

STUDENTS' POSITIONING AS EFL LEARNERS IN A CLL ENVIRONMENT

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## ABSTRACT

This qualitative, descriptive, and interpretative study describes students' positioning as foreign language learners in a CLL environment. Positioning is defined as "the dynamic construction of personal identities relative to those of others" (Davies & Harré, 2003, p. 29). This research was completed at a private school in Bogotá and was meant to foster students' self observation and self-reflection in order to understand their positioning as EFL learners. This study was conducted with a group of nine students: four girls and five boys between ten and eleven years old. The students were naturally introduced to a reflective process and, over time, were able uncover aspects of their identity as English language learners. The main data collecting instruments for this project were reflective journals and semi-structured interviews. The main category that emerged from the data was positionings of the self and others in foreign language learning practices. The findings of the study revealed that one of the factors of access to better opportunities in a globalized world is knowledge of the English language. The study found language teachers have the necessary and required knowledge to perform a guide role that cannot be replicated by a different teaching figure. This research also found social pressure limits a student's ability to verbalize his or her knowledge as a result of the social paradigm in which a student who knows more about a specific topic is positioned over students who lack such knowledge. As a result, students with a lack of knowledge in small group settings look to students with "higher level" knowledge for support or aid to balance incompetence. In family intervention students are influenced in two ways: the first is related to students beliefs of parents as the ideal model and the second when reliability is dependent on the teacher's experience.

*Key words: positioning, personal identity, collective identities, self-reflection.*

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## CHAPTER I

### Introduction

Human bodies handle thousands of internal processes. The practice of learning a foreign language is an example of one of these processes. Most of these processes cannot be physically perceived in the external world and require internal inquiry to be understood. Those who have been involved in teaching know that within a classroom it is impossible to merely experience situations related to learning and there are many circumstances that constantly alter the progress of a class. Harré and Moghaddam (2003) recognize that “people can make sense of reality in many different ways and in relation to many different evaluative standards. There is not one true interpretation of a given situation, but always multiple possibilities” (p. 24).

As teachers, we should not turn our back on situations and issues that in one way or another affect our students. Unfortunately, we know that many factors such as lack of time, routine, and teaching itself prevent us from investigating these situations. Nevertheless, we should not presume that everything is under control and that everything around us is working perfectly simply because we perceive it as such. Brookfield (2005) affirms that “[t]eaching innocently means thinking that we’re always understanding exactly what it is that we’re doing and what effect we’re having” (p. XX).

These phenomena can be observed in any scholarly context, since we know that working with humans implies much more than standardizing or categorizing people into different proficiency levels. For this study we focused on the context of learning a foreign language and noticed, from the beginning, that our students had different ways of acting and thinking about that learning. That is how we found the macro concept of this identity study. Norton (1997) defines identity as “how people understand their relationship to the world, how that relationship

is constructed across time and space, and how people understand their possibilities for the future” (p. 410).

Furthermore, it is relevant to mention that identity is defined on two levels: individual and collective. Individual identity is defined by Harré and Moghaddam (2003) as “what the individual experiences as the integrated and stable “me” that instigates commerce with the environment” (p. 206) and collective identity is defined by Melucci (1996) as “an interactive and shared definition produced by several individuals (or groups at a more complex level) and concerned with orientation of action and field of opportunities and constraints in which the action takes place” (p. 69).

This is how we come to the main construct of this study, the construct of positioning. Positioning, defined as “the dynamic construction of personal identities relative to those of others... an essential feature of social interaction” (Davies & Harré, 1990, as cited in Parrott, 2003, p. 29). Through identity the student understands and give a position to himself, his classmates, and the things around him. Each student has a different understanding of the world according to their experiences, abilities, culture, and many other elements. It is necessary to mention that even though participants were working under a cooperative approach, they always had the chance to act unique and authentic within the group.

During this project students were invited to reflect introspectively on the way they position or reposition themselves or their peers as foreign language learners. The researcher-teachers stimulated a natural environment where students were able to express their insight through words. This is why we chose to work with participants’ journal, as this instrument lets participants be guided in a deep reflection process.

In order to validate the information found through the participants’ written journal, we decided to administer semi-structured interviews, which according to Wengraf (2001) are

designed to have a number of interviewer questions prepared; such questions are designed to be open enough that subsequent questions cannot be planned in advanced.

The interest in developing this research study arises from the necessity to contribute to the current educational practices of Colombia, since as we noticed many projects carried out without taking into account students' insight. It can be simple to perceive a general English level than to get to students' inner thoughts and establish their positioning through words.

Additionally, something that really motivated the researchers was the opportunity to observe human beings as part of a whole community and perceive what external things are transformed and become significant to them. The researchers consider this a good way to come to know our students deeper.

This research study will be described in the following seven chapters: Chapter I introduces the rationale and purpose of the research followed by the research question that illuminated the project, as well as the key concepts of the research. Chapter II presents the literature review that helped the researchers understand the way students position themselves as foreign language learners. Chapter III illustrates the instructional design and describes the process of using collaborative activities. It describes in detail the process of the pedagogical intervention. Chapter IV reflects on the research design, type of study, methodology, and type of data collected. Chapter V interprets the data and discusses the related findings. Chapter VI shows the conclusions that emerged from the study and evaluates the consequences of these findings. Finally, Chapter VII includes implications for further pedagogical and research practices.

### **Rationale**

The English language has had a big influence in this increasingly globalized society. It is used as a reference and considered a key for international understanding and communication. English is one of the principal and influential changes we live with and this phenomenon is

reflected in our schools and classrooms. Globalization has become an important factor in empowering individuals to express and communicate without limitations. Globalization and the English language empowers students to communicate across cultural and national boundaries as citizens of the world.

This research aims to make a contribution in the educational field, taking into account we as teachers need to see the student as a whole person by understanding their positioning as a learner of a foreign language. This research did not necessarily focus on developing skills in the classroom but instead on the fact that it was found through observations there are many different identities coexisting in any classroom. This gave us the idea that we needed to understand diversity as a real and influential factor in the classroom. Each student is a different world, each has their own limitations, thoughts, ideas, and abilities, as well as their own way of understanding their context and their position in the world. This research is focused on understanding a phenomenon that has not been widely studied and looks to avoid placing students in categories according to their proficiency or grades but as human beings with different insights and interpretations about their environment and self-awareness.

In order to understand the student's positioning towards a foreign language, we carried out a process in which students had time to develop self-reflection about the foreign language. We then explored the positioning deeper with a semi-structured interview. We then had a wider knowledge about the initial process that was developed using journals as a data collection instrument.

Through this process and the development of the data collection we began to understand that students do not see English as a simple subject This is a result of globalization and social media and the importance government and institutions have given to this language in particular. Students now see English as a key factor in their success in life and work. This study found that

context, interaction with the environment, and different subjects in the learning process are determinants in learning development. They can either limit the motivation for learning or encourage student to be aware of their process of learning English.

It is important to reflect on perceiving students as whole persons and as a result, to understand they are able to establish parameters and be aware of their own processes. Every student has their own ideas about education and classes, even when they do not express it. Learners have opinions about their preferences in learning a second language. Many students expressed that English is very important to them because of globalization and the wide usage society gives to this particular language. Students have real ideas and interpretations of the current situation of the globalized world. Students are highly influenced by their environment and the perception they have about themselves in that environment, i.e. their roles, actions they can or cannot take, the idea of themselves in a group, and perceptions about their classmates and teachers. These are just a few of the factors that influence the positioning of students in the classroom and the ideas they have about their environment.

### **Problem Statement**

This research project was carried out at Superior Americano School which is located in the south of Bogotá, Colombia in the Americas neighborhood. This school belongs to the third sector of stratification, The institution works with both genders.

During our experiences as teachers, we realized our students have certain patterns of behavior. There was a group of leaders (students who were always speaking and making decisions for the others) and others who were shy (those who never let their voices be heard). We started to think about what the possible reasons for this phenomenon could be and how we could use that information to help all students learn the foreign language.

This study does not attempt to measure students' spoken proficiency but provides understanding of a phenomenon where students establish positionings as students of a foreign language in a natural environment and the teacher allows students to act in a spontaneous context. Rampton (1995) advises that in much educational research, students figure "as objects of concern rather than as potential partners in dialogue" (p. 323).

We wanted to depart from the macro concept of identity, which is built through social interaction and various discursive practices (Riley, 2006). In this research, identity was taken from two levels: individual and collective. In order to understand this circumstance, we needed to analyze the definition of individual and collective identity and the two-way relationship they have in a natural EFL classroom environment.

These identities can be seen in any social interaction produced in any context, and in this particular case within a classroom. Individual and collective identities can be produced simultaneously or separately, which created a necessity of understanding how students position themselves and their classmates.

The main concept for this research is positioning, which is defined as "the dynamic construction of personal identities relative to those of others... an essential feature of social interaction" (Davies & Harré, 1990, as cited in Parrott, 2003, p. 29). In other words, positioning describes the process of how individuals locate themselves or are located in a conversation. It is essential to take into account both identity and positioning since these cannot work apart from one another.

Thus, in order to understand how our students position themselves we used a Cooperative Language Learning environment. We worked from two levels of identity: individual and collective.



In order to fulfill the objective, the following question was posed: What are students positionings as FL learners in a CLL environment?

**Research objective:**

- To reveal students positionings as foreign language learners in a CLL environment.

**Specific objectives:**

- To understand how students position their peers in a scholar context.
- To discover students positioning about the involvement of other people in their foreign langue learning process.

## CHAPTER II

### Literature Review

This chapter is about the theoretical and empirical insights that support this study. The main concepts of our research are presented. First, we consider it important to introduce our macro concept identity, which is built through the interaction among learners. This interaction is measured through language and is shaped by the way people position themselves in a collective or individual dimension. Simultaneously, positioning lead to different kinds of discourses.

The macro concept of this study is identity. Norton (1997) defines identity as “how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (p. 410). This definition helped us understand a phenomenon we witnessed with the students who are part of this study. We realized they act depending on the environment and the people around them. Depending on the context, some play a leadership role and others don’t let their voices be heard. On the other hand, we were able to see that students behave in different ways depending on the people they interact with.

According to Persson (2010), “the dialectical nature of identity, it is fundamentally both individualistic and pluralistic” (p. 2) , which means that identity can be either collective or individual. Persson also establishes that “it is pluralistic because the individual’s identity is created through discourse and relationships with other individuals and groups and it is individualistic because no two people will have experienced the same relationships or the same dialogue” (2010, p. 2). Taking into account that dialectics consists of talking and debating to get to the truth. Identity implies not just the individual person and his thoughts but the collective opinion that could be influenced by those thoughts.

Persson states identity has two different natures. First, the one in which we see ourselves as individuals and create a particular unique identity. However, it would not be possible to create a self-identity without differentiating ourselves from others as well as learning and adopting things from others. Children learn from their parents, teachers, and classmates. That is how their collective or pluralistic identity is built; they learn from what they observe and this is how they learn to behave in different contexts. Second, we have the individual identity built from unique experiences and relationships.

Melucci (as cited in Stryker et al., 2000), states collective identity is “an interactive and shared definition produced by several individuals (or groups at a more complex level) and concerned with orientation of action and field of opportunities and constrains in which the action takes place” (p .69). This is related to groups big or small; for example, at a school divided by grades, students take a sense of belonging from the role or the position they play in that certain group. Disciplined students sit on one side of a room and students who are not interested or spend their time doing other things are separated. This gives students different identities as groups and limits their actions to one established as the norm by the group.

On the other hand, we have Straub (2002) who proposed that collective identities are built on the distinction between ‘us’ and ‘the others’ and can be understood as “communicative constructs, discursive facts that in the context of scholarship rest on empirical-reconstructive close readings of the relevant aspects of self-relationship and world-relationship of the persons affected” (p. 72). When students are immersed in these groups, the distinction between “us” and “them” suggest they behave in certain way, different from “others”. This creates a way of understanding themselves and the world through a collective point of view.

It is also important to take into account Pries (2013) who states that “the shared perception of belonging to a specific social group is always built around certain categories, strata

or dimensions and based on specific mechanisms of its construction” (p. 22). An individual usually shares certain characteristics with the group but once in the group these characteristics grow within the group’s identity, which increases the perception of belonging. In the same way, Harré and Moghaddam (2003) point out that "a position implicitly limits how much of what is logically possible for a given person to say and do and is properly a part of that person's repertoire of actions at a certain moment in a certain context, including other people" (p. 5).

Alternatively, we have the individual identity, which Persson (2010) found to “exist along constantly changing continuum between the singular and the collective” (p. 53), which reaffirms the idea that people individually change their attitudes and behavior depending on the context, the situation, and the people who surround them. In the classroom we can see students who act as prescribed by the teacher and according to the group of friends they have. However, their behavior actually changes when they are asked to sit in another area of the classroom. This gives us an idea of how individual identity changes according to the context and other people.

Positioning, defined as “the dynamic construction of personal identities relative to those of others”, is “an essential feature of social interaction (Davies & Harré, 1990, as cited in Parrott, 2003, p. 29). It is one of the most important aspects for us to understand in our scholar context, because through identity the student understands and gives a position to himself, his classmates, and the things around him. Each student has a different understanding of the world according to their experiences, abilities, culture, age, and this understanding could change in a collective environment where they interact with other people.

To understand the idea of positioning we took into account the definition of position, which is a cluster of rights and duties to perform certain actions with a certain significance as acts. Harré and Moghaddam (2003) says that "in a certain sense in each social milieu there is a kind of Platonic realm of positions, realized in current practices, which people can adopt, strive

to locate themselves in, be pushed into, be displaced from or be refused access" (p. 6). Here is where students could adopt certain stereotypes to conform to others' external social rules or merely establish themselves in front of their peers to match or not match their immediate context.

Harré (2015) mentioned rights and duties are the hearth of activities developed. The duties are assigned as what people can actually do (categorized by gender, race, or disability) and as what one owes another, in reference to others. A vulnerability someone has will open the path to someone else that has that ability to develop the task.

In other words, if a student has an ability another lacks, the student with the ability will be in a position to develop that duty while the other won't. Mahar (2001) confirms that "a powerful group may limit the freedom of action of others, but also influence their minds" (p. 254). This was evidenced during the development of our project and during observations. We noticed some students felt restrained when we asked for a volunteer. Not all students wanted to participate, for example by stating they were not good at reading. They would also mention that their classmates who had the ability would make fun of them, indicating that if some students have a certain ability, other students let them take the lead.

Davies and Harré (as cited in Harré & Moghaddam, 2003) said that positioning is defined as "the dynamic construction of personal identities relative to those others, it is an essential feature of social interaction" (p. 29). In this way, position is based not only on the self but also as a part of the group. As we observed, it is an internal process that is exteriorized through discourse. In this sense "Positioning someone, even if it is oneself, affects the repertoire of acts one has access to" (p. 5). In addition, Davies and Harré (as cited in Wetherell et al., 2003) declare that "Position, moreover, is mutual and reciprocal" (p. 34). We can help people build their identities and positions and people help us find our position and influence our actions.

In this way, we also change depending on the circumstances and people around us. In the classroom we often see cases in which a disciplined and participative student starts to weaken in his performance because he becomes surrounded by students who are reluctant to work. He changes his position not just in the group, but in the way other students will treat him because of the new way he positions himself (repositioning).

Students not only think they are not able to do activities but limit themselves because they think other students will make fun of them. Students think they are not good enough to do a good performance and so do not take the risk, which influences the position they have in the group and the way they see themselves and their abilities. Hermans and Hermans (2010) affirm that “Positioning someone as stupid is, at the same time, to deny that person the right to correct one’s cognitive performances. Positioning someone as unreliable is at the same time to exclude the person for certain duties, such as bringing in the laundry if it starts to rain” (p. 8).

That is why, according to Harré and Moghaddam (2003), “Positioning someone as puritanical denies that person the right for their criticism of one’s louche lifestyle to be taken seriously” (p. 6). As teachers we need to have this very clear and not put anybody in a static position, principally because “positioning someone, even if is oneself, affects the repertoire of acts one has access to” (p. 5). In the classroom, we are the leaders and the example for our students, therefore to pigeonhole someone or even express that a student can or cannot do something is a mistake. Our role is to encourage and work with students who position themselves in places where they are not able to perform.

This topic also deals with the idea that teachers need to help develop autonomy in students. The teachers’ role in the development of autonomy has been investigated by Voller (1997) who found that teachers must have a clear view of the attitudes and beliefs underpinning their views of autonomous language learning. He states that whether a teacher views learner

autonomy as a right or a distant goal, the teacher role-plays the facilitator, counselor, and resource. This shows it is important to take into account the positioning our students assume and to analyze their performance to influence student actions. The typical case would be one in which a student does not want to participate because he has positioned himself as passive and this affects the ideal of making the learner aware of his process and being in control of it.

As expressed by Benson (2004), "positive results have been gained in accounts of experiments where the learner has been encouraged to take a certain amount of control over the planning and assessment of classroom learning" (p. 130). Participation in the learning process will only be achieved if the student feel secure and that his opinion is worthy of being expressed. This attitude is related to the positioning of the student and the fact that teachers can change the positioning. Changing a student's positioning is an individual and collective process that depends on interaction. We as teachers are allowed to make changes and help improve student's performance in their positioning.

At this point, we want to talk about emotions and how students feel. Their emotions make them act and position themselves in a certain place or group. As we know, "emotions are not things in themselves or purely internal processes, but parts of a highly dynamic social and societal process of positioning, students can experience all kinds of emotions all the time, however, as this is a inner process, in most cases students do not realize about it. that is why according to (Hermans & Hermans, 2010, p. 50). "Depending on the positions in which people find themselves, particular emotions are expected to emerge in a particular situation, whereas other emotions are expected to be absent or suppressed" (p. 50).

Positioning is an important part of the emotions that emerge from students in class. These emotions influence their learning process and in some cases limit their actions. In other cases,

they encourage them to do better. Harré and Moghaddam (2003) assert that “emotions can establish person’s identities, their places within a moral order.”

Averill (as cited in Harré & Moghaddam, 2003) describes “emotion as a special kind of social role that includes beliefs about the situation at hand and that entitles the emotional person to behave in ways that otherwise would not be allowed” (p. 30). Identity emerges from interactions and experiences. Emotions we had in those situations are an influential factor when making decisions. Emotions are an important part of social processes and interactions because they influence our actions.

Even when repositioning is possible and constant we can see there are static rules:

We cannot forget about the constant change that people have and that everything depends on how circumstances and contexts change as well. However, they also establish that there are always static rules for how to behave in different situations (Harré & Moghaddam, 2003, p. 7).

In other words, even though people experience changes in their positions, there are circumstances where they assume “collective positioning”. Addressing this in the teaching context, we can say that when student’s behavior varies, there are basic rules they are asked to follow in order to coexist. There are often simple connivance rules like for example, like respect, responsibility, justice, and other values in the school and learning contexts.

In this way, we can say that students show some of their insight just throw the pure attitude and simple words,

Most of the time students are in a process of positioning and repositioning themselves and their peers based on the context. Hermans and Hermans (2010) sustain that “one of the basic tenets of dialogical self-theory is that people are continuously in a process of positioning and repositioning, not only in relation to other people but also in relation to themselves” (p. 7). It is



important to keep in mind that self-positioning is concerned not only with the positions people wish to present to the outside world, but also those they take toward themselves.

Harré & Moghaddam (2003) established that we cannot forget about the constant change people experience and that everything depends on how circumstances and contexts change as well. However, they also established there are static rules for how to behave in different situations. In other words, even though people experience changes in positions, there are circumstances where they can assume a collective positioning; for example, in a classroom, a student can learn to read and be more confident in front of their classmates. In this way he would feel able and comfortable assuming this position. That is a change in the student in this case. However, in his class there could be other students who will always offer to read and so his individual position may have changed but his collective positioning result is the same.

It is important to mention that a position implicitly limits how much of what is logically possible for a given person to say and do. It is a part of that person's repertoire of actions at any certain moment in a certain context (Harré & Moghaddam, 2003).

However, while some identity positions may limit and constrain opportunities for learners to speak, read, or write, other identity positions may offer an enhanced set of possibilities for social interaction and human agency (Deters, Gao, Miller, & Vitanova, 2015). One can position oneself or be positioned as powerful or powerless, confident or apologetic, dominant or submissive, definitive or tentative, authorized or unauthorized, and so on. That is why it is important to take into account the positioning concept in our teaching and to analyze it in our classroom. There are always students who participate and consider their opinions valuable, which in our specific context of second language learning is a favorable position. This positioning allows teachers to have constant communication with the student and help them become aware of their process of receiving feedback and guidance. It also help us to understand

them as individuals. There are also students who put themselves in the opposite position which “limit and constrains” their actions and therefore their opportunity to express the second language as well as other thoughts or ideas they may have.

Hermans & Hermans (2010) suggest that “I position myself as agreeing or disagreeing, as loving or hating, or as being close or opposed to another or to myself” (p. 8). According to Harré & Moghaddam (2003), “we cannot understand people unless we understand the meaning that they attribute to the situation in which they find themselves” (p. 23). The authors affirm positioning “is more about social relationship. That is, it is about the attributes that we assign to each other and ourselves in the course of our actions and conversations – that we are powerful, stupid, brave, honest, and so on, it is about the categories the students assume as theirs, the characteristics they give to each person of the group and the characteristic they think they have individually” (p. 23).

Harré & Moghaddam (2003) recognize that “people can make sense of reality in many different ways and in relation to many different evaluative standards. There is not one true interpretation of a given situation, but always multiple possibilities” (p. 24). Considering this, we can take into account the modes of positioning, which are first order or second order positioning. “First order positioning refers to the way persons locate themselves and others within an essentially moral space by using several categories and story lines” (Günthner, 1999, p. 20). For instance, in our scholar context, a student can tell his classmates to do all the jobs in a group activity. In this case they are positioned by the situation of the first student as the person who has or thinks they have the moral right to command the second, and the second student as the person who can be commanded by the first. “People negotiate meanings about their selves and social world by strategically positioning themselves throughout a dialogue (Langenhove & Harré, 1999). This positioning can happen using discursive practice and a simple sentence like “do all

of the work". As we can see positioning refers to an internal process that is exteriorized through discourse or dialogue. Harré and Moghaddam (2003) mention that positioning "is a narrower repertoire of actions that a person could properly perform, engaged with other people, and for which a social context is taken into account" (p. 5).

It is important to take into account speech as an action and meaningful social interaction when we talk about positioning. "Second order positioning occurs in which the first order positioning is questioned and has to be negotiated" (citation). In this case, second order positioning happens when the second student does not take the first order positioning for granted. We should remember "positioning theory sees positions as ephemeral, changing, and open to dispute in the sense that one person can refuse to accept the other's interpretation and attempt to impose his or her own" (Harré & Moghaddam, 2003). In this case, it is called second order positioning.

Specifically in our observation of the first order positioning we could see this positioning when students were working in groups. There was usually a student who took the lead and in a certain way imposed his/her point of view. In other cases there were students who did not agree with the leader's decision and questioned his/her decisions. This began a process of negotiation, and in those cases the second order positioning was evidenced.

There are other types of positioning as well, tacit and intentional positioning. "Most first order positioning will be of tacit kind: the people involved will not position themselves in an intentional or even conscious way. But when a person is acting in a "Machiavellian" way, or on occasions where (s)he is lying or teasing, the first order positioning can be intentional" (citation). For example, the first student can tell a second to do all the work, not because he cannot do it himself or because he is asking a favor, but because he wants to demonstrate he has dominance over the other student and can order him around in front of the other. This is a typical scenario in

schools today. The student who has the power is always trying to reaffirm he can do whatever he wants, especially with other students. Second order positioning must always be intentional. But when an intentional second order positioning is going on, a tacit first order positioning will have occurred as well.

People can be positioned with regards to moral orders in which they perform social actions. It is often sufficient to refer to roles people occupy within a given moral order or in certain institutional aspects of social life understand positions people take. Positionings can range from rather general, using very broad categories, to very detailed in which several elements of the person's characteristics are evidenced.

The aim of positioning theory is to provide a careful and sensitive method of analysis and to follow wherever it might lead: "It is to be treated as a starting point for reflecting on the many different aspects of the social life" (Van Langenhove & Harré, 1999, as cited in Harré & Moghaddam, 2003). We addressed speech as an aspect to analyze. Harré (as cited in Hermans & Hermans, 2010) believes that "positioning theory is interested in conventions of speech and action that are unstable, contestable, and ephemeral". Davies and Harré (as cited in Wetherell, Taylor, & Yates, 2003) affirm that "to talk is to take a line of some kind and to take a narrative is also to take on a position from which one speaks". In this case, it is important to take into account student's speech and what they really want to transmit with their words. Positioning is not only the way in which people place themselves in a context or how they see themselves, but how they interact and act in their context. Speech is a good indicator to know the position of the person.

Davies and Harré (as cited in Wetherell et al., 2003) consider that "discursive practices constitute the speakers and hearers in certain ways and yet at the same time are a resource through which speakers and hearers can negotiate new positions". Norton (1997) strongly

believes that “every time language learners speak, they are not only exchanging information with their interlocutors; they are also constantly organizing and recognizing a sense of who they are and how they relate to the social world” . As mentioned before, speech is a way of interaction between what we are, the position we put ourselves in, and the people around us. We build our individual and collective identity from experiences, ways of behaving, and what we think about them. In this case it is important how we interact with and relate to people or situations we are learning from.

Harré and Moghaddam (2003) state that “every socially significant action, intended movement, or speech must be interpreted as an act, a socially meaningful and significant performance” (p. 6). Harré & Moghaddam give much importance to each action we develop or perform. They highlight the social meaning of our interactions. For example, in speech a simple sentence like “please, do my homework” has an implicit positioning to each student, the one who is expressing the message and the one who is receiving it.

There are two types of positioning in a discursive event: interactive and reflexive positioning. Interactive position is when one person positions another; in reflexive positioning one positions oneself (Hornberger & Lee, 2010).

Norton and Toohey (2011) consider there are certain methods for examining L2 learning and identity and thus teachers need to pay close attention to how individuals are placed by common societal practices and how they place themselves by engaging in societal practices in innovative ways. For instance, students who are placed in an idea that they cannot learn by themselves but need a teacher because they do not have the knowledge is a positioning towards learning. They place themselves by saying “I cannot learn without a person who is guiding my process”. In this case they also place the teacher as an irrefutable need. This positioning limits their actions in the sense that they are not going to go looking for knowledge by themselves but

will always be waiting for the teacher. They are not engaged with their learning process. Although it is a position that limits the actions and process of the student, it is also a common idea. Most students think their learning is the teacher's responsibility. It is also a common position established by society, which makes it difficult to use innovative techniques in education.

Another important aspect of discourse is individuals "may act upon the world and especially upon each other" (Fairclough, 1992, as cited in Frances, 2005, p. 63). Collinson (2005) considers that power is important in leadership. He mentions the way leaders control different conditions through managing meaning and defining situations in ways that set purpose. He shows how under the ideology of being the first or to establish faster than the others, encourage the group to work and be more efficient and skillful.

Gass (as cited in Norton & Toohey, 2011) establishes that "Language learning theory and research needs to address how power in the social world affects learners' access to the target language community, and thus to opportunities to practice listening, speaking, reading, and writing, widely acknowledged as central to the SLA process" (p. 414). Considering all the possible effects a particular changing in a setting can have, Gass (as cited in Norton & Toohey, 2011) highlights that "the diverse positions from which language learners are able to participate in social life, and demonstrate how learners can, but sometimes cannot, appropriate more desirable identities with respect to the target language community" (p. 414). The social life and the opportunity of participation are important not just because they give students an opportunity to learn the language and use their skills but because they can interact and understand other people through social interactions in a second language.

For helping to understand this phenomenon we found studies related to our main concerns of positioning, identities, and discourse. The first called "Analyzing EFL University

Learners' Positioning and Participation Structures in a Collaborative Learning Environment" (year) was developed by Aida Montenegro. The main purposes of this study was to describe the type of positioning students adopt or assign to one another in a learning environment that promotes peer collaboration. It was also to analyze the relationship between these positionings and the participation structures in a learning environment that promotes peer collaboration. This research was carried out within the parameters of a project-based methodology where they tried to promote peer interaction.

This research concluded that responsibilities were divided among members of the group, mainly taking into account their time availability and skills. The school and social skills recognized by the peers were related to (a) checking each other's work in English, (b) building consensus among peers, and (c) guiding the development of the task and helping assign responsibilities. Finally, they found that the positioning that corresponds to each of these tasks was labeled as: Knowledgeable Learner in English, Consensus Builder, and Task Initiator.

As we can see, the importance of positioning in the classroom involves a set of different factors that are important in dealing with students' performance and attitudes they take towards different activities and interaction with their partners. It is individual as well as collective. Teachers need to create a good environment in the classroom for students to feel free to express their ideas and have the ability and power to influence their learning process, as well as to be engaged and motivated. The tool that gives the students the power to change their positioning and become an individual capable of participation and expressing their opinions is speech. When teaching a second language it is important to encourage students to use speech as part of their social actions and interactions in the classroom.

## CHAPTER III

### Instructional Design

This implementation emerged from the necessity of understanding the way students or children position themselves in an individual or collective dimension as L2 learners. This dual dimension needed specific requirements in order to be evidenced. This brought the necessity of promoting a natural learning environment, where students are able to express in different ways their positioning. It was also necessary to use an approach and tasks pertinent to students being able to reflect and exteriorize through words.

The teacher will play an important role, since he will be the guider of students. The teacher will show what is going on within the classroom with students' positioning of their learning process. So his role is essential to getting the most effective results. Thus, according Higgs (1988), the value of reflection in learning lies in its ability to help learners clarify their thoughts, gain insights, and to deepen their understanding of the information they receive.

This chapter presents and illustrates the proposed material and procedures put into practice for developing this research. First it shows the instructional objectives guiding the pedagogical intervention and contextualization for the fundamentals of the intervention. Then, as this project is oriented based on Cooperative Language Learning (CLL) theory, this chapter describes in detail the role of aspects such as: the theory of learning, the theory of teaching, the syllabus and curriculum roles, learners' role, and teachers' role, among others. This theory is put into practice following the innovation of this research. This chapter presents all the steps followed in this Teacher Research study. At the end of this chapter there is important information about the organization of this intervention. This is where the chronogram and tasks are presented in detail. All of this was done in order to collect the required data to have a better understanding of the way students' position themselves as L2 language learners in a CLL environment.



Institutional information. This investigation takes place at Superior Americano School in the south of Bogotá, Colombia, in the Américas neighborhood. This school belongs to the third sector of stratification and the institution works with both genders. There were 30 children participating in the process, twenty boys and ten girls who were between nine to eleven years old. It is relevant to mention that many of the main aspects of this school support the project and are contained in the next chart:

**Table 1: Institution Information**

<b>PEI</b>	<b>Educating people of excellent human quality</b>
<b>MISSION</b>	The school Superior Americano contributes in the construction of a FAIR, DEMOCRATIC, and DEVELOPED Colombia. Our task projects a happy human being who is able to improve and transform reality, enriching it, making it kinder and more productive, and educating men and women of quality.
<b>VISION</b>	The school Superior Americano projects itself as one of the best schools in EDUCATING PEOPLE OF EXCELLENT HUMAN QUALITY, giving a HIGH ACADEMIC LEVEL as well as FORMATIVE and based on competences development and ethics education criteria, implementing a solid administrative design promoting respectful relationships in the construction of a better society.

We took into account the following main aspects of the school (previously mentioned within the chart) in order to establish a connection between the project and the school:

*Committed to knowledge, understanding, personal development and leadership.* We chose this

aspects since, as Harré & Moghaddam (2003) affirm “self-positioning... is concerned not only about the positions people wish to present to the outside world, but also about those that they take toward themselves” (p. 16). Here is where commitment and personal development take place, since in order to achieve the school components it is necessary to have a position in order to overcome negative characteristics.

**Instructional objectives:**

- To reveal students positionings about themselves as foreign language learners in a CLL environment.

**Specific objectives:**

- To understand how students position their peers in a scholar context.
- To discover students positioning about the involvement of other people in their foreign langue learning process.

In order to fulfill the objectives presented above and knowing the school schedule, we decided to create a chronogram task (see Annex 1), where we organized the way the project would be carried out, starting with the reflection process of the participants to the last research intervention we would have.

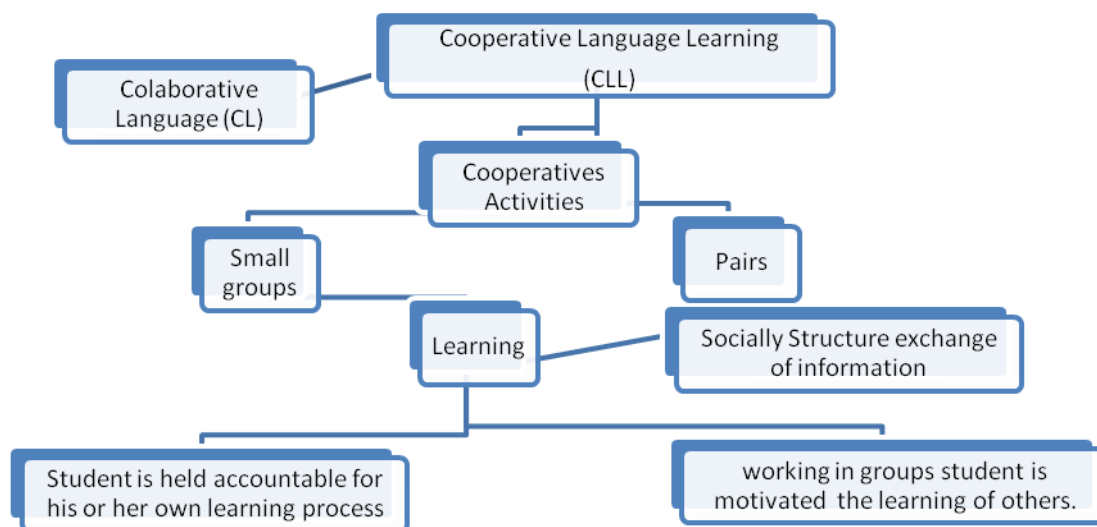
In the same way and following the objectives, we consider it important to illustrate the approach we chose to carry out our study. For our project we went over all the approaches for teaching a second language and analyzed which would help us understand the phenomenon we were studying. We came to the conclusion that the best approach to develop our project was CLL. According to Olsen & Kagan (1992):

Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which

each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Olsen & Kagan, 1992, p. 8).

Here it is fundamental to mention that even though we decided to work based on this approach, students who did not feel comfortable working in pairs or groups would not be pushed to work under this strategy. Instead, students were naturally allowed to choose the learning style they considered best for them. In the following diagram there is a presentation of the approach:

Figure 1: The Cooperative Language Learning (CLL) Approach (Based on Olsen & Kagan, 1992)



CLL learning intends to achieve goals that are described by Johnson, Johnson, and Holubec (1994) as:

- Raise the achievement of all students, including those who are gifted or academically handicapped.

- Help the teacher build positive relationships among students.
- Give students the experiences they need for healthy social, psychological, and cognitive development.
- Replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance, organizational structure (Johnson, Johnson & Holubec, 1994).

With this approach we attempt to promote communicative interaction among students because in this way we will be able to help them build identity. As mentioned in the problem statement, identity is built through social interaction and various discursive practices (Riley, 2006). Thus, by building identity students will position themselves and we will have a better understanding of the phenomenon we are studying.

Richards and Rodgers (2001, p. 193) explained “in second language teaching, CL (where it is often referred to as Cooperative language Learning-CLL) has been embraced as a way of promoting commutative interaction in the classroom and is seen as an extension of the principles of Communicative Language Teaching”.

Theory of language. In CLL the theory of language is based on premises that are: Premise 1: “All normal children growing up in a normal environment learn to talk. We are born to talk.... We may think of ourselves as having been programmed to talk .... Communication is generally considered to be the primary purpose of language” (Weeks, 1979, p. 1). In our classes the main purpose was to make students talk and interact with others. At the same time our students were building identity through this communication.

Premise 2: “Human beings spend a large part of their lives engaging in conversation and for most of them conversation is among their most significant and engrossing activities”

(Richards & Schmidt, 1983, p. 117). Based on this premise we used activities in which most of the time students had to talk and let their voices be heard.

Premise 3: Conversation operates according to a certain agreed-upon set of cooperative rules or “maxims” (Grice, 1975). On this premise and through this approach, students learn step-by-step, functional interaction techniques at the same time group spirit and trust is being built (Christison & Bassano, 198, p. xvii).

Theory of learning. This was drawn based on two important psychologists, Jean Piaget (1965) and Lev Vygotsky (1962), who highlight the importance of social interaction in learning. We developed our activities based on the premises of CLL to develop communicative competence in a language by conversing in socially and pedagogically structured situations. The main purpose of activities was to promote communication in students and develop critical thinking based on a specific topic. The idea was to create dichotomous situations so students could position themselves from the perspective they agree with the most based on their knowledge, discussion with classmates, and the introduction given to the topic by the teacher.

*Students' role.* The student is an active listener and collaborator who interacts as a member of a group. They increase their knowledge through positive independence and are able to establish general ideas based on common perceptions. They take advantage of what is been taught, are able to reflect based on their own experience, and are encouraged to talk about it.

*Teachers' role.* The teacher is the creator of a natural learning environment, as well as a facilitator for students to become involved in class activities. They help students understand the tasks they will carry out, decide the size of groups based on complexity and time of the task, organizing the learning environment, determine the way students interact, and make sure each student is participating by encouraging them to solve issues presented when working in groups.

*Types of learning and teaching activities.* We worked based on the key elements of successful group-based learning in CLL as proposed by Olsen and Kagan (1992):

- Positive interdependence: Occurs when group members feel what helps one member helps all and what hurts one member hurts all.
- Group formation: The amount of students per group depended on the activity. Groups were not formed based on sex, age, etc., but rather on students working with different students in every class. With the activities we made sure every student could play an important role in the group such as monitor, turn taker, monitor, recorder, or summarizer.
- Individual accountability: We asked each group or student to give their opinions about a specific activity or topic.

We decided to implement our own lesson plan chart that was used during the time of the study to make sure all relevant items proposed by this approach are included in the research interventions (see Annex 2).

We worked with one of the three types of activities. Coelho (1992b, p. 132) has described cooperative learning tasks and learning focus as team practice from common input-skills development and mastery of facts:

- All students work on the same material.
- The teacher started the class by introducing a topic and new material so each student could work at the same level.
- Every task was developed to make sure everyone in the group knew the answer to a question and could explain how the answer was obtained or understood the material.

- When the teacher asked questions to check understanding and participation, teachers randomly asked students to make sure everyone was communicating and creating critical thinking while positioning themselves.

## CHAPTER IV

### Research Design

The purpose of this chapter is to describe the theoretical foundations of this research design. Within this chapter the reader will find the type of research and study that conducts this project. Also included are the setting and participants involved in this research, the data collection instruments described in detail, and the validity and reliability of this study.

**Research question.** What are students positioning as FL learners in a CLL environment?

**Type of research.** As soon as we started this project we knew this should be carried out in a natural environment; we wanted to understand a phenomenon that comes from participants' insight, which is the main reason this project is categorized as qualitative research. As stated by Denzin and Lincoln (2005), qualitative research "involves an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them" (p. 9).

Through a personal journal, participants involved in this project wrote their opinions, feelings, emotions, interpretations, points of view, and reflections about a particular issue in the second language learning environment. As described by Denzin and Lincoln, (2005) "One of the main distinctive features of qualitative research is that the approach allows identifying issues from the perspectives of your study participants, and understanding the meanings and interpretations that they give to behavior, events or objects" (p. #).

Interviews were a clue to inquire deeply and reaffirm the way students took certain positions based on what they previously wrote in their diary. Denzin and Lincoln (2005) mention that qualitative research involves the use and collection of a variety of empirical material. For these particular cases, introspection and interview that describe routine and problematic moments



and meaning in individual's lives were used. This was relevant for this study since this was a way to let participants look within themselves.

As a final product we are not going to present results based on statistics or percentages. As Denzin and Lincoln (2005) state, we will use "a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. It is understood, however, that each practice makes the world visible in a different way" (p. #). Those representations never use numbers, but interpretations instead.

Type of study. This research is based on a collection of qualitative data. This is why we chose teacher-initiated-research. It can be difficult to think of the conception of teacher-research, since in our society teacher and research are seen as different fields. However, as Freeman (1998) affirms "As teachers we are naive if we think we are somehow insulated from these attempts to define what is important and worth knowing in teaching" (p. #). Of course this process is not going to be carried out in a regular class, but will be redirected with specific research purposes.

Freeman (1998) proposes the following key words around which the conception of teacher-research is built:

- **Orientation:** In moving from interests and questions that are completely embedded in local circumstances and experience to a larger disciplinary framework, teacher-research is defining its own territory.
- **Inquiry:** Seen as a state of being engaged in what is going on in the classroom that drives one to better understand what is happening – and can happen - there.

- **Discipline:** The central notion is that being disciplined involves both how one examines something and how one reports or makes public what one has found through the investigation.

The following was the teacher-research implementation adopted in the research design of the current study:

1. **Orientation:** We identified that we did not want to work on research about the best way to learn a second language, but were interested in going beyond easily perceptible issues. We wanted to look at students' insights.
2. **Inquiry:** Trying to make students position themselves as second language learners would not be an easy task. Nevertheless, we proposed a plan where students had time to express their feeling, emotions, perceptions, opinions, and arguments and in this order position themselves.
3. **Discipline:** In order to carry out the plan as mentioned before, students used a personal journal during an established time. Students had the chance to write about different things starting from their feelings and emotions and eventually getting to positions. We also used a personal interview to discuss specific things written in the journal.

This project was conducted under the descriptive and interpretative type of study, which according to Creswell (2003) "are concerned primarily with determining 'What is'" (p. 290). Descriptive studies seek to 'draw a picture' of a situation, person or event. Interpretative studies seek to explore peoples' experiences and their views or perspectives of these experiences (Gray, 2014). It is important to mention that this type of study is carried out mostly with introspective data, the type of data collected in this study.

## **Setting and Population**

The study was carried out during four months in the primary section of a private school located in the south of Bogotá, Colombia in the Americas neighborhood; this school belongs to the third sector of stratification. The P.E.I. of the school is to educate people of excellent human quality. Therefore, the mission of the school is to create a happy human being who is able to improve and transform reality by enriching it and making it kinder and more productive. The class consisted of a group of thirty students in fifth grade, twenty boys and ten girls; they were between nine to eleven years old and most lived near the school. They received five English classes per week, seven hours total.

## **Participants**

This study was conducted with a group of 9 students, four girls and five boys. They were between ten and eleven years old. Even though all students within the class were involved in the written journal process, only a few showed what could be positioning at the end of the procedure. Those who showed this aspect were the ones chosen to continue the study. Those students were also interviewed. Students' parents were asked to give permission to the teacher-researchers to carry out the study, journal, and interview (**see Annex 3**).

It is important to mention that according to Freeman (1998) “the teacher-researcher is deciding how she or he wants to structure the relationship with the participants and the setting being studied” (p. #). That is why even though we have a close relationship with participants we asked them to be owners their expressions, avoiding what others (teachers or classmates) think. In the journal and interview process, there were no correct or incorrect answers.

## Data Collection Instruments and Procedures

During the course of this section the reader will find the instruments we chose for this study, its definitions, why we chose them, and how we applied them in this research. The instruments used to collect data were participants' journals and semi-structured interviews.

**Table 2. Data Collection Instruments**

<b>Instrument</b>	<b>Type of data</b>	<b>Purpose</b>
Participants' journals	Personal reflections Unit of analysis: Positioning	Through the journal participants will build their positioning
Semi-structured interviews	Declarative statement Unit of analysis: Positioning	Validation of positioning expressed in the journals

Participants' journals. We chose to work with participants' journals since this instrument lets participants be guided in a deep reflection process, which was absolutely necessary for this project. According to Cladinen and Conelly (as cited in Lankshear & Knobel, 2004), participant journals collect written data from the point of view of the participant, can offer helpful insight into her or his thoughts, and can signal changes over time in thinking or self-perceived mastery.

It was essential to provide a structured way to handle the journal process. Participants could not promptly start writing reflection, but needed a progressive path to do so. The journal procedure was as follows:

1. Participants mentioned when they felt a certain way: sad, bored, excited, or happy. This was to help them recognize their own emotions.
2. Participants described their appearance in detail .

3. Participants answered dilemma questions where they had to adopt a position about a specific topic.
4. Participants observed pictures and discussed what was going on in the photo.
5. As participants started work in groups, they began to evaluate their work.
6. A specific situation was given to students. They had to write what they knew about it, including their feelings, emotions, opinions, and a personal fact related to the situation.
7. Participants focused on proper English language topics.
8. Participants established positioning about an established question. They then watched a video related to the topic and reconsidered their first positioning.
9. Statements related to language learning and acquisition were shown to students.

Participants could agree or disagree about the statements. Then they watched a video related to the topic and could reconsider their first positioning.

Jhonstone (as cited in Hatch, 2002) states that “the act of writing things down encourages individuals to process and reflect on experiences in different ways than thinking about them or discussing them with others” (p. #). To help participants reflect while writing, they had the opportunity to go back at any time and confirm his or her position or reposition.

**Semi-structured interviews.** In order to validate the information found in participants’ written journal, we decided to administer semi-structured interviews, which according to Wengraf (2001) are designed to have a number of interviewer questions prepared in advance. However, such prepared questions are designed to be sufficiently open so subsequent questions cannot be planned.

With the purpose of carrying out interviews, we designed a protocol (see **Annex 4**) where we posted the specific purpose of the interviews, the themes that emerged from participants’










journals, the example of the paper given to students before the interview, and the detailed questions of the interview.

During the interviews, there were external facts that could alter or affect the interview itself. As established by King and Horrocks (2010), “The physical space in which an interview is located can have a strong influence on how it proceeds. Three aspects of the physical environment as especially important: comfort, privacy and quiet” (p. #). It was important for participants to know and reflect about the questions proposed for the interview with enough time to reflect on them.

**Techniques.** We decided to use audio tape recording and transcribing. Audio recording according to Bloor and Wood (2006) “frees the researcher from note-taking thereby allowing them to concentrate on the job in hand: to listen to what is being said and prompt for further responses where appropriate” (p. #). We took into account the environmental circumstances for carrying out the interviews as well as the equipment. Clean transcription was used since as stated by Zacharias (2012), in clean transcriptions “you only focus on the content of the interview; it does not provide any extra information as to the manner in which the manner is communicated” (p. #). After recording the interviews, we transcribed them using the clean transcription style and then analyzed and interpreted the data.

**Analyzing data process.** After the participants’ journal process was done, we proceeded to make the first interpretations. First we designed a matrix, presented in detail in the next chapter, to highlight the topics found by recurrence or relevance in the journals. In this stage we used colors to organize topics found in the journals:

**Table 3. Journal data organization**

<b>Color</b>	<b>Topic found</b>
	Teacher dependence
	Family in the learning process
	Autonomous and cooperative work
	Schools and second language learning
	Use of improper terms
	Use of English in front of classmates
	Second language acquisition necessity
	English extra classes
	Parents and children English development

These topics were established based on journal data, the literature review, and our own criteria as teacher- researchers. After collecting this information, we proposed specific questions for the interview of each participant.

### **Validity**

Once the participants finished the written part of the journal, we designed a matrix (see Annex 5) with the following content: participant's name, profile, topics, and positioning found in the journal. In order to validate the information found in the participants' journals, each of us developed a matrix copy from our individual perspective. After we started validating data.

Since the whole classroom was participating students who met certain criteria such as topic by recurrence or relevance and evidence of positioning, were chosen as participants for the interviews. In order to administer the interviews we used recording and transcription. Nagy et al.

(2011) affirms that “transcription provides for the possibility of enhancing the trustworthiness and validity of their data-gathering techniques” (p. #).

We worked based on the audit trail validation strategy, which according to Merriam (2009) “describes in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry” (p. #). This was exactly what we were doing through this intervention: giving specific and detailed information.

### **Reliability**

As we work in the education field, we are aware of the constant changes this implies. Merriam (2009) stated “human behavior is never static, nor is what many experience necessarily more reliable than what one person experiences” (p. #), not to mention school focus, stratification, and students’ experiences or perceptions.

The most important question or what actually matters for qualitative research is whether the results are consistent with the data collected. Lincoln, Lynham, and Cuba (1985, as cited in Merriam, 2009) state if the findings of a study are consistent with the data presented, the study can be considered trustworthy.



## CHAPTER V

### Data Analysis

"Specific characteristics of individuals are represented in the sample, and the sample reflects the true proportion of individuals with certain characteristic of the population" Creswell (2003). This chapter presents and illustrates the procedures for data collection, organization, and management prior to analysis.

This chapter will present the process followed to reach a deeper understanding of students' positions as L2 learners. We want to remind the reader that the research methodology used was teacher research and the data collection stage was carried out with participant journals and semi-structured interviews. We used participant journals so participants could manifest their positions through written discourse. After this process, we selected the participants who were going to be involved in the rest of the study based on certain parameters of topic relevance or recurrence. In order to carry out this process we used the first matrix. Maxwell (2013) states that the matrix is a strategy for developing and displaying the design of a research study; it is a multipurpose tool with no required structure. We then administered semi-structured interviews to validate the previously gathered data. We applied our second matrix (see Annex 6) to compare all the data.

**Table 4. Research design Summary**

RESEARCH QUESTION	RESEARCH OBJECTIVES	TYPE OF RESEARCH	SETTING AND PARTICIPANTS	DATA COLLECTION INSTRUMENTS
How do students position themselves as L2 learners in a CLL environment?	Understand the way students position themselves as L2 learners in a CLL environment	Qualitative study implementing teacher research	This study was conducted with a group of 9 students, four girls and five boys from ten to eleven years old.	Participants' journals  Semi-structured interviews

The analysis method used to develop this study was grounded theory as elaborated by Corbin and Strauss (1990) who defined this method as a systematic methodology to discover or generate a theory based on data analysis. They also suggested an inductive approach which provides a convenient and efficient way of analyzing qualitative data for research purposes.

In grounded theory research analysis and data collection are interrelated. We were establishing a relationship among the data that were being studied. Strauss affirms "just about any type of written, observed, or recorded material can be used, including videos, journals, diaries, drawings, and internal documents, among others" (p. #).

It is relevant to mention that according to Strauss (1990), there are two important aspects of grounded theory.

1. Constant comparison refers to the constant process researchers do while handling data that is being collected. The data is broken down into manageable pieces with each piece compared for similarities and differences (referring to something conceptually similar but not necessarily a repeat of the same action or incident).
2. Core category describes in a few words what the researcher identifies as the major theme of the study. Taken together, the core category and other categories provide the structure of the theory.

To have a better understanding of the data of this study, we implemented color-coding. According to Denzin and Lincoln (2005), "in qualitative research, inductive, context sensitive coding schemes evolve and are continually examined and refined throughout iterative cycles of data collection/ analysis" (p. #). This allows a better macro vision of the data, as well a way to organize it in the most suitable way.

**Categories.** In this section the reader will see the way we found the main category and its meanings and interpretation.

*Positioning the self and others in foreign language learning practices.* The concept students have about the teacher is an important factor when analyzing student interaction and identity in class and situations where they are asked to interact directly with the teacher. In this analysis the concept students have is defined mainly by word dependency. Students think their learning process depends on the teacher and his or her guidance. We can see by looking at participant's answers in the interview when asked them if they thought they could learn English without a teacher.

“porque el profesor es quien estudio esa carrera y es quien sabe sobre eso, en cambio pues yo casi no sé sobre eso por que yo apenas estoy en quinto, en cambio mi profesor ya pasó por el colegio la u y ya vio todo eso”

“because the teacher is who studied a career, and is who knows about it, instead, I do not know about that because I am just in 5th grade, however, my teacher already passed through the school and the university and already studied all that”

*Participant # 2  
Age: 10 years old  
Interview*

The student states the teacher is a person who has studied for years, which implies the student thinks the teacher has reliable information and should be asked for guidance.

Another answer to this question reaffirms the fact that students trust in the knowledge of their teachers and consider them necessary in their learning process.

"porque si yo no entiendo algo pues él me puede explicar y pues ustedes estudiaron pues es más fácil."

"Because if I do not understand something, they can explain to me, you studied and it is easier"

*Participant # 4  
Age: 10 years old  
Interview*

To match this with theory we started by dealing with autonomy. As expressed by Benson (2006), positive results have been gained in experiments where the learner has been encouraged to take a certain amount of control over the planning and assessment of classroom learning. This shows that even when students think teachers have control of all aspects of their learning process, it is important to encourage them to see themselves as active participants, as well as assume the knowledge we have as teachers is as important as the knowledge they have as students. The positioning they assume in this case is passive and think of the teachers as guides.

We also need to take into account the role of the teacher when developing the autonomy of the students to position themselves in a participative place. The teachers' role in the development of autonomy has been investigated by Voller (2009), who found that teachers must have a clear view of the attitudes and beliefs underpinning their views of autonomous language learning. He states that whether the teacher views learner autonomy as a right or a distant goal, the teacher role-plays the facilitator, counselor and resource. We as teachers need to have clear ideas, not just when identifying the positions our students take, but also to encourage them to be

autonomous and aware of their own learning process. The role of the teacher is as a guide but not as subject to be dependent on.

Concerning participation, many students face difficulty with the concept. Some participants suggested they are afraid of the opinion and possible reactions of their partners.

“pues yo casi no participo y entonces cuando participo me pongo muy penosa y como algunos dicen y se ríen yo me pongo muy roja”.

“well, I do not participate, so, when I participate I feel ashamed and like some of them talk and some laugh I blush a lot”

*Participant # 3  
Age: 10 years old  
Journal*

We can compare this with the positioning of “the dynamic construction of personal identities relative to those others, which is an essential feature of social interaction” (Author, year, p. 29). Davies and Harré (as cited in Harré & Moghaddam, 2003) state some positionings are based in social interactions. The position students assume is developed according to the result of interactions they have with classmates. If the result is feeling ashamed or scared about participating, as the case of the participants, the position they assume is a passive and non-participating position.

“no digo lo correcto ellos puede que sepan la respuesta y no los dejas digamos como a mi si me das la palabra y a ellos no, entonces ellos se ponen bravos y más conmigo porque yo no dije lo que ellos querían decir y si lo digo pues también me podrían juzgar porque ellos querían decir de otra manera otra cosa”

“I do not say the right things they may know the answers and you (teacher) do not let them talk, like you let me talk and you do not let them, so they get angry, and more with me because I did not say what they wanted to say , and if I say it they can also judge me because they wanted to say it in another way or another thing ”

*Participant # 3  
Age: 10 years old  
Interview*

The student is afraid of saying something that does not agree with the ideas of his partners. The student mentions they could judge him for not saying the correct thing. It is important to compare this situation with theory because we evidenced that positioning is a collective process in which commentaries and judges of classmates are a fundamental part of the position of the individual. Some students limited their actions because of this.

“A veces las personas se burlan de uno, porque ellas si saben y uno se siente como apenado pues yo casi no participo”

“sometimes people laugh of you because they do know and you feel ashamed” – “well, I do not participate”

*Participant # 6  
Age: 11 years old  
Interview*

The students avoid feeling ashamed by not participating. As stated previously by Wetherell and Taylor (2003) “a powerful group may limit the freedom of action of others, but also influence their minds”. Other students and groups of students have a lot of influence on the images students have about themselves.

“Trabajo mejor solo porque los aportes de mis compañeros no son muy avanzados. Yo soy bueno y sus aportes no están a mi nivel”

“I work better alone because the contributions my partners do are not so advanced. I am good and their contributions are not at my level”

*Participant # 1  
Age: 10 years old  
Interview*

This participant limits his choice of partners by thinking he knows more and that they would not contribute. He thinks it is better to work by himself. We also saw the opposite point of view.

“Mi compañero es un apoyo porque él sabe cosas que yo no sé. Además nos compartimos y ayudamos.”

“my partner is a support because he knows things I do not know, also, we share and help each other”

*Participant # 5  
Age: 11 years old  
Interview*

In this case the student is able to share with and gives a certain value to the partner. They recognize her partner as a helper and useful good actor in the development of their learning process.

Harré and Moghaddam (2003) established that “every socially significant action, intended movement, or speech must be interpreted as an act, a socially meaningful and significant performance” (p. 6). We have been exploring the participant’s main context, which is the school and what is around it. Now we will go beyond, to explore the participants positions in front of their parents in a bilingual context.

"Estoy de acuerdo que los niños exitosos no necesitan la ayuda de sus padres porque por ejemplo en mi caso yo hago las cosas y no me tienen que ayudar porque entiendo lo que tengo que hacer y también el idioma inglés"

"I agree that successful children do not need their parents' support since for instance in my case: I do the things, and they do not have to help me because I understand what I have to do as well as the English language "

*Participant # 2  
Age: 10 years old  
Journal*

Through the journal this participant affirms that s/he does not need his or her parents' support since s/he knows exactly what s/he has to do. This was confirmed through the interview where s/he explains that even though they wanted to be supported by parents, this is not possible because of the lack of English proficiency the parents have.



At first the participant said "I do not need them, since I know all what I have to do", a hierarchical position where s/he has enough knowledge to do her own work. Nevertheless, during the interview they explained in detail that this is not all true, since the poor knowledge of his/ her parents in the foreign language was a trouble for them to be supported. Harré and Moghaddam (2003) mention that "is a narrower repertoire of actions that a person could properly perform, engaged with other people, and for which a social context is taken into account" (p. 5).

There is another excerpt from the same participant that was taken from a different direction. As as mentioned before, Hermans and Hermans (2010) suggest that "I position myself as agreeing or disagreeing, as loving or hating, or as being close or opposed to another or to myself" (p. 8). That is why participants were mentioning their positions agreeing or disagreeing with an established statement.

"Estoy en desacuerdo que en un país extranjero los padres se comunican más fácil que sus hijos porque no podrían desarrollar mejor el inglés porque ya son mayores, ya que yo puedo desarrollar mejor el inglés porque estoy en un proceso de aprendizaje"

"I disagree that in a foreign country parents have better communication than their children, since they could not develop a better English since they are older, since I can develop a better English because I am in a learning process"

*Participant #2  
Age: 10 years old  
Journal*

The participant mentioned that s/he can have a better English level compared to his or her parents since s/he is involved in a learning language process. At the interview when the same

question was posed, the participant could not define what the meaning of "learning process" was. The Meriam Webster Dictionary (year) defines the learning process as "the activity of gaining knowledge or skill by studying, practicing, being taught, or experiencing something : the activity of someone who learns and who is living in it" (p. #). The student probably heard the term in some circumstance with adults. Even though s/he could not explain what the definition of the word was, s/he assumed a position of the parents' English performance. According to Davies and Harré (as cited in Harré & Moghaddam, 2003), "positioning someone, even if is oneself, affects the repertoire of acts one has access to" (p. 5). The participant already had a position no matter the reason.

This participant mentioned something as well that seemed to important in understanding their position: "they could not develop a better English since they are older". The student is displaying the perception that society has of adulthood, highlighting the skills and potential young people have if they become educated. We thought this was the reason the participant was going to explain at the interview. But they was referring to the little time older people have to study and to became more proficient in a foreign language. Harré and Moghaddam (2003) recognize that "people can make sense of reality in many different ways and in relation to many different evaluative standards. There is not one true interpretation of a given situation, but always multiple possibilities" (p. 24).

We want to focus the reader on how participants<sup>53</sup> perceived of English as a necessity in life. At the beginning of the journal process participants were asked why they wanted to learn English. The following participant affirmed that English was important to be able to communicate in other countries.

"Soy bueno porque quiero ser una persona importante que me reconozcan mis compañeros o varias personas y digan: él sabe hablar tal y tal idioma"

"I am good because I want to be an important person, that my classmates or other people look at me and say: he knows how to speak this and that language"

*Participant # 3  
Age: 11 years old  
Interview*

At the interview, the participant affirmed that English was necessary, but s/he added something important. English was not necessary just for travelling but for having a important place in society. Davies and Harré (as cited in Wetherell et al., 2003) declare that “position, moreover, is mutual and reciprocal. When we are addressed by others with have to deal with the position they construct for us and as we speak we in turn position them” (p. #).

Here the participant was referring to another point in his or her argument, and s/he was showing his or her positioning. Based on Harré and Moghaddam’s (2003) conception, “we cannot understand people unless we understand the meaning that they attribute to the situation in which they find themselves” (p. 23). The participant was talking about English but gave what could be a major positioning to the question posed.

The positioning of being recognized gives us proof of what can be collective positioning in front of someone who has access to different knowledge, or in this case a different language. Mahar (2001) confirms that “a powerful group may limit the freedom of action of others, but also influence their minds” (p. #).

Finally, Gass (as cited in Norton & Toohey, 2011) establishes that “language learning theory and research needs to address how power in the social world affects learners’ access to the target language community, and thus to opportunities to practice listening, speaking, reading, and writing, widely acknowledged as central to the SLA process” (p. 414). There are many advantages for teachers to know and understand this kind of information about our students.

## CHAPTER VI

### Conclusions

This chapter will present the reflections and conclusions that emerged after analyzing the data from this research study. First, we want to remind the reader of the research question: What are students positioning as EFL learners in a CLL environment?

The way students interact in a classroom is linked with the role of teachers, classmates, relatives, materials, and subjects, among others that are included in the environment or the world around them. In this particular case, having a meaningful impact in the different kinds of identities and how students position themselves and their peers through social interaction.

From the beginning, we knew we should promote a natural environment without external influences, where students would not be limited in expressing their insights. Throughout the time we observed, participants were acquiring and improving on a reflective attitude, evidenced in the journals students used from the beginning. Through these reflections students established positionings in regards to foreign language acquisition in a cooperative environment. The positionings we found were in terms of: English as a tool for success, teacher's dependence, peers and autonomous work, and parents involvement as motivation to acquire a second language.

Once these positionings were collected, and according to the findings obtained, we could state according to students one of the factors of access to better opportunities in a globalized world is knowledge of English. English is also seen as the medium to travel to other countries where they could have a better lifestyle or higher social status. Students believed English not only gives a better economic position but also a higher sociocultural position. Positioning, as stated by Davies and Harre (1990), "describes the process how individuals locate themselves or

are located in a conversation" (p. #). Thus, students would get a position according to their English proficiency.

The role of a teacher as the person who corrects and teaches the process of learning a foreign language is crucial for the student. The teacher has the necessary and required knowledge to perform a guide role. This cannot be replaced by a different figure like the internet, television, dictionary, or book. As the participants mentioned, learning a language implies a social and communicative aspect which cannot be supplied by any element or teaching tool.

In this way, the teacher is seen not only as a guide but also a person students can trust without the fear of being publicly embarrassed. This is the opposite of how they feel with their classmates, since social pressure limits students in verbalizing their knowledge.

On the other hand, when we were faced with a cooperative learning context where students have the opportunity to work in pairs or groups with those they have a proximate relationship with, the superior positioning paradigm switches to a friendly and supportive position. Students with lack of knowledge saw other students as support or aid to balance their competence. However, students with more proficiency in a foreign language showed discomfort when working with their classmates, since they thought their classmates could delay their learning process.

We cannot put aside the fact that the academic journey of a student does not end when they go home, but continues with assignments students have to finish there. This is when other factors play an important role in learning a foreign language. These factors are the parents or relatives.

Participants felt more impulsive when a member of the family was involved in the task. From this type of motivation we found two cases: the first was related to student beliefs where they located parents as the ideal model for language learning. The parent had had more

experience in the academic field and had reliability in the knowledge of the second language. Students feel a necessity to get to their parents' level. The second is the opposite case, where parents do not have the same type of English language experience and reliability relies on the teacher. Students get to the paradigm of the superior level in relation to their parents.

These findings made us change our point of view about how students are seen. We forget how we categorized students as good or bad and were able to just take into account the proficiency they had in different skills (grammar, speaking, listening, writing, and reading). We focused our attention on the student as a person who is able to reflect on and see English not only as a subject but as an important aspect in life. Additionally, we could see the limitations that block language acquisition, not only academically but also from an internal aspect.

## CHAPTER VII

### **Pedagogical Implications for Further Research and Practice**

**Instruments.** It was a good choice to have journals as an instrument; however, there are some simple modifications future researchers could use to get more accurate results. We strongly recommend working with images from the beginning of the project, since this gives participants a clearer idea of what the researchers want them to identify to reflect positionings. In the same way, during the study we noticed that some students needed a lot of time while others needed only a few minutes. It's important to find strategies to avoid this situation, either by implementing more activities for the fastest or being a little stricter with the time. Do not allow students to take the journals to their homes. This could be an obstacle in the development of the study since students could lose, break, or modify them at home.

The pilot proof was very useful for the interviews since it gave the researcher a better understanding of what to ask, as well as the option to correct possible troubles. It is important to have enough time for more than one interview. There is the possibility of having more issues to talk about after the first interview. It would also be better to take a video recording of the interviews to review the body language of the participants and see beyond their words.

It would be useful to have had a teacher's journal where the researcher could collect all the phenomena he observes during the development of the class. In this case it could be important after watching a video, since there are many things participants mention that are hard to capture in a journal or interview.

**Research.** The outcomes in a education qualitative research are different compared to a quantitative one, since these are not products but processes. Thus, from the process described in



this study, the following are some unanswered questions that could be the object of further exploration by educators or researchers:

- What is the impact of merely motivational activities when learning a foreign language?
- How do interpersonal relationships affect the meaningful learning of a foreign language?
- What is the impact of the collective identity over the personal when learning a foreign language?

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## ANNEXES

## ANNEX 1: Chronogram of tasks

N°.	Date	Name	Questions to reflect
1	October 21 <sup>st</sup>	<b>Learning to reflect:</b> <b>Telling and story</b>	
2	October 22 <sup>nd</sup>	<b>Learning to reflect:</b> <b>Emotions</b>	
3	October 23 <sup>rd</sup>	<b>Learning to reflect:</b> <b>Facts</b>	
4	October 24 <sup>th</sup>	<b>Learning to reflect:</b> <b>Mirror</b>	
5	October 27 <sup>th</sup>	<b>Completing the steps to reflect</b>	
6	October 28 <sup>th</sup>	<b>Learning strategies</b>	What is the most useful strategy to you to learn vocabulary: Book reading, video, or flashcard? Why?
7	October 29 <sup>th</sup>	<b>English as a second language</b>	Do you think that Colombia could have English as a second language someday? Why?
8	October 30 <sup>th</sup>	<b>English in the capital</b>	Do you think that English is more relevant in the capital than in other cities? Why?
9	October 31 <sup>st</sup>	<b>English in the school</b>	If English were not taught in school

			it would have some impact for me. Why?
10	November 04 <sup>th</sup>	<b>English at home</b>	Do you consider English important in your house? Why?
11	November 05 <sup>th</sup>	<b>My parents</b>	Do you think your parents learn English faster than you? Why?
12	November 06 <sup>th</sup>	<b>After the video</b>	Did I change my point of view after the videos? Why?
13	November 07 <sup>th</sup>	<b>Me or my teacher</b>	Do I learn in a better way while I am by myself or while the teacher is next to me? Why?
14	November 10 <sup>th</sup>	<b>Reading time</b>	Do I feel comfortable reading in English in front of my classmates? Why?
15	November 11 <sup>th</sup>	<b>Speaking time?</b>	Do I feel comfortable speaking in English in front of my classmates? Why?
16	November 12 <sup>th</sup>	<b>Speaking time</b>	Do I feel comfortable while speaking in my foreign language in front of my classmates?
17	November 13 <sup>th</sup>	<b>People going abroad.</b>	It is necessary to speak in English to travel to countries like the United

			States.
18	November 14 <sup>th</sup>	<b>Adults communication.</b>	In a foreign country my parents can communicate in English better.
19	November 18 <sup>th</sup>	<b>After the video.</b>	Do students need teachers?
20	November 19 <sup>th</sup>	<b>Schools without teachers.</b>	Schools should not have English teachers so students will learn better.
21	November 20 <sup>th</sup>	<b>Successful students.</b>	Successful students in English do not need their parents.
22	November 21 <sup>st</sup>	<b>After the video.</b>	Does each student know how to become successful in the English class?

**ANNEX 2: Cooperative language learning lesson plan template based on Olsen and Kagan (1992)**

**Teachers:**

**Grade:      Date:**

**Name of school:**

**Class No.**

**Topic:**

**Aim:**

**Objectives:**      •

<b>Didactic Sequence</b>	<b>Time</b>	<b>Materials</b>	<b>Resources</b>
<b>Warn up:</b>			
<b>Introduction:</b>			
<b>Positive Interdependence:</b>			
<b>Face-to-Face Interaction:</b>			
<b>Individual Accountability:</b>			
<b>Interpersonal and Small Group</b>			



<b>Social Skills:</b>			
<b>Group Processing:</b>			
<b>Checking for Understanding:</b>			

**ANNEX 3: Consent Form**

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**FACULTAD DE CIENCIAS Y EDUCACIÓN**  
**LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS**  
**"Students' positioning as esl learners"**

**Señor(es)**

**PADRE(S) DE FAMILIA**

**CURSO 5C**

Cordial Saludo,

Por medio de la presente nosotras Lina Ramírez y Angie Quintero estudiantes de Licenciatura en educación Básica con Énfasis en Inglés de la universidad Distrital Francisco José de Caldas, quisiéramos pedirles su autorización para que su hijo(a) \_\_\_\_\_

estudiante del **Colegio Superior Americano** sea participe de nuestro proyecto de grado, el cual pretende entender la manera en la cual los estudiantes como aprendices de una segunda lengua posicionan sus identidades en un entorno cooperativo de aprendizaje, el cual lleva por título "**students' positioning as second language learners**".

Los estudiantes que hagan parte de este estudio jugarán un rol activo participando en las actividades asignadas por nosotras y la información se recolectará por medio de diarios de campo llevados por los estudiantes; así como entrevistas realizadas a los mismos. De la misma manera nosotras como docentes en formación garantizamos la confidencialidad y los datos de contacto de cada estudiante, así como que la información será usada para fines exclusivamente académicos.

Agradecemos de antemano la atención prestada y su colaboración.

\_\_\_\_\_  
**Padre de familia y /o acudiente**

**C.C:** \_\_\_\_\_

## **ANNEX 4: Semi-structured interviews protocol**

### **Protocol**

In order to move on to the next step in our qualitative data gathering, we decided to administer semi-structured interviews to some of the participants who were involved in the first step of the data gathering (the participants' journals). The interviews are going to be presented in detail in the following.

#### **Purpose of the interviews**

To validate our interpretation of the journals made by the research participants.

#### **Themes that emerged from the participants' journals**

We considered it pertinent to identify the themes from the participants' journals under the criteria of recurrence and relevance. The recurrence criteria consisted of identifying all topics that were mentioned by several participants. The relevance topics criteria consisted of choosing topics that were not mentioned by several participants but had important content related to the research question. Both ways help answer the question: how do students position themselves as L2 learners in a CLL environment?

In order to read and analyze the journals, we first decided to work separately by both of us accessing the same information but with our own point of view. After, we designed the following two matrices. The first matrix was developed by the researcher who did not have any contact with the students from the journals. As that researcher did not know the students, she could write the students profile without previous perceptions taken into account; as we know, contact with students make us have certain perceptions of them. The second matrix was developed by the second researcher who was guiding the participants while writing their reflective journal entries. Both matrixes share the same information except for the students'

profiles. Both have information such as: participant's name, the important topic, and the positioning taken from the topic.

Once the matrix was completed with every participant, both researchers made a list with all the topics as chosen by the recurrence topics and relevance topics criteria. Based on these lists we established all the topics we had in common and abolished those we did not.

After making this list, we started reading the journals in-depth to choose those participants who were going to be interviewed. As all the students who were selected had different points of concern, we decided to propose different questions for each one.

### **Interviewing**

Before carrying out the interviews, we decided to apply a pilot testing with two participants. This was done in order to determine how students feel being recorded, if the questions were suitable for their age, and any other issues we had not yet considered.

We also made the decision to let the interviewees know the questions of the interview one week in advance. This way, the student will have the opportunity to reflect on and answer the questionnaire before the actual interview. The following is an example of the sheet given to the participants one week before the interview:

## **ENTREVISTA**

**Nombre:** \_\_\_\_\_

**Edad:** \_\_\_\_\_

**Grado:** \_\_\_\_\_

**Propósito de la entrevista:** Indagar a fondo los posicionamientos evidenciados por las investigadoras en la lectura del diario que llevo a cabo el estudiante; con el fin de tener una mejor comprensión de dichos posicionamientos.

**Para tener en cuenta:** El estudiante tendrá acceso a las preguntas que se llevaran a cabo en la entrevista con 7 días de anterioridad, con el fin de que él o ella tenga tiempo de reflexionar sobre su posible respuesta. El día de la entrevista el estudiante no tendrá esta hoja con él o ella. Con el fin de evidenciar lo que quedo de su propia reflexión. Finalmente, la entrevista tendrá una duración máxima de 15 minutos, está se llevara a cabo en la hora y lugar previamente establecidos con los padres de familia y vendrá acompañada de una grabación de audio.

**Instrucciones:**

- ✓ Busca un lugar tranquilo y silencioso.
- ✓ Lee atentamente cada una de las preguntas propuestas.
- ✓ Lee la parte de tu diario a la que hace referencia la pregunta.
- ✓ Haz una reflexión profunda acerca de la posible respuesta a esta pregunta.
- ✓ Sí lo crees necesario toma notas de tus respuestas.
- ✓ No recurras a un adulto para responder la pregunta, recuerda que es tu reflexión individual.

**QUESTION FOR THE INTERVIEW**

**PARTICIPANT 1**

1. Cuando mencionas en tu diario que te sientes segura hablando en inglés, porque tus compañeros no te entienden solamente tu profesora, Explica ¿Porqué crees que ellos no te entienden?
2. ¿Crees que si tus compañeros te entendieran te juzgarían? ¿Por qué?
3. Cuando afirmas que “si uno no piensa y solo piensa cuando está el profesor, tu serias un productivo y los estudiantes deberían actuar por criterio”; a que te refieres con lo anterior y cómo crees que el “actuar por criterio” ayudaría al aprendizaje del inglés.
4. ¿Por qué consideras que con el dominio del inglés tendrías más oportunidades de trabajo, estudio y vivienda?

## **PARTICIPANT 2**

1. ¿Por qué crees que tu profesor es quien decide que está bien y que está mal en el área de inglés? ¿crees que sin esa persona que te indique que está bien y que está mal tu aprendizaje del inglés se vería afectado?
2. En tu diario mencionas que tú puedes participar usando las palabras que puedes pronunciar sintiéndote segura, pero cuando te toca leer y no sabes pronunciar una palabra crees que tus compañeros estarán pendientes para burlarse de ti. ¿Por qué crees que ellos esperan para burlarse de ti?

## **PARTICIPANT 3**

1. Tu mencionas en tu diario que tu profesor de inglés te refuerza y ayuda lo que sabes de inglés, ¿crees que tu profesor de inglés juega algún otro papel importante en el aprendizaje del inglés? Por Favor expande tu respuesta.

2. ¿Por qué crees que tus compañeros se burlarían de ti si pronuncias mal alguna palabra en inglés?

#### **PARTICIPANT 4**

1. En el diario nos indicas que el profesor te dice que aprender y te explica lo que no entiendes. ¿crees que si no tuvieras ese profesor de inglés, tu serías capaz de escoger que aprender y hacer uso de otras herramientas para reforzar lo aprendido?
2. ¿Por qué te sientes “tonto” cuando no sabes pronunciar una palabra en inglés?

#### **PARTICIPANT 5**

1. Tu mencionas en tu diario que tu profesor de inglés te refuerza y ayuda lo que sabes de inglés, ¿crees que tu profesor de inglés juega algún otro papel importante en el aprendizaje del inglés? Por Favor expande tu respuesta.
2. ¿Por qué te sientes más seguro hablando que leyendo en inglés? y ¿Por qué afirmas que: tus compañeros se ríen y se burlan de ti cuando te equivocas leyendo en inglés?.
3. En el diario indicas que un estudiante “exitoso” en inglés no necesita ayuda de sus padres si ya aprendió un tema. ¿Qué entiendes por “estudiante exitoso”? y ¿por qué crees que no necesita ayuda de sus padres?

#### **PARTICIPANT 6**

1. En tu diario afirmas que: tu compañero es un apoyo al realizar trabajos de inglés. Explica por qué crees que sucede esto.

2. Mencionas que tu desarrollas mejor el inglés en comparación a tus padres porque tu estas en un proceso de aprendizaje. ¿Qué entiendes tú por proceso de aprendizaje? y ¿Cómo crees que esto te hace más hábil en ingles que alguien mayor?

### **PARTICIPANT 7**

1. Tu comentas en tu diario que no es tan necesario el profesor en el aprendizaje de inglés porque los estudiantes **se saben comportar**, son **responsables** y **asertivos**. Por favor explícanos para ti cual es el significado de estas las palabras que están en negrilla y dinos ¿Cómo estas aportan al aprendizaje del inglés?.
2. ¿Por qué crees que tus compañeros se burlarían de ti si pronuncias mal alguna palabra en inglés?
3. ¿Por qué crees que trabajando en parejas o grupos no puedes expresar tus ideas?

### **PARTICIPANT 8**

1. En el diario indicas que “debemos trabajar solos porque nosotros no debemos depender de alguien si no de nosotros mismos”. Explícanos: ¿Cómo aprenderías inglés sin la ayuda de un profesor?
2. ¿Por qué crees que tus padres saben más ingles por su experiencia que tu?¿En qué te basas para hacer esta afirmación?

### **PARTICIPANT 9**

1. ¿Por qué consideras que te concentras más aprendiendo inglés solo que en parejas o en grupos?
2. ¿Por qué afirmas que no has necesitado la ayuda de tus padres para aprender inglés?



**PARTICIPANT 10 (Prueba piloto)**

1. En tu diario afirmas que tu compañero es un apoyo al realizar trabajos de inglés. Explica por qué crees que sucede esto.
2. Afirmas que sin maestros de inglés “no aprendería absolutamente nada”. Explica tu afirmación.
3. Mencionas en tu diario que no te sientes cómodo hablando en inglés por que tus compañeros se burlan de ti. ¿Por qué crees que pasa esto?

**After the interviews**

Once all the interviews are done, we will listen to them participant by participant, and determine the positions they help us validate through these interviews. Then, the relevant information will be written and analyzed in detail.

**ANNEX 5: First Matrix**

<b>Participant's names</b>	<b>Participant's profile</b>	<b>Topics</b>	<b>Positionings found in the journal</b>

**ANNEX 6: Second Matrix for validating data**

<b>Participant's name</b>	<b>Positionings found in the journal</b>	<b>Interview</b>