. Through this study I became aware about the importance of considering students' voices and opinions as important assets in my classes. Thus, I believe that it is necessary to keep researching on this particular aspect. For that reason, I consider my study contributed to the EFL field by giving voice to students and allowing them to opine from their own experiences and knowledge in their fields. Another implication of this study is that by giving voice to students, they can be co-constructors of knowledge and in that way, not only professors but also university programs might change the way in which English has been taught and structured. Additionally, students' contribution of ideas from their areas of expertise might bring innovation to the curriculum and syllabi of the institutions.

Limitations

There was a major limitation in this study. It was time. There was not enough time to have a second and deeper interview with the participants. This issue was evident when transcribing the interviews because I noticed that there were answers that deserved a deeper

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

explanation from my students and due to time concerns, we were not able to meet again. For that reason, I consider that for further research it might be useful to analyze students' discourses in classroom interaction. Furthermore, taking into account students' contributions, teachers might design classroom activities that cope with the students' interests based on their majors.

Questions for further research

As previously mentioned, one of the relevant aspects for this study was the inclusion of students' voices in the EFL classroom. Then, I consider important to continue doing research in this area. In that way, one can expand the opportunities for students to be constructors of their knowledge. In addition, analyzing the psychological impact EFL learning has on students might help teacher to understand certain behaviors or students' believes. Also, I consider that analyzing students' discourses might be relevant for the EFL field because the experiences they have lived, their ways of thinking, among other aspects might also influence their learning and their learning contexts. In the same way of thoughts, I believe that doing research on gender and its relation with positioning in the EFL field might also be enriching. For that reason, I would like to propose some questions that would be useful for further research.

- What are the undergraduate students' discourses regarding their EFL learning experiences?
- What do students' ideologies say about their learning experiences and expectations?
- How does gender differences influences students' positioning in the EFL field?

References

- Anderson, K. T. (2009). Applying positioning theory to the analysis of classroom interactions: Mediating micro-identities, macro-kinds, and ideologies of knowing. *Linguistics and Education*, 20 (4), 291-310.
doi:10.1016/j.linged.2009.08.001
- Arvaja, M. (2016). Building teacher identity through the process of positioning. *Teaching and Teacher Education*, 59, 392-402. doi:10.1016/j.tate.2016.07.024
- Belcher, D. (2006). English for specific purposes: teaching to the perceived needs and imagined futures in the world of work, study, and everyday life. *TESOL Quarterly*, 40, 133–156.
- Bell, J. S. (2002). Narrative inquiry: More than just telling stories. *TESOL Quarterly*, 36(2), 207-213. doi:10.2307/3588331.
- Bello, I. (2012). A Language-in-Use Study of EFL Students' Social Discourses in Project-Based Learning. *Colombian Applied Linguistics Journal*, 14(1), 108-126. Retrieved from <http://revistas.udistrital.edu.co/ojs/index.php/calj>
- Burke, P. (1991). Identity process and social stress. *American sociological review*, 56, 836-849.
- Burke, P. & Stets, J. (1999). Trust and commitment through self verification. *Social psychology quarterly*, 62, 347- 366.
- Cambridge Dictionary. (2016). Retrived from

<http://dictionary.cambridge.org/es/diccionario/ingles/taurus>

Carley, K., & Palmquist, M. (1992). Extracting, representing and analyzing mental models.

Social Forces, 70 (3), 601-636.

Carter, M. (2013). Advancing identity theory: Examining the relationship between

activated identities and behavior in different social contexts. *Social Psychology*

Quarterly, 76, 203–23.

Comstock, G. (2013). *Research ethics: A philosophical guide to the responsible conduct of research*. Cambridge: Cambridge University Press.

Creswell, J. (2013). *Five Qualitative Approaches to Inquiry*. In *Qualitative Inquiry and Research Design - Choosing among five approaches*. London: SAGE Publications.

Davies, B. & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behavior*, 20(1), 43-63.

Elliot, J. (2005) *Using Narrative in Social Research. Qualitative and quantitative approaches*. London: Sage Publications.

Elo, S. & Kynga S. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. doi: 10.1111/j.1365-2648.2007.04569.x

Fairclough, N. (1995). *Critical Discourse Analysis*. London: Longman.

Fandiño, Y. J. (2014). Teaching culture in Colombia Bilingüe: From theory to practice. *Colombian Applied Linguistics Journal*, 16(1). 81-92.

Field, A.P. (2004). *Discovering statistics using SPSS: advanced techniques for the beginner* (2nd Edition). London: Sage.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

- Fishman, J. A. (1976). *Bilingual Education: An International Sociological Perspective*. Rowley, MA: Newbury House.
- Fundación Universitaria Panamericana. (2010). *Politica de lengua extranjera*.
- Gall, M., Gall, J. & Borg, W. (2007). *Educational Research: An Introduction*, 8th Edition. Utah: Pearson.
- Gu, M. M. (2010). Identities constructed in difference: English language learners in China. *Journal of Pragmatics*, 42(1), 139–152.
- Guerrero, C., & Quintero, A. (2009). English as a Neutral Language in the Colombian National Standards: A constituent of Dominance in English Language Education. *PROFILE Issues in Teachers' Professional Development*, 11(2), 135-150. Retrieved from <http://www.revistas.unal.edu.co/>
- Hennink, M.M. (2007). *International focus group research: A handbook for the health and social sciences*. Cambridge: Cambridge University Press.
- Hirvonen P. (2016). Positioning theory and small-group interaction: Social and task positioning in the context of joint decision-making. Sage Open. doi:10.1177/2158244016655584
- Hongboontri, C. (2014). Practical Curriculum Inquiry: Students' Voices of their EFL Curriculum and Instruction. *Australian Journal of Teacher Education*, 39(11). 65-81. Retrived from <http://dx.doi.org/10.14221/ajte.2014v39n11.5>
- Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Thousand Oaks, CA: Sage Publications.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

- Kamberelis, G., & Dimitriadis, G. (2005). Focus groups: Strategic articulations of Pedagogy, politics, and inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 887–907). Thousand Oaks, CA: Sage.
- Kayi-Aydar, H. (2014). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, 45, 94-103.
doi:10.1016/j.tate.2014.09.009
- Kim, J., & Viesca, K. M. (2016). Three reading-intervention teachers' identity positioning and practices to motivate and engage emergent bilinguals in an urban middle school. *Teaching and Teacher Education*, 55, 122–132.
doi:10.1016/j.tate.2016.01.003
- Kitzinger, J. (1994a). The methodology of focus groups: The importance of interaction between research participants. *Sociology of Health and Illness* 16(1), 103–121.
- Kvale, S. (2007) *Doing interviews*. Thousand Oaks, CA: Sage.
- Liamputtong, P. (2009). *Qualitative research methods*, 3rd edition. Melbourne: Oxford University Press.
- Liu, J., Chang, Y., Yang, F., & Sun, Y. (2011). Is what I need what I want? Reconceptualising college students' needs in English courses for general and specific/academic purposes. *Journal of English for Academic Purposes*, 10, 271-280.
- Mejía, A. M. (2013). Bilingual education in Colombia: The teaching and learning of

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

- languages and academic content area knowledge. In C. Abello-Contesse, P. M Chandler, M. D. López-Jiménez, & R. Chacón-Beltrán (Eds.), *Bilingual and multilingual education in the 21st century: Lessons from accumulated experience in bilingual and multilingual education* (pp. 42-58). United Kingdom: Multilingual Matters.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Ministerio de Educación Nacional de Colombia. (2004). El programa nacional de bilingüismo. Retrieved from www.mineducación.gov.co
- Ministerio de Educación Nacional. (2005, October). AlTablero. Retrieved from <http://www.mineducacion.gov.co/1621/article-97495.html>
- Ministry of Education Malaysia. (2006). *Project-Based Learning Handbook*. Malaysia: Educational Technology Division.
- Moghaddam, F. M., & Harré, R. (2010). *Words of conflict, words of war: How the language we use in political processes sparks fighting*. Santa Barbara, CA: Praeger.
- Mori, S., & Gobel, P. (2005). Gender, Motivation, and Attendance among University Students. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT2004 Conference Proceedings*. Tokyo: JALT
- Mosvold, R. and Bjuland, R. (2016). Positioning in identifying narratives of/about pre-service mathematics teachers in field practice. *Teaching and Teacher Education*, 58: 90-98.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

- Mufwene, S. S. (2010). Globalization, global English, and world English(es): Myths and facts. In N. Coupland (Ed.), *The handbook of language and globalization* (pp. 31-55). Oxford: Blackwell.
- Myers-Scotton, C. (1988). Patterns of bilingualism in East Africa. In C. Paulston (Ed.), *International handbook of bilingualism and bilingual education* (pp. 203-24). Westport ct: Greenwood Press.
- Nelson, C. D. (2011). Narratives of classroom life: Changing conceptions of knowledge. *TESOL Quarterly*, 45(3), 463-485.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, England: Pearson Education Limited.
- Ollerhead, S. (2012). 'Passivity' or 'Potential?': Teacher responses to learner identity in the low-level ESL classroom. *Literacy and Numeracy Studies*, 20(1). doi:10.5130/lns.v20i1.2620
- Patiño, C.(2005). *La enseñanza del español Vigia del idioma*. Bogotá: Academia Colombiana de la Lengua
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage Publications.
- Pezzorno, M. C., Benozzo, A., & Carey, N. (2015). Narrating career, positioning identity and constructing gender in an Italian adolescent's personal narratives. *Journal of Vocational Behavior*, 88, 195-204. doi:10.1016/j.jvb.2015.03.002

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

- Primo, I. E, Sandler, S., Goldfrad, K., Ferenz, O., & Perpignan, H. (2010). Listening to students' voices: A curriculum renewal project for an EFL graduate academic program. *System*, 38, 457-466.
- Sarasa, M. (2015). Narrative Research into the Possibilities of Classroom-Generated Stories in English Teacher Education. *PROFILE Issues in professional development*, 17(1), 13-24.
- Skutnabb-Kangas, T. (2001). Linguistic human rights in education for language maintenance. In L. Maffi (Ed.) *On biocultural diversity. Linking language, knowledge and the environment* (pp. 397-411). Washington, D.C.: The Smithsonian Institute Press.
- Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, 63(3), 224-237.
- Stoller, F. (2002). Project work: A means to promote language and content. In Jack Richards & Willy Renandya (Eds.), *Methodology in Language Teaching: An Anthropology of Current Practice* (pp. 235-287). Cambridge: Cambridge University Press.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage Publications.
- Strauss, A., & Corbin, J. (1994). Grounded theory methodology. *Handbook of Qualitative Research*, 273-285.
- Stryker, S. and Serpe, R. (1994). Identity Saliency and Psychological Centrality:

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

Equivalent, Overlapping, or Complementary Concepts? *Social Psychology Quarterly*, 57,16-35.

Tirado, F., & Galvez, A. (2007). Positioning Theory and Discourse Analysis: Some Tools for Social Interaction Analysis. *Forum: Qualitative Social Research*,8(2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/248>

Usma, J. (2009). Education and language policy in Colombia: Exploring processes of inclusion, exclusion, and stratification in times of global reform. *PROFILE: Issues in Teachers' Professional Development*, 11, 129-143.

Wilkinson, S. (2004). Focus group research. In D. Silverman (ed.), *Qualitative research: Theory, method, and practice* (pp. 177–199). Thousand Oaks, CA: Sage.

Appendices

Appendix A: Survey

Carrera:
Edad:
Género:

Pregunta	Escala de importancia				
	Muy en Desacuerdo	En desacuerdo	NS/ NC	De acuerdo	Mu y de acuerdo
1. Considero que el inglés es importante para los negocios, la comunicación, para obtener información de Internet, entre otros.	1	2	3	4	5

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

2. Todos los temas de mi clase de inglés me ayudan a cumplir los estándares para inglés en la universidad.	1	2	3	4	5
3. Considero que la motivación es importante para aprender inglés.	1	2	3	4	5
4. Considero que puedo aprender inglés usando lo que he aprendido en mi Carrera.	1	2	3	4	5
5. Considero que mis experiencias al aprender inglés, pueden contribuir con mi aprendizaje y el de mis compañeros.	1	2	3	4	5
6. Considero que puedo darle ideas (según mi carrera) a mi profesor(a) para crear nuevas	1	2	3	4	5

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

actividades en mi clase de inglés.					
7. Considero que mi profesor(a) de inglés tiene en cuenta mis ideas y experiencias.	1	2	3	4	5

Appendix B: Consent form**CONSENTIMIENTO INFORMADO DE INVESTIGACIÓN**

Este documento de Consentimiento Informado se dirige a los estudiantes de la Fundación Universitaria Panamericana de Compensar, a quienes se les invita a participar en la investigación cualitativa llamada “BEYOND LANGUAGE POLICIES: STUDENTS’ POSITIONING IN THE EFL LEARNING EXPERIENCES”, desarrollada por la investigadora ELIANA CAROLINA BERNAL SIERRA, identificada con número de cédula 1024483405 de Bogotá, quien cursa la Maestría en Lingüística Aplicada con Énfasis en la Enseñanza del Inglés, de la Universidad Distrital Francisco José de Caldas.

Estoy llevando a cabo una investigación sobre las Experiencias de aprendizaje del inglés de los estudiantes pertenecientes a distintos programas de formación y cómo dentro de sus experiencias estos se posicionan como aprendices de la lengua y cómo se ven ellos como aprendices y cómo ven a los demás en su proceso. Para hacerse participe de esta investigación. No tiene que decidir hoy si participar o no en esta investigación. Antes de decidirse, puede hablar con alguien con quien se sienta cómodo sobre la investigación. Puede que haya algunas palabras que no entienda. Por favor, no dude en realizar las respectivas preguntas y darme tiempo para explicarle.

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

La razón de ser de ésta investigación surge del interés particular como investigadora y docente de inglés quien se pregunta sobre las experiencias de aprendizaje de los estudiantes de pregrado pertenecientes a una clase de inglés de propósitos generales y sobre cómo se ven ellos como aprendices y cómo ven a los demás en su proceso. Adicionalmente, me increpa investigar si las políticas de lengua han excluido a los estudiantes de ser partícipes de sus propios procesos de aprendizaje

La intervención que se requiere de los participantes en esta investigación es la respuesta a una serie de preguntas diseñadas con el fin de responderse grupal o individualmente a manera de entrevista o grupo focal.

Para hacer parte de esta investigación, debe firmar en el espacio inferior. Vale aclarar que su nombre no será publicado y que la información recogida de su participación en la entrevista o grupo focal, solamente tendrá un uso académico.

Muchas gracias por su cordial atención y apoyo.

Nombre _____

Cédula _____

Appendix C: Interview and Focus group protocol

Project: BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING IN THE EFL
LEARNING EXPERIENCES

Date _____

Time _____

Location _____

Interviewer _____

Interviewee _____

Notes to interviewee:

Gracias por tu participación. Considero que tus opiniones serán valiosas para esta investigación y para el mejoramiento de las prácticas docentes. La confidencialidad de tu nombre será garantizada.

Approximate length of interview: 60 minutes, eight major questions

Research purpose:

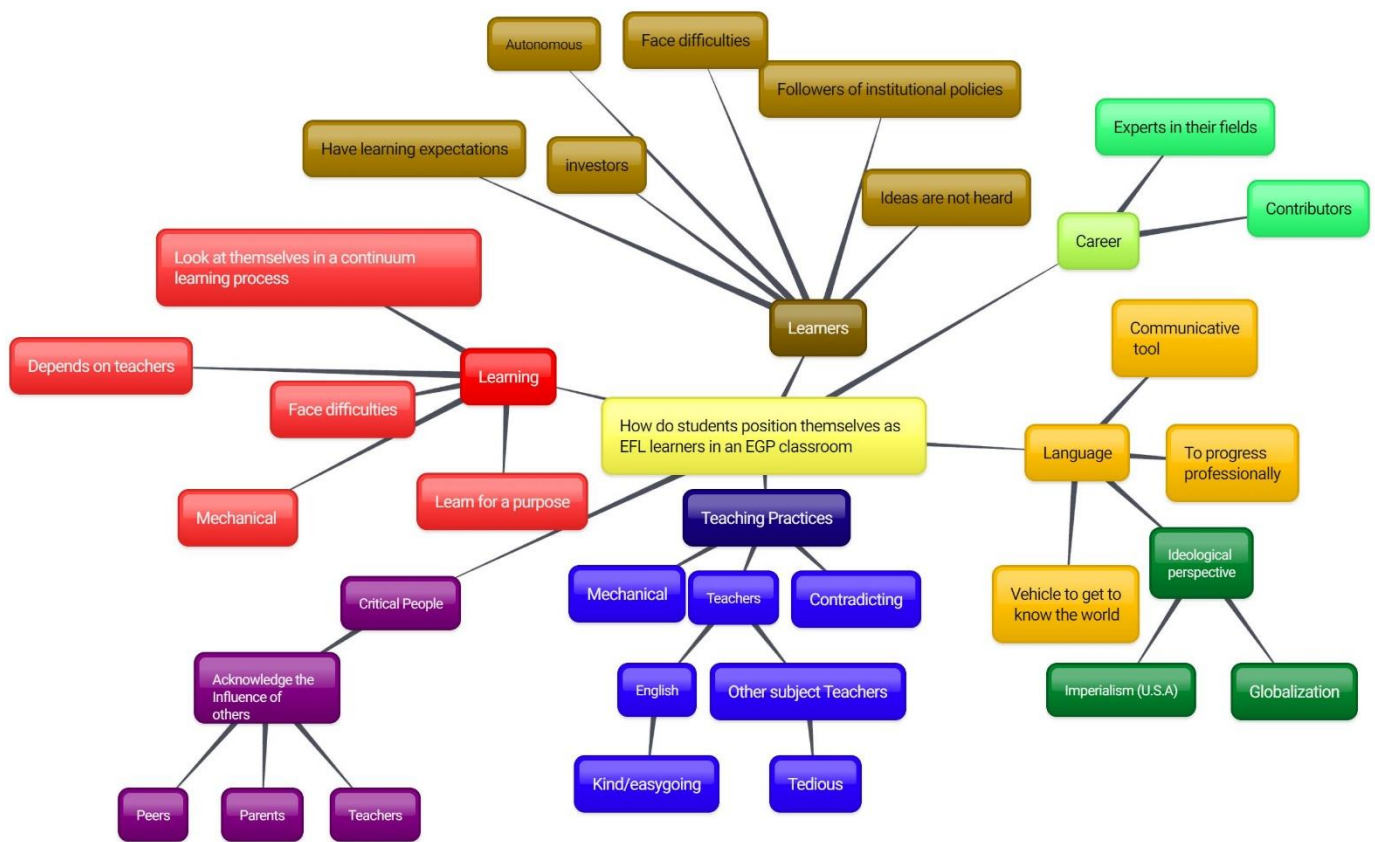
To find out information about students experiences, beliefs, thoughts, and how they position themselves in their roles as EFL learners

1. ¿Dónde y por cuanto tiempo has estudiado inglés?
2. ¿Por qué estás aprendiendo inglés?

BEYOND LANGUAGE POLICIES: STUDENTS' POSITIONING

3. ¿Qué personas o circunstancias han influido en este aprendizaje?
4. ¿Qué problemas has tenido aprendiendo esta lengua?
5. ¿Qué has hecho para solucionar esos problemas?
6. Como calificarías tu experiencia de aprendizaje del inglés. ¿Positiva o Negativa?
¿Por qué?
7. ¿Qué crees que le ha faltado a tu proceso de aprendizaje?
8. ¿Consideras que debe haber una conexión entre tu carrera y la clase de inglés? Si, No
y ¿Por qué?
9. Según tu opinión, ¿qué tipo de actividades, deberían realizarse en la clase de inglés
para aplicar lo que has aprendido en otras materias de tu carrera?
10. ¿Alguien te ha preguntado que desearías incluir en tu clase de inglés? Si / No. ¿Qué
opinas sobre esto?
11. ¿Consideras que el inglés, como segunda lengua es de importancia para tu carrera?
Si/ No. ¿Por qué?
12. ¿Conoces el programa de inglés? (Los objetivos) ¿Me podrías decir que incluye
(temas)
13. Si observas este programa (syllabus), ¿consideras que este incluye los temas que
necesitas para tu aprendizaje? Esto teniendo en cuenta la conexión que podría existir entre
tu carrera y la clase. ¿Lo cambiarías, lo dejarías igual?

Appendix D: sample of the open coding process



Appendix E: Categories and subcategories

