

MAYOR DE SAN ANDRES UNIVERSITY

HUMANITIES AND EDUCATIONAL SCIENCES FACULTY

DEPARTMENT OF LINGUISTICS AND LANGUAGES



**SOCIAL ATTITUDES 1ST GRADE HIGH SCHOOL STUDENTS
FROM DON BOSCO SCHOOL
SHOW TOWARDS ENGLISH AND AYMARA LANGUAGE
LEARNING**

Tesis de grado presentada para la obtención del Grado de Licenciatura

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LA PAZ – BOLIVIA

2014

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**“SOCIAL ATTITUDES 1ST GRADE HIGH SCHOOL STUDENTS
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A Dissertation Presented

by

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RESUMEN

El siguiente trabajo investiga las actitudes de los estudiantes entre el Inglés y Aymara y como estas actitudes son responsables, del éxito o falencia en el aprendizaje de un idioma. El trabajo ha sido desarrollado en el campo de la sociolingüística particularmente la macro-sociolingüística, la cual es el área de la sociolingüística que se concentra en el estudio de la sociedad en relación a una lengua. También es importante resaltar que no muchos estudios en actitudes sociolingüísticas en relación al aprendizaje del Inglés o Aymara han sido realizados en el departamento de Lingüística e Idiomas de la Universidad Mayor de San Andrés (UMSA), siendo además un suelo virgen de explorar en el campo de la sociolingüística. Creo firmemente que este trabajo contribuirá al campo de la sociolingüística en nuestro país.

Este estudio es una investigación preliminar, que como mencione se enfoca en describir las actitudes sociolingüísticas de los estudiantes de 1ro de secundaria del colegio Don Bosco frente la enseñanza del Inglés o Aymara. Este se enfoca en analizar la relación entre las actitudes positivas o negativas y diversas variables como ser interés, motivación, participación, comportamiento y desarrollo de las clases por los docentes.

Un cuestionario y el método de observación directa fueron utilizados para recolectar los datos referidos al uso del idioma y las actitudes expresadas por los estudiantes, donde 40 estudiantes del 1ro de secundaria del colegio Don Bosco fueron los participantes de dicha investigación en el momento de recolectar los datos respectivos.

Los resultados de este estudio muestran los impactos de factores socio-culturales en el aprendizaje de idiomas, particularmente como estas variables mencionadas anteriormente influyen en el hecho de mostrar actitudes positivas o negativas en estudiantes frente a la enseñanza del Inglés o Aymara.

UNIVERSIDAD MAYOR DE SAN ANDRES
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACION
CARRERA DE LINGÜÍSTICA E IDIOMAS

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Presentada por: Univ. Heber Fidel Aldazosa Ruiz

Para obtener el grado académico de *Licenciado en Lingüística e Idiomas*

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ABSTRACT

The following work investigates the students' attitudes towards English and Aymara languages and how these attitudes are responsible, to some extent, for success or failure in language learning. The research has been developed within the field of Sociolinguistics particularly Macro-Sociolinguistics which is the area of Sociolinguistics that concentrates on the study of society in relation to language. I deem important to highlight that not much study on language attitudes has been done thus it still remains virgin soil for sociolinguists to explore. Yet, I firmly believe that this research will contribute to the field of Sociolinguistics in our country.

The study is the preliminary research that as said, attempts to examine the social attitudes 1st grade high school students from Don Bosco School show towards English and Aymara language learning. It focuses on analyzing the relationship between the students' positive or negative attitudes and such variables such as interest, motivation, participation, behavior and teacher's performance in class.

A survey - questionnaire and observation method was used to collect language use and language attitude data from 40 students enrolled in the 1st grade at Don Bosco School. Respondents were attending English and Aymara language classes at the moment of gathering the data

The findings of this study show the impacts of socio cultural factors in language learning, particularly how the variables mentioned previously are influenced due to the fact of having a positive or negative attitudes towards language learning and the idea the students have concerning Aymara or English.

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND FOR THE STUDY

Sociolinguistics studies the relationship between language and society and language and social behavior. In other words, sociolinguistics deals with the processes of socialization and social interaction that originates from the interplay between language and society. In this process, language is closely tied up with the social structure and value systems of the society; therefore different languages, dialects and accents are evaluated in diverse ways. Language judgments are made through different perspectives which, most of the time, are arbitrary and based on social connotations. (Wikipedia 2012). Thus, subjective attitudes towards language are vital in explaining favorable or unfavorable postures towards languages. It is these favorable and unfavorable thoughts that the following study aims at investigating, more precisely, the positive or negative attitudes Don Bosco School students in the city of La Paz show towards the effectiveness or inefficiency of the language instructor during class delivery.

Even though, the new Bolivian Constitution recognizes 36 official languages; Spanish is by far the one that has the greatest number of speakers. Interestingly enough it is the fact that despite the new language policies adopted by the government, Spanish is still considered a language with a higher status in relation to the indigenous languages in Bolivia, (INE 2012). Due to this fact and supported by the information we obtained at INE (2012) 241,417 Bolivian people aged 9 to 45 speak a foreign language being English the one with the highest rate, thus we can conclude that the learning and use of indigenous languages is still reduced.

This information is probably due to the fact that English is granted more status internationally; therefore it is considered a world language and thus a requirement to access to different facilities. It is not unknown that English is a requirement to apply for the majority of the state-of-the-art scholarships abroad; also English is the second language in many countries around the world and many countries have adopted it as an official language for education or trade; English may also be of vital importance when traveling abroad where the only way of communicating is through this language; if not enough, it is often said that the best and latest books on technology and internet most up-to-date information are written in English so its learning would definitely benefit people all over the world. To some extent, these reasons may provide an explanation of the popularity of English not only abroad, but in our country as well.

Based on this research about language attitudes in relation to language teaching, we deem important the fact of providing an overview of the key factors that may affect language learning and therefore language attitudes. An important fact when learning a foreign language is the necessity to practice it in a relaxed atmosphere where any anxiety factor is lowered; another aspect we should consider is the fact of being given purposeful tasks that may require exploiting the idea of cooperativeness and using social skills, which are, important and closely related to the learning process that happens within the classroom. Thus, many scholars (INE 2004, Ministerio de Educacion, La Educacion en Bolivia page 60- 65) share the idea that the core of successful learning programs is an up-to-date teacher who is committed to the notion that all people can learn a language through the use of their language learning abilities as well as other techniques if given the same opportunities.

Additionally we may even state that not only the cognitive process is responsible for success or failure in language learning, but the affective one. A previous survey

carried out with the students (piloting process) of the first grade of Don Bosco high school students showed that sometimes language teachers are unconcerned during class development, that means that they do not care about the students' performance (unawareness of classroom management, poor or lack of providing feedback and failure in the pacing of the lessons). We consider the above as important elements in making up the students' positive or negative attitudes towards the learning of a language as well as increasing or decreasing motivation to pursue languages studies. We also try to describe and relate students' behavior in language class depending on teacher's performance, and how this can influence in students' positive or negative attitudes towards learning a language, as a result of behavior and performance in class. Here lies the reason why we want to focus this study on the students' behavior and attitudes towards English and Aymara learning.

Likewise, the measurement of attitudes will let us appraise the psychological and philosophical aspects in which students can express motivation, rejection or acceptance towards one of the languages depending on how much they enjoy class delivery. But not only these characteristics will be described, also the kinds of behavior related to the socioeconomic background of each student and the characteristics of the environment in which they grow up as well as the capability of these students for learning a second language (Aymara-English).

According to Gardner (1985:136) "The different studies conducted within the field of attitudes towards L2 language teaching focus on the students' perception in English as a foreign language or for particular languages in general associated to the context in which they are learnt and in which the language is taught". This reinforces our idea to focus this study in these aspects and it takes into account the essential

characteristics of behavior in trying to get specific information about prestige and language in contact with the students who are immersed in the learning process.

In sum, the following research presents and analyzes the first grade high school students' attitudes towards English and Aymara language learning at Don Bosco School on 16 de Julio Avenue in the city of La Paz. The type of research is descriptive, because the study describes the behavior shown during Aymara and English class delivery with the purpose of describing the students' performance in order to gather relevant information about the effects of cognitive and affective behavior for efficient language teaching programs, particularly the teaching of English and Aymara at school level.

As for data collection in order to know and observe the students' behavior we use the participant observation technique as well as the administration of surveys to the students. The choice for former process has been made with the purpose of gathering information and analyzing it statistically to obtain clear, detailed and reliable information.

Finally, the theoretical framework in which this research is based, relates concepts and definitions about attitudes and behavior, with the cognitivist approach as a fundamental part of this study, consequently those aspects will be performed and developed by the researcher, based on some sociolinguistics' variables as social class that will be included in order to get as much information as we can about behavior and students' development in class to find out reliable information related to attitudinal aspects in learning language.

1.2 PURPOSE OF THE STUDY

The purpose of this study is to identify positive or negative attitudes towards Aymara or English language learning as a result of the teacher's academic performance while delivering their classes. Whether there is a consistency between the teachers' classroom management approaches and constructivist approaches implemented in the classroom is another question to be explored in the present study.

1.3 JUSTIFICATION

This study has been designed to investigate the extent to which the teacher's academic performance influences the students' perceptions and attitudes towards language learning. It aims at finding out whether the teacher's performance and classroom management skills s/he uses in class may be the direct responsible for the students' positive or negative judgments.

The need for this study emerged as a result of the new Educational Reform the Bolivian government is implementing gradually at the schools, as well as because of the fact that one of the languages in our study is granted a lower status despite the attempts the current government has made to keep it up with Spanish, a widely used language in the whole Bolivian territory.

We now will explain in detail the theoretical, social and practical value of the research which basically aims at identifying and describing kinds of behavior and attitudes shown by the students in order to determine whether there exists acceptance or rejection towards English or Aymara language learning.

The fact of investigating about language attitudes from a language learning standpoint and the degree to which these attitudes influence positively or negatively the likelihood of students in successful language learning is of high importance within the field of applied linguistics and to a lesser extent sociolinguistics. Consequently, the theoretical value of the research consists in establishing a connection between Applied Linguistics in relation to Sociolinguistics in order to describe the students' attitudes in learning a language.

Applied Linguistics will let us know how classroom management and language learning techniques are developed during the teaching process, influencing the students' performance in class, concerning the adoption of a positive or negative position towards English or Aymara. Sociolinguistics because of the current social situation in our country may strongly influence the students' perceptions and preferences for one of the languages. We should consider that English is granted a higher status nationally and internationally, whereas Aymara is still granted a lower status despite the fact of being declared an official language within the whole Bolivian territory (According to the New Bolivian Constitution Capítulo ;1 artículo 5).

As for the social justification of this research, I consider worth mentioning first the awareness I acquired empirically both, as a student and a language instructor lately. Both experiences let me realize that if the class is motivated and dynamic, the students will react more positively through the activities in class sessions. It might help us deduct that forced activities during language classroom are not completely developed or learnt during the Teaching - Learning process. The language teacher (English –Aymara) might be aware of making students realize the benefits of learning a language, and motivating them during this process; in order to make the students more capable in developing the language.

Thus, the social implication of this study then is to make language instructors understand the importance of effective classroom management, the extent to which being committed with the language teaching job. As well as showing a positive attitude regarding the language or languages they teach will have an effect on language learning. Furthermore, with the results we will obtain after the data analysis, we wish language teachers to consider the importance of examining possible solutions to avoid the creation of a discriminative environment towards the languages in focus.

Last but not least, the practical implications of the research. As elucidated before, it is based on the sociolinguistic aspects of language, since it describes the students' positive or negative attitudes they have concerning Aymara language and English, and how these attitudes influence the language learning process. We deem that the outcomes we will attain will help future researchers to use this study as a referential work to further their studies on linguistic attitudes and their effects in different domains such as education, religion, mass media, and so forth, as well as language teaching concerning the teaching techniques and different variables (behavior and motivation) that are taken into account in the teaching and learning process to be followed in the future.

1.4 STATEMENT OF THE PROBLEM

A language is a system of communication used within a particular social group to fulfill different social needs; inevitably the judgments created in a social group will be expressed in the way speakers judge their own language(s) and other languages considering their status within their speech communities, without doubt this will be reflected in different instances. Perhaps one of high interest to our study will be the one related to language attitudes and their influence on language learning.

Besides that, and as elucidated above, my experience as a student and a language Teacher let me evidence that when learning languages the students pay more attention to a foreign language (English), rather than Aymara as a result of social, cultural perceptions and the environment they deal with. However, the probable students' performance during classes will also depend on how motivated they are during the class sessions and how the teachers make their students react through different activities they use during the language teaching process. Thus, motivation comes to be a key point; however not only motivation is essential, the students' behavior is relevant information to consider finding out their attitudes towards English or Aymara learning.

In fact, I found that currently, foreign languages in our country are regarded by people as a necessity to get better opportunities and as a way to improve themselves especially in education, science and other areas of knowledge, aspect that was neglected in the past (source CENSO 2001, INE).

Despite the positive attitudes people have towards foreign languages, particularly English, a contrastive analysis I did between the former Educational Law and the new Avelino Siñani Law, let me assert that in the last four years foreign languages were not supported at all by the government. As a result of the new educational policies adopted during the last five years, expressed by the adjustment from the former Educational Law Reform to Avelino Siñani – Elizardo Perez (commandment 070), that caused many changes in the teaching of languages (native languages given more importance and relevance than Foreign Languages.) That is why this research aims at showing how high school students behave and react towards those two languages, and finding out the extent to which the languages are rejected or accepted.

The above expressed leads us to suggest the following research questions:

1.4.1 MAIN QUESTION

What are the attitudes and behavior expressed by Don Bosco first grade high school students during Aymara and English class?

1.4.2 SPECIFIC QUESTION

To what extent the attitudes and behavior shown and expressed by the students (the participants of this study) in class determine the interest or lack of it for one of the languages?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- To identify the positive or negative attitudes first grade high school students from Don Bosco school show towards English and Aymara language learning and the extent to which these attitudes (kinds of behavior) are responsible for the students' preference or rejection towards one of the languages having an impact on their performance in English or Aymara language class.

1.5.2 SPECIFIC OBJECTIVES

- To identify positive and negative attitudes expressed by students in English and Aymara language classes.
- To describe how students' attitudes in each language class affect their performance in class.
- To verify acceptance or rejection towards the languages in focus by means of analyzing the students' class performance.
- To explain that attitudes are inner related with emotions and the students' performance in class.

1.6 HYPOTHESIS

- Positive or negative sociolinguistic attitudes students show towards the teaching of English or Aymara originated in response to the effectiveness or inefficiency of the language instructor during class delivery are determining factors for the students' preference, acceptance and successful performance in the English or Aymara language learning.

1.7 VARIABLES

They will be the following: 1) Dependent: Sociolinguistic Attitudes and 2) Independent: English and Aymara language learning.

VARIABLE OPERATIONALIZATION CHART

Problem	Hypothesis	Variables	Sub variable	Def. questions
<p><i>Attitudes shown towards Aymara and English language teaching expressed by preferences in learning languages (English – Aymara)</i></p>	<p>Positive or negative sociolinguistic attitudes of students towards English or Aymara are determining factors for the students' preference, acceptance and successful performance in English and Aymara language learning</p>	<p><i>D.</i> Sociolinguistic Attitudes</p> <p><i>I.</i> English and Aymara language learning.</p>	<p><i>1. interest</i></p> <p><i>2. motivation</i></p> <p><i>3. Behavior</i></p> <p><i>1. Teacher's performance</i></p>	<p><i>What is the subject they show more interest in?</i></p> <p><i>How attitudes shown can be related to the motivation and the students' preferences?</i></p> <p><i>How often do students participate in each class?</i></p> <p><i>What is the behavior adopted in each class?</i></p> <p><i>To what extent the teacher's performance influences the students' attitudes in class?</i></p> <p><i>Do dynamic classes make the students change the attitudes towards learning a language?</i></p>

1.8 LIMITATIONS OF THE RESEARCH

There are several limitations to this study. First of all, a noticeable limitation of this work is that the study encompasses students from the first grade of high school from Don Bosco School, and focuses specifically in comparing the attitudes towards English and Aymara language learning to find out the students' preferences towards one of the languages.

A second limitation in this research deals with the languages, it provides an account of attitudes towards English and Aymara; thus Spanish is not taken into account to develop and analyze the information obtained from the surveys and questionnaires, due to the fact that Spanish is a widely spoken language in Bolivia..

Talking about Attitudes in general, it is if we were describing a huge world that would be impossible to describe. For this reason we want to focus on students' attitudes towards English and Aymara learning. The type of attitude strictly related to the learning process in a classroom situation. We consider that the attitudes assumed by the students in class, will adopt a certain kind of behavior, so our main concern is the classroom behavior of the students whom we consider the most important participants in this process. It would be easier to treat those points of view separately but there should be a link among them as we consider Brown's concept of attitudes "Attitudes are the result of contrast with others. Attitudes are part of perception of ourselves, of others and our environment; that is to say the perception of our entire situation..." (1987:127)

Furthermore, not only the students' behavior and preferences are analyzed and described but also we aim to investigate the main factors that make students choose and

prefer one of the languages, expressed by the way students behave, react, participate, perform during the allocated time in class.

1.9 DEFINITION OF TERMS

The following terms might be useful to understand certain definitions used during the research.

- **Attitude:** behavior expressed by the students as a result of the way of thinking.
- **Performance:** students' development during the class sessions.
- **Motivation:** active participation in activities asked by the teacher during the class sessions.
- **Active participation:** students' good performance and participation through exercises and tasks.
- **Allocated time:** time given to do exercises or practices during class sessions.
- **Acceptability:** students' good performance and acceptance through certain kinds of exercises and tasks given during the class sessions and allocated time.
- **Behavior:** students' performance as a result of motivation during class sessions.
- **Classroom management:** control teachers have through the activities done in class sessions.

- **Dynamic Activities:** Activities that catch students' attention and make them have a good performance during class sessions.
- **Indigenous Languages:** native languages as Aymara.
- **Judgments:** students' way of thinking as a result of prejudice or stereotypes.
- **Sociolinguistics attitudes:** behavior and reaction through a language variety expressed by motivation.
- **Acceptance:** the students' well performance and active development through certain kinds of tasks given by the teacher.
- **Rejection:** the students' unacceptability and demotivated reaction through the tasks given during the class session.
- **Demotivation:** lack of participation of the students and interest during the tasks given and activities developed during the class session.
- **Preference:** the students' interest and motivation expressed by the students as a result of behavior and participation during the activities and tasks developed during the class sessions.

CHAPTER 2

THEORETICAL FRAMEWORK

Literature review of this study includes three sections in accordance with the purpose - that is to investigate linguistic attitudes towards Aymara or English languages as a result of the language instructor's academic performance and their classroom management approaches. The first part consists of an overview of the literature on language attitudes based on the sociolinguistic standpoint. In the second part, definition of classroom management and the importance of classroom management are presented.

In order to start this chapter it is important to review some basic concepts related to Attitudes, Behavior, Motivation, Social class, and Cognitive Approaches related to motivation.

2.2 ATTITUDES

We may consider as a base of our study Gardner's concept of attitudes (quoted by Douglas Brown 1987:127) "Attitudes are the result of contact with others; attitudes are a part of perception of ourselves of others and our environment, in relation to behavior and motivation".

Even though attitudes are the central part of our study, it is important to mention that an attitude is the reflection of a kind of behavior that is why motivation and attitudes will be essential to explain.

Attitudes are functions of what we think and what we feel. That is, attitudes are the product of related beliefs and values. If one believes that his teacher is consultative, and he values consultation, you might have a favorable attitude towards the teacher. So,

parents, peers, media and teachers play a very important role in the development of attitudes.

Allport (1960; 63) states that “Attitudes are mental and neural states of readiness, organized through experience, exerting a directive influence upon the individual’s response to all objects and situations with which they are related”. So we can mention that attitudes towards study have great contribution in academic achievement and good study pattern.

Attitudes can be defined as enduring organizations of motivational, emotional, perceptual and cognitive processor with respect to some accepts of individual’s world. It has often been observed that the object of an attitude is frequently perceived as having a good character, which gives attitudes detonating character. For example, a person having an anti-American attitude (as it is the case of many politicians in Bolivia) perceives the American as bad while a pro-American will not perceive them as ‘bad’. Attitudes are a system, which can either have positive or negative perceptions involving emotions and feelings with reference to social objects and issues.

Based on sociolinguistics studies Fishman (1970) is one of the most important authors who wrote about language and sociology. According to Fishman (1970: 143) “Attitudes are the behavior that someone has in front of language also it includes emotions. Attitude can be loyalty to a specific language, cultural rugged, customs and values that humans have. It has changed from century to century”. It means that attitudes can be analyzed taking into account the behavior expressed by the students and the motivation they have during the learning process.

Throughout the history of social psychology; attitudes have played central role in the explanation of social behavior. "Attitudes are usually defined as dispositions to respond favorably or unfavorably to an object, person, institution or event." Psychological studies of Stanford Encyclopedia of Philosophy (2010:245) show "Attitudes as the state of mind favorable and unfavorable reaction to different objects. It varies of social class". Moreover Lopez Morales (2010: 240) in the article contributes that attitudes are connotative of positives and negatives way, but there is not neutral way.

According to Lambert (quoted on Dittmar 1976: 181), "Attitudes consist of three components: the cognitive, affective and conative components". He determines attitudes as state of disposition that an individual has their specific experiences and reaction for a person, object or situation. These attitudes can be persuaded by verbal expressions and they cannot be persuaded by direct observation. These concepts help us understand language attitudes, person, object or situation.

Attitudes can be defined as "complex enduring organizations of knowledge, feelings and actions of a person and languages" (Ellis 1991: 117). In that way attitudes may be known as characteristics or beliefs shown in an interactional communication among the target language.

Some authors such as (Lambert and Fishman 1970:119) can be identified in the process of classroom interaction, depending on social and cultural background, also they will be shown in front of how teachers perform and develop their classes in order to students have a negative or positive feeling of the language known. Not only attitudes are shown also they depend on motivation, behavior and students' interests, in order to learn and apply one specific language as a way of communication.

“Attitudes are not only shown in the way people react in front of a certain situations, also it is taking into account according to education, family, intelligence, sex, interest, and aptitudes as preferential manner to choose something “preferential way” which is part of behavior, influenced by feelings.”(Breer Lock, 1975:97).

As we mentioned previously if we analyze and compare the definitions of attitudes quoted by the authors above we can find out that both of them emphasize in motivation, behavior and the relationship they have in order to describe attitudes. In fact, the definitions shown will be useful to define attitudes as a result of a kind of behavior and motivation expressed during the learning language process. Into a classroom, components are organized according to the students’ reaction in a given situation:

- a) Cognitive components: Beliefs about facts,
- b) Affective component: emotions, motivation expressed by individuals.
- c) The reactive component: Behavior in front of certain situations by the individual.

There is also considerable research on "implicit" attitudes, which are unconscious but have effects (identified through sophisticated methods using people's response times to stimuli). Implicit and "explicit" attitudes seem to affect people’s behavior thought in different ways. They tend not to be strongly associated with each other, although in some cases they are. The relationship between them is poorly understood. Those implications also are affected by the way people think of certain method of learning and teaching at the moment they are acquiring one language. Most of them acquire it as a result of prejudices or as a result to get immersed into a social community.

Not only people’s behavior is been affected. Also emotions are related to these changes as a component in persuasion, social influence and attitude changes. They are

called: The importance of affective or emotion components. Emotion works hand-in-hand with the cognitive process, or the way we think, about an issue or situation, expressed in the following categorizations:

- attitudes (i.e., feelings toward the learning community and the target language)
- beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- goals (perceived clarity and relevance of learning goals as reasons for learning)

To sum up, we can say that attitudes are state of readiness that arises from motives. Attitudes are an enduring organization of motivational, perceptual, and cognitive process with respect to some aspect of the individual's world. Attitude is characterized as a learned implicit response that varies in intensity and tends to guide an individual's responses to an object. People have attitudes towards all objects and in varying intensity, which may be positive, negative or neutral.

2.2.1 ATTITUDE MAIN COMPONENTS

David Krech (1972; 158) states that "Behavior is highly influenced by an individual's attitudes. Since each attitude is structuralized differently the degree of our attitude over our behavior can only be determined by features of the structure of each attitude." Attitudes are structured differently, not regarding its components, but in the sense of beliefs, feelings and reactions that each individual may have. To talk about the influence

that our attitude may exercise in our behavior, we should first develop extensively the components of our attitudes:

Katz (quoted in Garcia Carrasco 1984:43) mentions the following components in an attitude: “1. the cognitive component which refers to the beliefs and concepts about the facts; 2.the affective component that has to do with the emotions and motives of the individual in relation to the object and finally, 3. The reactive Component- the “active” component in words of Katz & Scotland, 1984 which is translated into the actions, reactions and habits of the individual referring to the object on question; in other words the behavior the individual assumes towards the object”.

Let us now explain each one of these components individually in order to have a better idea about attitude formation.

1. THE COGNITIVE COMPONENT

It relates to the perception of the concept or situation. Here the individual’s beliefs and values, either positive or negative, intervene actively in the perception of the concepts (David Krech 1972: 153). “During the teaching learning process; the student develops concepts of “foreign language and foreign class”. According to Alfred Smith (1972:17) Perhaps for a student a foreign language class means forty-five minutes of time, where they just repeat and perform with dialogues or oral exercises.

2. THE AFFECTIVE COMPONENT

Alfred Smith (1972; 16) expresses that “This component refers to the feelings that rise about cognitive element, the feelings related to the object”. In the case of the

students, once they have identified the situation and develop a concept of it, they express acceptance or rejection through the elements shown. In our case the concept is the class (Aymara – English); they next will grow feelings about this concept or situation; for example they will feel bored, excited, happy, frustrated, angry and inadequate.

Let us analyze the following aspects when a student becomes confused in a drill, he may feel frustrated after doing the exercises, he may feel bored while doing the activities asked by the teachers, he may feel excited and filled when doing exercises he/she really likes and enjoys doing, he may feel failed with a test he does not know how to start and s/he may feel angry if s/he fails the test.

Regarding Smith, once students have analyzed and identified the experience they consider a foreign or native language class is useful and that learning is easy- this is what we call cognitive component; perceiving the situation. But not all the students feel motivated or they like the class, some of them are frustrated and this feeling is inner related to the attitude they have during class sessions.

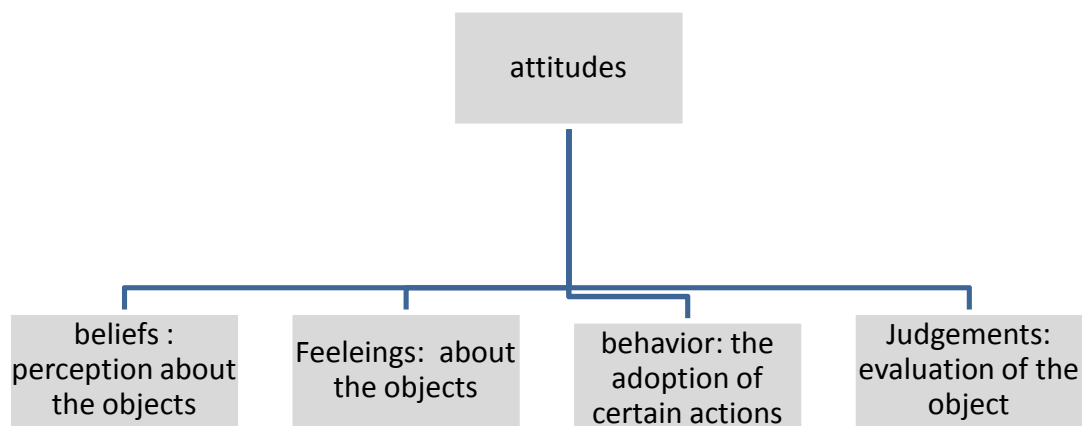
3. THE EVALUATIVE COMPONENT

According to Smith (1972: 16) “Once feelings of frustration or happiness have been raised the teacher or the student judge the situation, that situation is what we call the evaluate component”.

In this step students who feel angry or frustrated evaluate the class the difficultness or easiness and create an attitude. They will experience positive or negative conceptions through learning a language that is also called an attitude. That is why in this research is important to face up to motivation, because it will determine students' attitudes during class sessions.

Another aspect we should mention in relation to attitudes is that our behavior is highly influenced by our attitudes. That organized system of three components we have already explained in words of David Krech (1972) this component can differ referring to the degree of positive or negative perceptions regarding the object of the attitude.

Most attitudes shown by Krech, are grouped and related to behavior and motivation. However this connection can rarely show an intense interrelationship that permits to observe a unique tendency, attitudes have different structures and the degree they influence behavior will be determined by the structural features of that attitude, we will have the following constellation of an individual's attitude.



This constellation proposed by Krech (1972:153) shows us that we can have different attitudes towards anything, the attitudes can vary regarding the positive or

negative; good or bad. Beside the influence that our attitude may exercise on our behavior once the attitude is identified is important to identify the students' role in languages class.

2.2.2 STUDENTS' ATTITUDES IN A LANGUAGE CLASSROOM

According to Brown (1987:127) "Attitudes are the result of contact with others". We agree with this conception because our attitudes part of the perception of ourselves, of others and our environment.

Gardner and Lambert (1987:127) attempted to examine the effect of attitudes in language learning and they found that "Motivation was made up of certain attitudes, and that depending polarity of our attitudes either positive or negative, our motivation was high or low accordingly".

We might say that the positive attitude towards the self refers to the perception. Feelings and evaluation the students may have about the participation in classroom situation. Then, the motivation will come out as a result of this.

2.2.3 TYPES OF ATTITUDES

Fishman (quoted by Aronson 1985:257) divided attitudes in two parts, one is positive attitude and the other is negative attitude. "Positive attitude is an opinion, feelings toward a specific object or situation and person; in the same way negative attitude is the rejection toward a specific object or person". Besides, Aronson (1985: 233) talked about neutral attitude, but when we refer to a neutral is a zero attitude because it does not take the importance and it does not determine anything, for that

reason we will only consider the most relevant ones for this research (positive and negative attitudes).

In fact, in order to analyze the expressed above we might understand as positive attitudes the students' performance during class (active participation), behavior, motivated activities and the students' sympathetic perceptions towards languages. And as negative attitudes we might consider the prejudice, stereotype and the opposite ones mentioned previously. According to this research and the objectives set in the previous chapter.

2.2.4 ATTITUDE FORMATION

Unlike personality, attitudes are expected to change as a function of experience. Tesser (1993) has argued that hereditary variables may affect attitudes - but believes that they may do so indirectly. For example, if one inherits the disposition to become an extrovert person, this may affect one's attitude to certain styles of music. There are numerous attitude formation and change, these include:

1. SELF-ESTEEM

“It is probably the most pervasive aspect of any human behavior. It could be easily being claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self confidence, knowledge and beliefs in your own capabilities for that activity”. Malinowsky (1923 quoted by Brown 1993:136)

It means that students derive their self-esteem from the accumulation of experiences with themselves and the situations they have experienced; it might

appropriately refer to one's self-evaluation of a particular aspect towards language learning class, or even a special kind of classroom exercise.

In fact the self-esteem students get might influence in performance and success in language learning positively, because it increases students' motivation towards different activities and performance in English – Aymara classes.

2. INHIBITION

According to Brown (1993:138) "The physical, emotional, and cognitive changes of preteenagers and teenagers bring on mounting defensive inhibitions to protect the fragile ego, to ward off ideas, experiences, and feelings".

The previous fact can be understood as the way students react through different situations and how confident they feel with themselves, if they do not feel confident, they will not try to participate or deal with class environment in order not to make mistakes during the learning process. The students might try to protect their ego and confidence in order not to feel uncomfortable in the language class. But mistakes can be viewed as threats to one's ego; the students find out their own mistake and they might become critical, even judging themselves. This might influence in students' performance towards learning a language inhibiting learning and developing a negative or positive attitude.

3. ANXIETY

Scovel (quoted by Brown 1993:141) defines anxiety as "A state of apprehension, at a momentary situation in relation to some particular event or act". It is important to

take into account when developing classes, it also can be defined as positive attitudes because it motivates students when learning a language, and helps students to perform better during classes.

Finally, as anxiety might be considered as a positive attitude, this apprehension of certain situations can be interpreted not only taking into account the students' performance, self-Esteem and motivation. But also nervous is inner related to anxiety and closely related to competitiveness during the process of learning a language successfully.

2.2.5 FACTORS THAT AFFECT ATTITUDE CHANGE

Attitudes can be changed through persuasion. The celebrated work of Carl Hovland, at Yale University in the 1950s and 1960s, helped to advance knowledge of persuasion. In Hovland's view, we should understand attitude change as a response to communication. He and his colleagues did experimental research into the factors that can affect the perception of a message:

Target Characteristics: These are characteristics that refer to the person who receives and processes a message. One such trait is intelligence - it seems that more intelligent people are less easily persuaded by one-sided messages. Another variable that has been studied in this category is self-esteem. Although it is sometimes thought that those higher in self-esteem are less easily persuaded, there is some evidence that the relationship between self-esteem and persuasibility is actually curvilinear, with people of moderate self-esteem being more easily persuaded than both those of high and low self-esteem levels (Rhodes & Woods, 1992:27). The mind frame and mood of the target also plays a role in this process.

Source Characteristics: The major source characteristics are expertise, trustworthiness and interpersonal attraction or attractiveness. "The credibility of a perceived message has been found to be a key variable here" (Hovland & Weiss, 1951:76); if one reads a report about health and believes it came from a professional medical journal; one may be more easily persuaded than if one believes it is from a popular newspaper. Some psychologists have debated whether this is a long-lasting effect and Hovland and Weiss (1951:78) found the effect of telling people that a message came from a credible source disappeared after several weeks (the so-called "sleeper effect"). Whether there is a sleeper effect is controversial. Received wisdom is that if people are informed of the source of a message before hearing it, there is less likelihood of a sleeper effect than if they are told a message and then told its source.

Message Characteristics: The nature of the message plays a role in persuasion. Sometimes presenting both sides of a story is useful to help change attitudes. Cognitive Routes: A message can appeal to an individual's cognitive evaluation to help change an attitude. In the *central route* to persuasion the individual is presented with the data and motivated to evaluate the data and arrive at an attitude changing conclusion. In the *peripheral route* to attitude change, the individual is encouraged to not look at the content but at the source. This is commonly seen in modern advertisements that feature celebrities. In some cases, physician, doctors or experts are used. In other cases film stars are used for their attractiveness.

Analyzing the previous characteristics we can define that: self-esteem, motivation and relationship might influence in students' attitudes towards learning languages, because all of these items are inner related to the cognitive perception to evaluate and adopt a specific attitude. The target characteristic is based on the relationship students develop during the receiving message process, which can influence

in students' way of thinking towards a specific situation or message. In contrast to the last one the second characteristic deals with, how the students feel attracted and motivated by the message and the effect it can bring to their way of thinking being critical to the information provided by the source and finally, the reaction and motivation that persuade the students to adopt a kind of behavior. Those characteristics analyzed previously might explain us how the students adopt a kind of behavior during the language learning class.

2.3 BEHAVIOR

As we considered formerly The American Heritage Dictionary (1980) defines behavior as actions and reactions of persons or things under specific circumstances. Similarly, Horace English in his dictionary "Diccionario de Psicología y Psicoanálisis (1997)" refers to behavior as: "The individual's actions; everything that a person does; an action guided by ethical and moral norms".

David Krech (1972:86, 170) identifies behavior as the reactions of the individuals towards an object. These reactions are mainly based on the individual's feelings and evaluations of the object; in other words, his attitudes.

He also explains that "An individual's behavior is highly influenced by certain psychological factors like attitudes; the circumstances and his knowledge" (Krech 1972: 86, 170). These three factors interrelate harmoniously to come out with certain kind of behavior.

Summarizing the points of view analyzed, we can conclude that behavior is a set of reactions, which an individual shows to his or her environment (the atmosphere or the

individuals in the classroom) at different times. These reactions reflect the individuals' attitudes; that is to say, his/her position towards the object or the individuals in the classroom.

2.3.1 CATEGORIES OF BEHAVIOR

Das (1993) has suggested seven categories of behavior related to language learning and he also shows how those categories will help us identify and describe certain attitudes, which are as under:

1. Response behavior
2. Association behavior
3. Multiple-discrimination
4. Behavior chains
5. Class concepts behavior
6. Principles
7. Strategies

He further highlighted the school characteristics that positively affect the students, behavior and their academic achievements. Both good standards set by the institution and good behavior models provided by the teachers had positive effects.

The expressed above let us infer that behavior is not understood as the students' performance during class sessions. Behavior will depend on certain people and activities the students will face up when performing or developing activities such as: teachers, classmates, homework, participation and environment. Those variables mentioned previously will create certain kind of behavior that will be expressed later by the students, and will let us identify in positive or negative.

2.3.2 APPROACHES FOR EFFECTIVE BEHAVIOR

Sybouts(1994) states that there are three approaches, which are used for effective behavior or effective institution.

1. GOAL ATTAINMENT APPROACH

The goal attainment approach bases the effectiveness of an institution, on its achievement of goals and purposes. Learning objectives, subject content, standardized tests, and national norms are all considered important. Another concern with using the goal attainment approach is the question of goal ownership and one final consideration is goal expectations, it means that if the students feel attracted through one language variety, they will develop better through the activities and tasks. So the attitudes expressed will be positive, if not they will be negative.

Bearing in mind the information above, we can infer that students will show a positive behavior only with the effectiveness of the institution and outstanding instruction.

2. PROCESS APPROACH

The process approach emphasizes the processes and means that administrations and teachers use to heightened student outcomes. Principal focus on process seems to be instructional leaders. They take an active part in classroom instructional programs and curriculum development and have a clear view of goals to be achieved. Too much important can be placed on process.

3. ENVIRONMENT RESPONSE APPROACH

This approach is linked with perception. Principals work to illustrate to members of the school board, parents, and numerous other interest groups that their colleges are successful. This approach is a type of environmental selling program.

2.4 MOTIVATION

It is accepted that motivation is essential to success that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. If motivation is so important, therefore, it makes sense to try and develop our understanding of it. Are all the students motivated in the same way? How this motivation can affect in students behavior towards language learning?. It is important to consider the questions above to understand deeply what motivation is.

We can say that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Therefore, "Motivation is a cognitive way that includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement". Brown (2000: 160-166)

Marion Williams and Richard Burden (1997:120) suggest that "Motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort, so that the person can achieve some previously set goal". They go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome the students wish to achieve. Talking about the students, during the class sessions they adopt a kind of

motivation that help them achieve their own goals in learning a language. But this motivation might be positive or negative and also these perceptions can influence in the students' behavior through the class session and this behavior might express and develop a kind of attitude to be described and analyzed.

According to Keller (1983:389) "Motivation are the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect". They are also defined in terms of certain needs:

- a. The need for exploration, for seeing and probing the unknown.
- b. The need for manipulation, on the environment and causing a change.
- c. The need for activity, for movement, exercise and mental activity.
- d. The need for stimulation, being stimulated by the environment or people by ideas thoughts and feelings.
- e. The need for Knowledge, to process and internalize the results to certain stimulated activities, in order to solve problems and issues.
- f. The need for ego enhancement, to be accepted and approved by the others.

If we analyze and take into account the information above, we can mention that motivation might define the success or failure in the learning process; it also depends on a kind of attitude mentioned in the previous pages, because it will probably refer to anxiety, inhibition, self-esteem or a change in positive or negative attitudes towards the languages learned. But also, we can say that attitude and motivation are inner related to the behavior the students can adopt and reflect during the class sessions, according to the needs they can have during the learning process.

2.4.1 SOURCES OF MOTIVATION

According to Brown (2000:51) the motivation that brings students to the task of learning a language can be affected and influenced by the attitude of a number of people, it is worth considering what and who these are since they form a part of the students' environment and their feelings engagement with the learning process. Students can be influenced to adopt a kind of attitude by the degree of motivation they can have in relation to the people and the environment they deal with, these are:

1. The society we live in: outside any classroom there are attitudes to language learning and the English language in particular. How important is the learning of the language considered to the society? in a school does it have a high or low status?
2. Significant others: besides from the culture of the world around the students, their attitude to language learning will be greatly affected and influenced by people who are close to them. The attitude of parents and siblings will be crucial to adopt a kind of favorable or unfavorable attitude towards learning languages.
3. The Teacher: she /he is the most important factor, because the teacher attitude towards the language taught will be vital to have good atmosphere during class sessions.
4. The method: the students and the teacher might have some confidence in the teaching- learning process, to make students adopt a kind of attitude and motivation. If both are uncomfortable the motivation and attitudes can be disastrously affected.

Taking into account the previous information above, we might consider again that motivation and attitudes are closely related, because those attitudes are reflected by the students' behavior during class sessions, and to compare with the analysis of data in the next chapters. We can say that the students' participation during class sessions, teacher performance during class, the parents' perception through languages, and the students' way of thinking towards languages and their use, are essential in observing and describing an attitude expressed by the students during the learning process.

To sum up, the research analyzes and describes all the information explained above as a way to get reliable information in describing attitudes expressed by the students towards (English-Aymara), to describe and identify positive or negative attitudes and behavior that are expressed by the way students react and perform different activities performed during the class sessions.

2.4.2 MOTIVATION ISSUES TOWARDS LANGUAGE ACQUISITION.

It is first important to realise that motivation is one variable, First of all it is to know how motivation is an important factor which depends on people's attitudes. Gardner (1982), in his socio-educational model, identified a number of factors which are interrelated when learning a second language individual differences which are believed to be the most influential in second language acquisition. These include the variables of intelligence, language performance, motivation and situational anxiety also it has been linked with the motivation and reaction students can show in front of different situations.

Motivation has been identified as the learner's orientation with regard to the goal of learning a second language Schmidt (quoted by Crookes 1991:17) states that "When

learning a target language people who like the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used depending on how accepted the language is in a certain community or in what cases that language will be used in different contexts in order people can be communicated or being understood by others”.

To make a comparison with the previous information both authors (Smith and Gardner) develop and define attitudes and motivation which are related to language situation, students’ reaction, and culture, they mentioned that those items are determining factors to describe the students’ attitudes in the learning process. As it is mentioned in this research we might consider those variables important to describe and identify positive and negative attitudes towards language learning.

2.5 EMOTION AND ATTITUDE CHANGE

“Emotion is a common component in persuasion, social influence, and attitude change.” (Breckler & Wiggins, 1992:34) thus, we can mention that emotion works hand-in-hand with the cognitive process, or the way we think, about an issue or situation. Emotional appeals are commonly found in advertising, health campaigns and political messages. Recent examples include no-smoking health campaigns and political campaign advertising emphasizing the fear of terrorism.

Taking into consideration current attitude research, Breckler and Wiggins (1992:42) define attitudes as “Mental and neural representations, organized through experience, exerting a directive or dynamic influence on behavior” .Attitudes and attitude objects are functions of cognitive, affective and conative components. “Attitudes are part of the brain’s associative networks, the spider-like structures residing

in long term memory” (Higgins, 1986:18) that consist of affective and cognitive nodes linked through associative pathways Anderson, (quoted by Fazio, 1986:46). These notes contain affective, cognitive, and behavioral components (Eagly & Chaiken, 1995:87).

The mentioned above let us infer that attitudes are associated to cognitive and conative components: cognitive because attitudes will depend on relationship between people, and how the perception through a language variety people you deal with have can influence your behavior. And conative because our brain associates affection as mental representations, that makes us change our behavior and way of thinking through different situations and activities performed; those representations can make us react positive or negative.

Anderson (1983:98) suggests that “the inter-structural composition of an associative network can be altered by the activation of a single node”. Thus, by activating an affective or emotion node, attitude change may be possible, though affective and cognitive components tend to be intertwined. In primarily affective networks, it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change cannot see into the brain, but various models and measurement tools have been constructed to obtain emotion and attitude information. Measures may include the use of physiological cues like facial expressions, vocal changes, and other body rate measures. For instance, fear is associated with raised eyebrows, increased heart rate and increase body tension (Dillard, 1994:34). “Other methods include concept or network mapping and using primes or word cues” (Shavelson & Stanton, 1975:93).

All the information mentioned above can be explained as the way the students adopt motivation based on cognitive concepts and the social influences language can have. So, those attitudes and motivation might be expressed in the students’ development, those attitudes can be developed by the students as the way they will be

taught and they will help them to construct a specific attitude towards learning a language.

Any discrete emotion can be used in a persuasive appeal; this may include jealousy, disgust, indignation, fear, and anger. Fear is one of the most studied emotional appeals in communication and social influence research. Dillard (1994:53) suggests that “fear appeals have been thought of as messages that attempt to achieve opinion change by establishing the negative consequences of failing to agree with the advocated position” Important consequences of fear appeals and other emotion appeals include the possibility of reactance (Brehm & Brehm, 1981:134) which may lead to either message rejections or source rejection and the absence of attitude change. As Dillard suggests, there is an optimal emotion level in motivating attitude change. If there is not enough motivation, an attitude will not change; if the emotional appeal is overdone, the motivation can be paralyzed thereby preventing attitude change. Emotions perceived as negative or containing threat are often studied more than perceived positive emotions like humor.

In order to make the language learning process a more motivating experience instructors need to put a great deal of thought into developing programs which maintain student interest and have obtainable short term goals. At the secondary school level, the students may have little desire or indeed motivation to improve language proficiency. For the foreign language teacher this may result in a certain level of frustration due to the general lack of interest and commitment by some students.

Teachers need to create interesting lessons in which the students’ attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas. Encouraging

students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. Research in the area suggests L2 achievement strongly affects learner motivation (Strong 1983, cited in Ellis 1997:76).

The use of an interesting text can also help to increase the motivation level of students in the classroom. In my experience as a teacher I found that many English texts often contain material which fails to capture the interest of students due to the heavy emphasis on vocabulary and grammar. Many foreign texts, however, which have been designed for EFL, and specifically the English market, often contain topics which can create a great deal of classroom interaction and help to motivate students to develop their language skills. It is important for the instructor to take advantage of such discussion topics and help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures.

No matter what the underlying motivation to study a second language, what cannot be disputed is the fact that motivation is an important variable when examining successful second language acquisition. English is perhaps, a unique environment in which to learn English, especially when taking into consideration the many factors which influence the manner in which the language is taught. Although change may be slow to the education system, the introduction of the English language as a subject in elementary school, in the year 2002, can only help to further motivate students to achieve higher levels of proficiency in the future.

To conclude, I must assert that even though emotions and behavior are inner related to describe an attitude, we have to consider that emotions are not observable, but they might be represented by the behavior students adopt during the class sessions. But also we can mention that this research relates attitudes to behavior and emotions in the objectives and hypothesis set in the first chapter.

2.6 GARDNER'S SOCIO-EDUCATIONAL MODEL

The work conducted by Gardner in the area of motivation was largely influenced by Mowrer (quoted in Larson-Freeman and Long 1994:156), whose focus was on first language acquisition. Mowrer proposed that a child's success when learning a first language could be attributed to the desire to gain identity within the family unit and then the wider language community. Using this as the basis for his own research Gardner went on to investigate motivation as an influencing factor in L2 acquisition.

Before examining the effect of motivation on second language learning it is first important to realize that it is one variable, which, combined with other factors, influences a learner's success. Gardner (1982:57), in his socio-educational model, identified a number of factors which are interrelated when learning a second language. Unlike other research carried out in the area, Gardner's model looks specifically at second language acquisition in a structured classroom setting rather than a natural environment. His work focuses on the foreign language classroom. "The model attempts to interrelate four features of second language acquisition, these include the social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes" (Gardner 1982:58-59).

The social or cultural milieu refers to the environment in which an individual is situated, thus determining their beliefs about other cultures and language. It is these beliefs which

have a significant impact on second language acquisition. An example of this can be seen in the monoculture setting of Britain, where many believe it is not necessary to learn another language and that minority groups should assimilate and become proficient in the dominant language of the country. The same can be said of many other predominantly monocultural communities throughout the world. However, in other countries such as Canada, bilingualism and biculturalism are often encouraged within society Gardner (1979:45) suggests that “Expectations regarding bilingualism, combined with attitudes towards the target language and its culture, form the basis of an individual's attitude towards language learning”.

The second phase of Gardner's model introduces the four individual differences which are believed to be the most influential in second language acquisition. These include the variables of intelligence, language, motivation and situational anxiety (Giles and Coupland 1991:24). Closely interrelated with these variables is the next phase of the model, referred to as the setting or context in which learning takes place. Two contexts are identified, namely formal instruction within the classroom and unstructured language acquisition in a natural setting. Depending upon the context, the impact of the individual difference variables alters. For example, in a formal setting intelligence and aptitude play a dominant role in learning, while exerting a weaker influence in an informal setting. The variables of situational anxiety and motivation are thought to influence both settings equally.

The final phase of the model identifies linguistic and non-linguistic outcomes of the learning experience. A linguistic outcome refers to actual language knowledge and language skills. It includes test indices such as course grades or general proficiency tests. Non-linguistic outcomes reflect an individual's attitudes concerning cultural values and beliefs, usually towards the target language community. Ellis (1997: 484-489) mentioned

that reasons that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes.

Within the model, motivation is perceived to be composed of three elements. “These include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study” (Gardner 1982:98).

To sum up, Ellis and Garner mentioned above suggest attitudes, motivation and classroom structure to illustrate students’ positive or negative attitudes towards language learning. These elements might be considered important to describe and identify attitudes in relation to behavior and emotions expressed by the students during the class performance taking into account some other information such as beliefs, cultural values and language social influences during the language learning process.

2.7 TEACHER’S BEHAVIOR AND EFFECTIVENESS

Current teaching methodologies emphasize the idea that language instruction should be student-centered, but probably none will question the statement that the success of our educational accomplishments depends, to a very great extent, on the teachers who are responsible for implementing the language programs. To be a language teacher is to be a member of a special profession. A language teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers are the models in the classroom whose attitudes are imitated by the students consciously or unconsciously. Teachers provide direction to the

students and are sources of inspiration to them. Thus, the crucial role of teachers in achieving the goals of education is self-evident.

Knowledge of the desirable qualities required in a teacher can help the teacher become an effective professional person. S/he can develop the qualities of mind and personality which predispose him to success in teaching and establish rapport with students which are prerequisite for learning. Different authors agree with the idea that effective teaching has no meaning if it does not lead to effective learning. In school, students spend a lot of time in association with the teacher and teacher's behavior affects the learning situation in the classroom. It would be important to know what the teacher's effective behavior is in instilling a love of learning in students.

2.7.1 TEACHER'S PERSONALITY AND EFFECTIVENESS

Researchers have been trying to identify the personality characteristics associated with superior teachers, e.g. those who have won many distinguished awards etc. Ryans (1960) suggests a range of characteristics among superior teachers on the basis of his research, for convenience, we have chosen the following:

- They frequently mention liking for children and interest in their development as reasons for teaching.
- They express admiration of such qualities as friendliness, permissiveness, definiteness and fairness in teachers.
- They dislike in teachers such qualities as arrogance, intolerance, sarcasm, and partiality.

- They typically appear to be accepting and generous in their appraisals of other persons and to see the good points of a person rather than the bad.
- They express satisfaction with teaching (and also with teacher salaries) and intend to continue teaching indefinitely.
- They are frequently engaged in teaching activity as students (for example, taking charge of the class in the absence of the teacher).
- They enjoyed school when they were students.
- They enjoy activities with friends but prefer small groups.
- They are more emotionally stable than the average adult.
- They are friendlier than the average adult.
- They are more cooperative and agreeable than the average adult.

In my opinion, the above listed is an important factor to consider when talking about the effectiveness of a teacher and the extent to which this influences his or her effectiveness in class , to sum up we can say that an effective teacher is a good, simple and true person. Furthermore, an effective teacher likes life, is practical and has a sense of humor.

2.8 FACTORS AFFECTING INSTRUCTION

There are various factors which affect teaching. Some of these are:

1. Type and size of the institution
2. Size of the classroom
3. Learning level of students
4. Field of knowledge

5. Instructional aids available
6. Teacher-students ratio.
7. Climate of the institution.
8. Socio-economic background of students.
9. Aptitude of students
10. Personality of the teacher
11. Experience in teaching
12. Work load of the teacher
13. Health condition of the teacher
14. Variability and verbalization of teaching

2.9 CLASSROOM MANAGEMENT

Classroom management is concerned with a set of teacher's behavior and activities that are primarily intended to foster student co-operation and involvement in classroom. Emmer (1987), states that an effective teacher should not only master the subject knowledge, but also master the classroom situation. He/She should know how to handle the class for effective learning of the students. An effective teacher possesses certain essential information and skills.

An effective teacher knows well about the learners. Different information necessary for the teacher are (a) reasons for getting enrolled, (b) motivation, (c) intellectual ability, (d) reactions to the personality of the teacher, (e) sense of confidence and independence and (f) physical and emotional health conditions, etc. Gage (1984) refers to two groups of students who require attention of the teacher. These are (a) students exhibiting too little behaviors of desirable kind and (b) students exhibiting too much behavior of undesirable kind. The former group exhibits characteristics such as

failing to pay attention, failing to show interest in work, inappropriate interaction, truancy, lethargy and too much dependency. The later group exhibits characteristics such as physical aggression, inappropriate movement around the classroom, making inappropriate noise, inappropriate challenge to authority, and making destructive criticism and complaints. Undesirable behavior exhibited by the students in the classroom may be also due to home conditions, social factors, political factors and previous school experience. A student who is punished at home may show undesirable behavior at college as part of displacement mechanism.

2.9.1 CLASSROOM MANAGEMENT APPROACHES

Classroom management is a multifaceted concept and views about classroom management styles can be categorized in various ways. Writers categorize different classroom management approaches based on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students is taken as the organizer for classification by researchers.

Burden (1995) stated that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational views. Burden grouped the different classroom management approaches under three main headings:

1. The Intervening Model which consists of high control approaches includes *Behavior Modification, Assertive Discipline, Positive Discipline, and Behaviorism and Punishment.*

2. The Interacting Model which is a medium-control approach that includes *Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Non-coercive Discipline, Discipline with Dignity, and Judicious Discipline.*
3. The Guiding Model which can also be called as low-control approaches include *Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community. (Constructivism).*

2.9.2 USEFUL STRATEGIES FOR CLASSROOM MANAGEMENT

The classroom management techniques are varied in nature. Various approaches of classroom management techniques need to be carefully considered by the teacher and used only in appropriate places. A technique found effective in one situation may not be effective to the same extent in another situation.

a. KNOWLEDGE OF STUDENTS AND THEIR BACKGROUNDS

An effective teacher knows the names of students, their parents, their home conditions, their previous academic abilities and their expertise in various curricular and co-curricular activities. The knowledge of the name of the student is helpful in controlling the students. In case of student found inattentive in the classroom, announcement of his/ her name by the teacher may make him/her restrain himself / herself from making disturbance. Hence knowing the names of students and keeping contact with their family members help classroom management.

b. MASTERY OVER CONTENT AREA

All good classroom teachers must have mastery over the content taught by them. The students are experts in knowing the level of knowledge a teacher possesses. Generally, they respect the knowledge. The students are found to create no problems in classes of eminent scholars. All teachers should strive to become eminent scholars as a necessity for effective classroom management.

c. APPROPRIATE METHODS OF TEACHING

An effective classroom management involves use of appropriate methods. The participatory methods are found to be very much effective in making all students interested in the lesson. A method suitable for one topic may not be so for another. A good teacher knows the suitability of a method for a topic. Sometimes, students create problems due to inappropriate methods. The teachers need to take stock of the level of the students and the material resources available at their disposal and decide the best method suitable for teaching a topic that can elicit maximum student participation. The best methods make the teacher take the role of guide and a helper.

d. WITTINESS OF THE TEACHER

The term “wittiness” was used by Kounin (1970) to indicate promptness of the teacher in observing students. Such an action could take stock of the classroom situation when the teacher is not looking, at the students, as if he/she has an eye at the back of the head. All teachers need to possess this ability, so that even while writing on the board, they can have a grasp of what is going on in the classroom.

e. APPROPRIATE USE OF REWARD AND PUNISHMENT

Good behaviors are reinforced by reward and bad behaviors are expected to be removed by punishments. But the latter does not work in many cases. Punishment may not be given unless it is absolutely necessary. In many cases, punishment may generate negative reaction, developing negative attitude towards the teacher and the subject. Sometimes, teacher gives early rewards so that some students may exhibit better behaviors in classrooms. Before taking recourse to penalty measures, good teachers try to find time to contact parents or guardians of concerned students and make them help in developing desirable behavior in students. Thus, rewards and punishments need to be used judiciously and punishment to be given only when no other avenue is available.

f. USE OF HUMOR

Use of humor in appropriate places has been found to help develop better climate in the classrooms. It has been reported that use of humor helped development of positive teacher-student relationship, provided motivation to learn creatively and helped in reducing tension. As for my experience I may report about the usefulness of humor in reducing the barriers between the teacher and the class. However, humor should not be overdone. In my opinion, all effective teachers use humor appropriately.

g. USE OF QUESTIONS

Questions are very much effective in making class attentive. The teacher may also invite questions from students. Questions are of various types. Effective teachers vary their questioning styles to make the class lesson interesting and make the students,

attentive. Sometimes, questions are put to the class, and then a student is pointed out to answer. Some teachers, first point out the student and then put the questions. The teacher has to decide which type of questioning will be suitable at that classroom situation. Inviting questions from students as well as student answers provide feedback to teachers.

h. SENSITIVENESS TO STUDENT RESPONSES

Effective teachers should be sensitive to answers given by students to teacher's questions. Correct answer should be reinforced by praise. Both verbal and non-verbal techniques are used to make the student know the teacher's approval and praise. If the class is not in a mood to proceed in the manner previously planned by the teacher, the teacher should change the manner of presentation according to the topic, it means every time the mode of presentation should be different, this in time helps reducing monotony in the class.

i. FAIRNESS IN DEALING

Successful teachers are fair in their dealing with students. They avoid any bias. If by chance, do not have control over any bias, for instance giving more attention to bright students, they may write it on their desks so that in course of teaching, whenever their eyes fall on the writing, they can make correction.

j. DEMOCRATIC APPROACH

Democratic approach is an essential tool for effective classroom management. Authoritarian teachers are bound to fail in handling classroom situations. Good teachers discuss their scheme of work with students. They also discuss the methods of teaching they may utilize for teaching various topics. They assign roles to students for effective teaching. They take the view of the class in maintaining classroom atmosphere.

As discussed earlier in this chapter, language attitudes originated in the language class and manifested in the students' behavior during class delivery are important factors that we have to consider if looking for efficiency and efficacy in language learning. The review of literature highlighted the significance of classroom management for efficient instruction. There is not a unique and perfect management approach that suits every classroom; different learning environments necessitate different management strategies. Hence, different approaches for classroom management were defined.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to explain the methodology used to complete the study. The chapter is divided into the following sections: population and sample, the design of the study, how the data was collected, the instrumentation selected, and the analysis of the data. Both qualitative and quantitative procedures were used; a survey was given in the form of a questionnaire and observations and interviews were done to students and teachers.

The methodology of the following research is developed and performed taking into account the contrast between two languages (English and Aymara). The purpose is to identify and to describe positive or negative attitudes expressed by the students towards language class (English – Aymara), as a result of the changes our country is going through now. Furthermore, the main goal this research has is to find out sociolinguistics attitudes (related to behavior) towards language learning that could be considered are positive or negative. The research will describe certain students' behavior expressed in the way they react and perform in classes; not only expressed by verbal language but, non-verbal language which will be observed and finally analyzed.

3.2 METHOD

The method used in order to conduct the project will be the following: The research will be **quali-quantitative** because the information obtained will be analysed from both sides, at the first instance only attitudes will be described in this study, and these attitudes will be strictly related to the students' behaviour and emotions expressed during the class performance. The explanation for this research will be quantitative; consequently a questionnaire will be administered to the students, so they have to answer some questions related to attitudes and languages' preferences. Finally the information obtained will be analyzed to get a specific conclusion which will be guided according to the research objectives expressed by the way all the answers are expressed and analyzed to go through correct information.

3.3 TYPE OF THE RESARCH

The type of the research will be descriptive because it aims at identifying language attitudes shown during the students' class performance and development among students in first grade of high school. Additionally to describe in detail techniques used in both language learning classes; and which of them cause more interest in the way the lessons are taught and administered. This will let us know how the students react concerning languages (English-Aymara), showing acceptance or rejection. After analyzing each one we will continue with the explanation of the information we obtained to explain later the social situation our country is going through in relation to Educational policies set up by the new Avelino Siñani - Elizardo Perez law.

3.4 POPULATION

Students from Don Bosco school attending the afternoon schedule of high school; they are teenagers ranging (11-13 years old) all of them belong to the first grade of high school, having a total of 200 students as the total population.

3.5 SAMPLE

First grade high school students from five different classrooms, which are divided into two private classrooms students and three public classrooms students; 40 students per classroom being in total 200, where male and female students are mixed, during 2012 academic year, based in the following statistical formula proposed by Spiegel (1979:125) to define the sample with 10% of error and 90% of validity:

N = total Number of participants, e = error (10%), n = sample, p = probability in favor, q = against probability and Z = validity (90%).

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{Ne^2 + Z^2 \cdot p \cdot q}$$

Contrasting, Moya and Saravia (quoted by Lexin Ayala 2006:130), due to the fact that the population is not representative at all since it is not an extensive number of participants; "it is advisable to work with the 10% of the population (which is represented by 20 students); and to lower the scale of error the 10% of the population should be multiplied by two", so we will work with 40 students from 5 different classrooms. We

can realize that by both statistical techniques the sample will be of 40 students so this number of students will be considered as the sample, all the students live in the city of La Paz and they are from different neighborhoods from the city.

3.6 INSTRUMENTS

According to Sampieri (1990:98) “The instruments of a research are the main and most important tools in order to have success and to get relevant information and data to find out the possible answers to the main question and the research hypothesis...” the following are some of the Instruments recommended for this study. Thus direct and structured observation in language classroom will be used in order to recognize and describe the personal attitudes and the students’ performance within the classroom at the moment they are exposed to the language. Additionally, the students’ reaction towards the activities performed will be described.

Questionnaires with open questions helped us measure and know the students’ attitudes and preferences. They were also valuable in getting as much information as we can about the students’ perception towards the languages in focus (Aymara and English) because the questions were a mechanism to determine the language attitudes shown by the in learning a language. Finally, besides from the surveys a researcher’s agenda was developed in which the students’ main performance and behavior were written, this in order to take out some relevant content about the students’ and the teacher’s performances and the class development.

3.7 DATA COLLECTION TECHNIQUES

The data was collected through the instruments mentioned above. Analysing and classifying the data collected let us interpret the gathered data. Besides, the data interpretation techniques used, we applied statistic formulas recommended for dealing with quantitative data as well as direct interpretation of data set by qualitative research techniques.

3.7.1 TECHNIQUE

According to Sampieri (1995:120) "A research technique is the main resource to prove and evaluate the data, based on specific items to be carefully analyzed and applied to achieve the main goals of the investigation" That is why the purpose will use the documental technique to gather the main information, to verify and to prove the hypothesis. Also these techniques will build up the structure of the research to face up the data and the results obtained, the resources used to achieve this purpose will be:

Likert's scale; was based on kinds of items of phrases that had been carefully selected, it helped us determine the students' preferences. Its purpose was to be precise and reliable for measuring the social phenomenon, and attitudes expressed by students. It had 4 questions and inside each question an average of 7 sub questions were asked, measured by a scale from 1 to 5, where students chose one item to express their acceptance or rejection to the question.

The survey was a technique designed to obtain data from several people whose impersonal opinions interest to the investigator. It used a list of written questions that were given to the subjects, to answer or select. This list was called questionnaire. It was impersonal because the questionnaire did not bear the name or other identification of the person who respond. Several authors referred to the technical questionnaire itself.

The same or other, united in one concept to the interview and the questionnaire survey naming it, because in both cases was to obtain data of people who have some connection with the problem that was being investigated. It had 16 questions inside with an average of 4 sub questions that helped us gather specific information related to students' sociolinguistics attitudes and motivation.

The interview, it was a technique for data consisting of a dialogue between two people: The interviewer "researcher" and the interviewee, was performed in order to obtain information that was, generally, asked from a person skilled in the art research. The interview is an old technique, has been used since long in psychology and from its remarkable development, sociology and education. In fact, in our research we used this technique as an indispensable factor because it allowed finding out relevant information to be analyzed and interpreted to achieve our goals. It had 6 questions related to social attitudes and motivation where students answered them, expressing what did they really feel about each questions.

Structured observation, it was useful in order to collect reliable data to verify the hypotheses and find out specific information related to attitudes, motivation and students' behavior towards language learning (English – Aymara)

3.8 PILOTING

The next important step was to test the validity and reliability of the questionnaires. So, in order to validate items, it was requested to the tutor of this study to refine the items, in format and language in order to make the questionnaires simple and understandable. In the light of feedback received from the tutor, the questionnaires were finalized. The researcher personally visited and administered the questionnaires

and respondents were requested to give their suggestions freely for the improvement of the questionnaires.

The piloting was carried out with ten first high school students at Don Bosco School from different ages (10-13). During the piloting study the students were explained what the research would be about, and then they were interviewed and asked about the performance during the language classes (English-Aymara).

While interviewing the students about class environment and performance, they added more relevant and important information such as teachers' performance, motivation, behavior, classroom management and the importance language has for the future. As said before, this information was helpful in elaborating the final survey and the interview.

All the information obtained was of high importance in helping us construct the surveys and identify some variables that are closely related to attitudes (motivation and behavior.) Finally the surveys and the interviews were applied to the students and the information analyzed in order to find out the students' attitudes towards language learning, as we will see in the next chapter described and analyzed below.

3.9 TECHNIQUES OF ANALYSIS

It can be understood as the important tools to analyze the information obtained during the research process. In this analysis information must be validating sources to use, because it is very important to present reliable and up to date information, so that the results can be used appropriately to find out a specific idea and an answer to the research's question. But also it will offer the alternatives of decision concerning

objectives, hypothesis and variables. The analysis aims at identifying "useful" information, that interests to get a conclusion, from a large amount of data collected previously through all the instruments

The analysis technique used was the quantitative analysis, which occurred naturally with all the information, numerical techniques resulting from the collection of data which was conducted in tables, charts, and different numerical and statistic steps to obtain the calculus and precisely percentages of the items to present the data in concise form.

The technique was also used for qualitative analysis. This technique helped us analyze the interviews with the students. The quantitative analysis showed us the percentage of certain preferences during class performance and behaviour observed during the whole research process.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This study aimed to investigate language attitudes towards Aymara and English class as a result of the teacher's efficiency during class delivery. The analysis and results of the study are presented in five sections, each having to do with the questionnaires, surveys and interviews administered to the students.

Once the instruments to get relevant data were administered to the students, (important at identifying and knowing the attitudes students from the first grade of high school show towards Aymara and English teaching) we analyzed the information obtained to validate the hypothesis and relate this to the variables mentioned in the last chapter. That information was obtained from the instruments administered to the students previously.

As it was mentioned formerly in order to verify our hypothesis we used three data gathering instruments: Two questionnaires, a class observation sheet and an Interview for the students. The three of them were designed to get as much information as possible from the students who were our direct source of information. The class observation sheet was meant to have and to get extra information that would help us observe and identify other factors which would give us more and specific data to take into account for the analysis. Finally the students' interview aimed at verifying and comparing the information obtained with the questionnaires and observation sheets used as well as identifying the students' reaction and behavior through the questions.

Even though, both instruments had similar information, they also were useful to get relevant and truthful information to find out the students' attitudes through language teaching. The interview and the class observation sheet attempted to identify the interest, motivation and the students' concern regarding Aymara and English language sessions.

While the questionnaires contained four and thirteen pairs of questions, the interview contained six questions and the class observation sheet had only four questions.

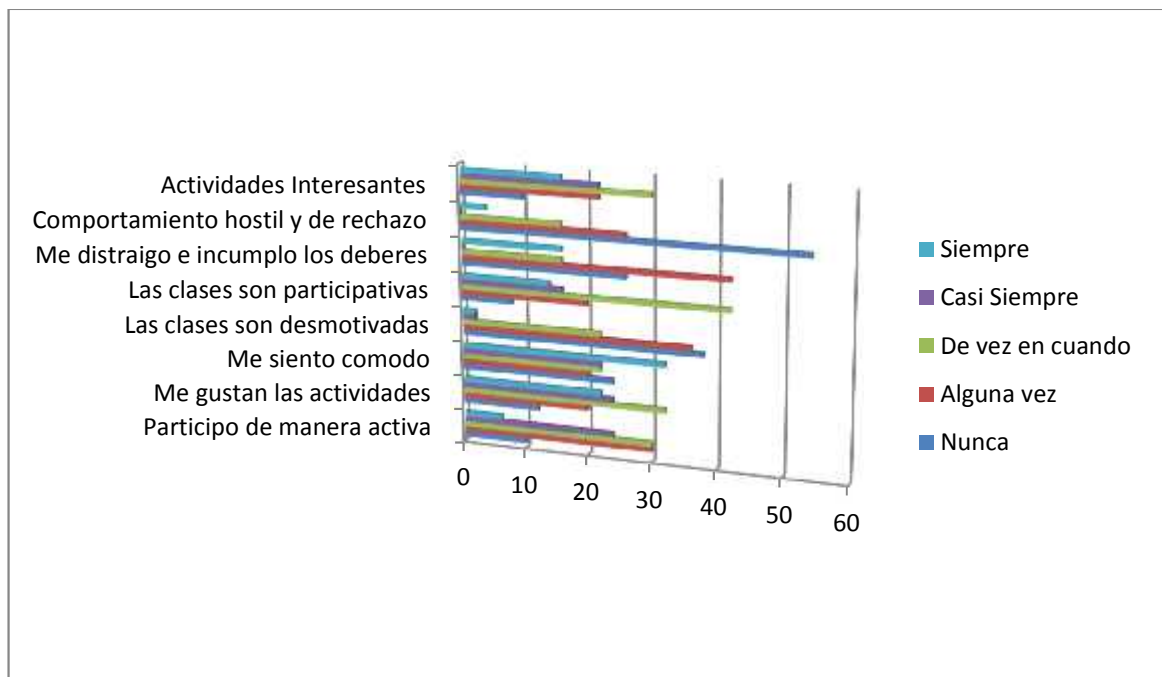
4.2 FIRST QUESTIONNAIRE (APPENDIX 1)

To find out whether the attitudes (positive or negative) shown by the students towards language teaching influence on class development, performance or students' motivation. We applied the Chi-square test, which is a statistical test that allows defining whether a variable is related to the other or not. The value assigned to Chi-square is:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

The students' opinions were taken as qualitative variables of analysis based on the Likert's scale, which helped us get information related to the students' class performance such as motivation, participation, attendance, language preferences, behavior, and activities done during the class sessions.

The questionnaire was designed with four questions and an average of ten sub questions within each section, that expressed the options measured by scales from 1 to 5 being 1 = never, 2 = rarely, 3 = sometimes, 4 = always, 5 = usually. In order to achieve our objectives we asked specific questions related to behavior, motivation, language acceptance and opportunities to use the (Aymara –English) languages in future.



Regarding the first questions (1,2,3 and 4) related to the students' participation in class, only the highest percentages were taken into account. It showed that students prefer to participate in English classes more than in Aymara's, this panorama might be due to the fact that students prefer more interesting activities than traditional ones like being repeating all what the teacher says. This analysis was based upon the second questionnaire result in question 2.

In relation to the other pair of sentences (5 and 6) related to motivation in class. 60% of the students said that they felt motivated and widely opened through the activities performed, but also, in contrast to previous questions asked before there is an

incongruent perception because, the activities are not active and smoothly at all. So it makes us figure out that during the process, activities are not varied and there isn't any control of the teaching process, according to the Attitudes questionnaire, question 3b. But, students know that English is important for their future life, so this was expressed by 68% of the students, in contrast to 32% of the students who said that Aymara was useful. These positive results might be due to the situations and environment the students have experienced within the English class.

The next questions in this group (7 and 8) were related to demotivated and boring activities during class performance, related to how students felt through the activities done by the teacher. The results were almost similar in English class 36 % of the students mentioned that they got bored during the activities performed and 32 % in Aymara class. In contrast to the second questionnaire, question 9 which was referred to why the students were not satisfied with English and Aymara classes, the answers gotten were the following: 68% said that they were satisfied with English class and 58% expressed the same for Aymara class. If we analyze both results and make a comparison between the first and the second questionnaire, we will find out that the students prefer motivated and dynamic activities in order to succeed and to get better results which help them learn and apply all the information grasped during class sessions.

To support the last part of our analysis we must mention the next pair of sentences (9-10; 15 and 16); which were related to dynamic classes and the students' active participation, where 42% of the students said that English class sometimes was dynamic and 18% of the students said that Aymara class was developed in a dynamic environment. This fact made us think that students are satisfied with English because, the activities performed are more varied, dynamic, funnier and interesting than Aymara. The last analysis was taken from (15 and 16) questions were 30% of the students

answered that English class was sometimes funny and interesting, in contrast to 53 % of the students who said that Aymara class was never fun, this made us realize that funnier and interesting activities catch student's attention.

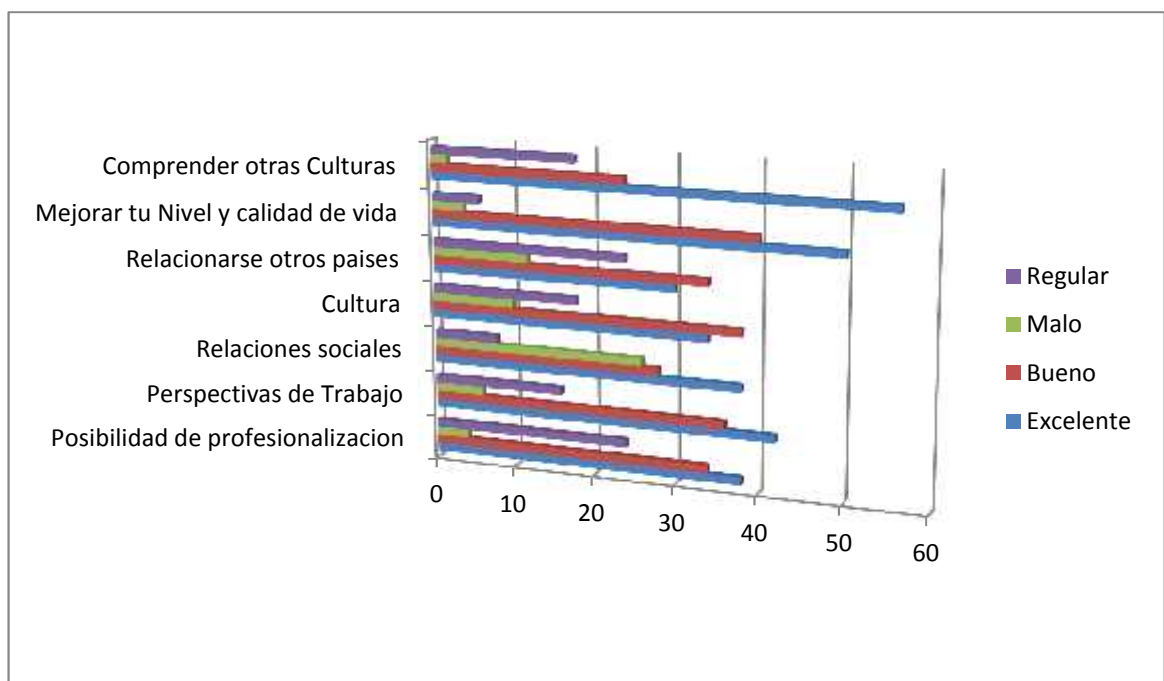
The last analysis for this first group of questions was done taking into account questions (11, 12, 13, and 14), where (11 and 12) were related to whether students got distracted and if they did their homework and activities. Nevertheless, questions (13 and 14) were aimed specifically through the students' behavior and rejection towards English and Aymara language teaching. Hence, the results obtained were: 42% of the students sometimes got distracted in English class and 48% of the students said that they usually got distracted in Aymara class. These result showed that it is likely that the activities performed in English class catch their attention more than the activities done in Aymara class.

By referring to the other pair of sentences (13 and 14), whether the students answered about behavior and rejection through the activities; 54% of the students said that they had never shown hostility and rejection in English class but, 30% of the students said that they had always expressed rejection and hostility in Aymara class. Thus, for doing the analysis we should mention what was analyzed previously in the last paragraph, that is to say that *funnier and interesting activities make students feel motivated and active to participate*, to accept and to achieve all the activities planned by the teacher during the class performance.

The second group of questions in our students' questionnaire (English and Aymara sociolinguistics Attitudes), were aimed to know positive attitudes towards English and Aymara. Therefore, the specific questions we posed were based on the Likert's scale from 1 to 4, where 1 = excellent, 2 = good, 3 = bad and 4 = regular. The

questions were related to the possibility to get an academic degree, to get a better job, to have good social relationships, to know culture, to solve Bolivia's issues and to improve our way of living.

Regarding the first question, 36% of the students considered English as excellent to get a job, 34% considered English good and, contrary to those results only 10 % of the students expressed that Aymara was excellent and 44 % good. The analysis of these results is important since they let us know that the students show more preference for learning English than Aymara as well as showing that English is more important than Aymara in order to get an academic degree.



In relation to the second question, it was directly related to which language (English and Aymara) is useful to get better job opportunities, 42% of the students think that English is excellent to get a job, in contrast 36% of the students considered Aymara as a good resource to get a job. Through the analysis of this question we can realize that

students show positive attitudes towards English and Aymara, and for them both languages are important to succeed in the workplace.

The third question is related to whether English or Aymara is useful for Social relationships, 34% of the students agreed on the fact that English is excellent but 36% of the students said that Aymara was good for getting better relationships, again students considered English is better than Aymara to carry on social interaction within people who are involved in their environment.

The fourth question in this group deals with culture understanding, where 42% of the students expressed that Aymara is excellent to understand culture, and only 38% of the students consider that English is good to know and understand our culture. Nonetheless, the students did not realize that English is not useful to understand our culture since language and culture are closely linked; despite of this they show positive attitudes towards English language. To analyze those pair of questions is important to mention that Aymara got the highest percentage in contrast to English; it might be because, students consider that our native language is more useful to understand and get more information related to our culture and traditions. However, if we analyze the last question referred to Which language is better to be aware of other cultures, we got the following results 42% of the students said that English was excellent and 48% of the students considered Aymara as excellent, regarding the previous analysis within English and Aymara both got almost the same percentage and for the students both were important to understand our culture and traditions around the world.

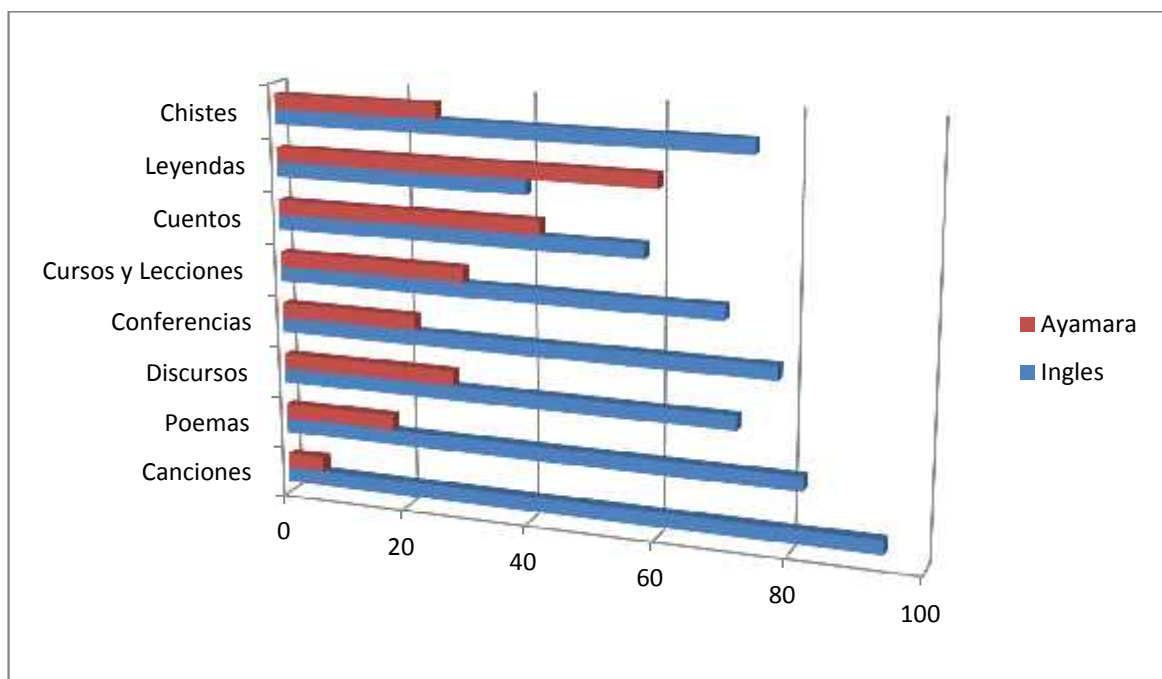
The other questions were related to which language was useful to *alleviate* some troubles in our country, where 26% of the students considered English as excellent but 40% of the students said that Aymara is good. Analyzing these results is important because we can mention the difference between the percentages shown, since we must

discriminate that *English is excellent and Aymara is good it means that for the students English is more useful than Aymara in order to solve our country issues, related to economy, technology and other diplomatic topics*. It is concluded by the foreign relations our country has with the rest of the countries around the world, it is useful to be in touch with new information and meetings organized like; United Nations, OEA, CAN and other foreign Institutions our country is involved to. Because of the influence those countries have in Science, Economy, Education, Business, and Technological Advance.

The final question was referred to which language is better to solve and improve our quality of living. To extent this analysis is important to understand this definition related to “quality of living”: this term was used in order to make students realize the possible improvement they might get in Economic, Education, Science and Technological advance by discriminating the two languages (Aymara –English). The answers expressed the following: 42% of the students considered English excellent and 40% of the students said that Aymara was good. To analyze the results obtained it is important to mention and to compare with the interpretation of the first, second and third questions and to emphasize that “excellent has more value than good”, so students considered that English was excellent in contrast to Aymara, in order to get better opportunities for improving the quality of living and to keep open the opportunities to achieve their goals referred to job, social relationships, culture understanding, and studies.

To sum up, after analyzing the other group of sentences, it is important to emphasize that English has obtained higher percentages than Aymara in most of the questions. These results show that students express more positive attitudes in English class than Aymara, this is because motivation, class work, environment, behavior, participation, job and social relationships influence on students way of thinking, and that makes them react in a positive way in front of the language class.

The other group of sentences was related to what the students' preferences would be in performing different activities like: listening to songs, reading poems, lectures, speeches, tales, jokes, lessons and legends. These questions made us know and identify the students' positive behavior and reaction in front of the activities performed in context. To analyze those questions, it is important to mention that only higher percentages will be taken into account to find out better results and to get reliable information obtained from the students. Thus, the sentences will be analyzed by groups of two sentences, where the information gathered will be compared and then interpreted carefully.



The first group of sentences analyzed is referred to what the students would prefer regarding listening to songs and reading poems in English or Aymara, where they expressed the following: 94% of the students preferred listening to music in English than in Aymara, and 82% of the students would like to read poems in English language rather than Aymara. If we interpret the percentages obtained, we will find out that both are higher, it means that students show positive attitudes in front of English and it is the

opposite concerning Aymara, so the two activities requested previously will be done better in the foreign language.

The other group of sentences was related to listening to speeches or lectures, similarly as it was the case of the first group English obtained higher percentages, 72% of the Students prefer listening to speeches in a foreign language and 78% of the students prefer listening to lectures in English. To compare the last analysis with this one, we will find out a close relation between the results obtained, where students keep on expressing positive attitudes to English language rather than Aymara.

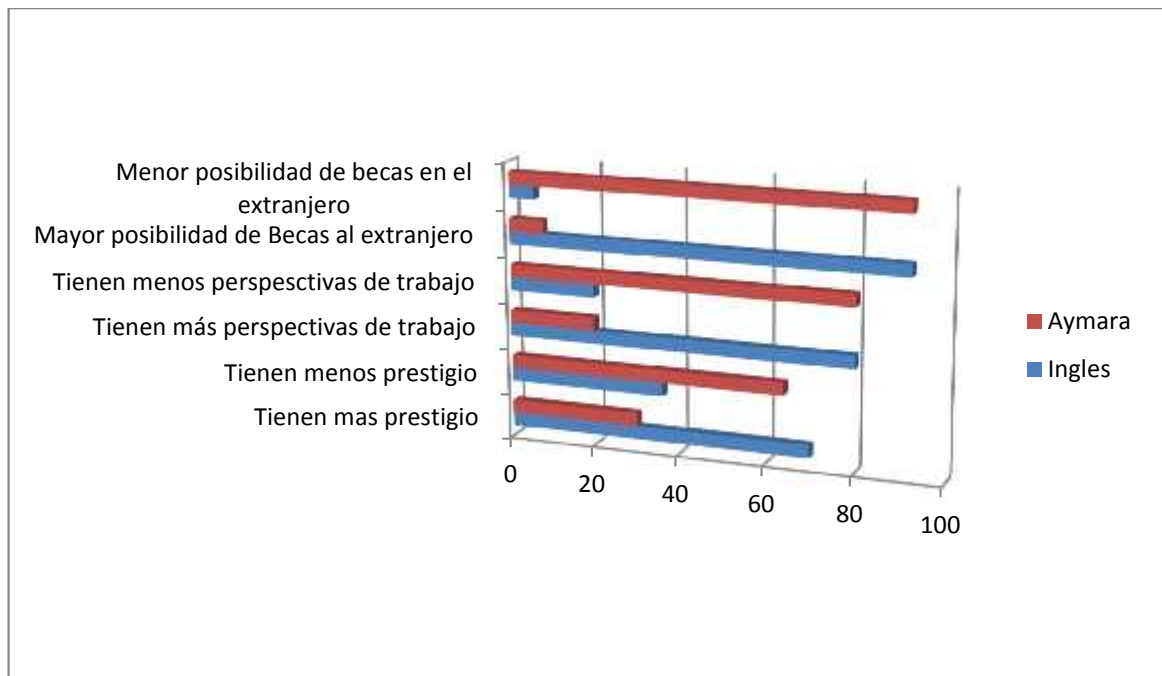
The third group of sentences was referred to lesson and reading tales, the results obtained were the following: 70% of the students prefer English lessons and 58% percent of the students would like to read tales. It means that students show more preference in English language than Aymara, this made us realize that English language has a positive acceptance regarding the student's way of thinking in contrast to Aymara. But the low percentage in reading tales also made us think that for certain students Aymara could be considered as a possibility to read or listen to tales.

Finally, the last pair of sentences was related to Legends and jokes, the results obtained were 60% of the students prefer to read legends in Aymara and only 40% preferred to listen to jokes in English. To analyze this questions it is important to base on the previous analysis (second group question 4), the students prefer listening to legends in Aymara as a result of our culture and to understand it. Nevertheless, the English results made us know that they keep on expressing positive attitudes through the foreign language in reading tales.

To sum up the results obtained in this group of sentences, it is important to recognize that most of the questions asked to the students, showed positive results

towards English language rather than Aymara but also, it is remarkable that from the 7 questions asked only one showed positive attitudes towards Aymara. Therefore, it may be concluded that taking into account the students' answers legends are related to culture, so that's why the result obtained in that question was higher in contrast to English. Finally, according to the results obtained, the students showed more positive attitudes and preference regarding English and not Aymara, in what it concerns the development of different activities in context.

The last group of questions from this first questionnaire was related to language prestige, job prospects and to get foreign scholarships. As well as the other questions analyzed before, only the highest percentages and results will be taken into account to find out the students positive attitudes towards English or Aymara.



The first question asked to the students was related to which language had more prestige, 64 % of the students said that English was more prestigious, contrary to this, only 36 % of the students considered Aymara as a prestigious language. For the students

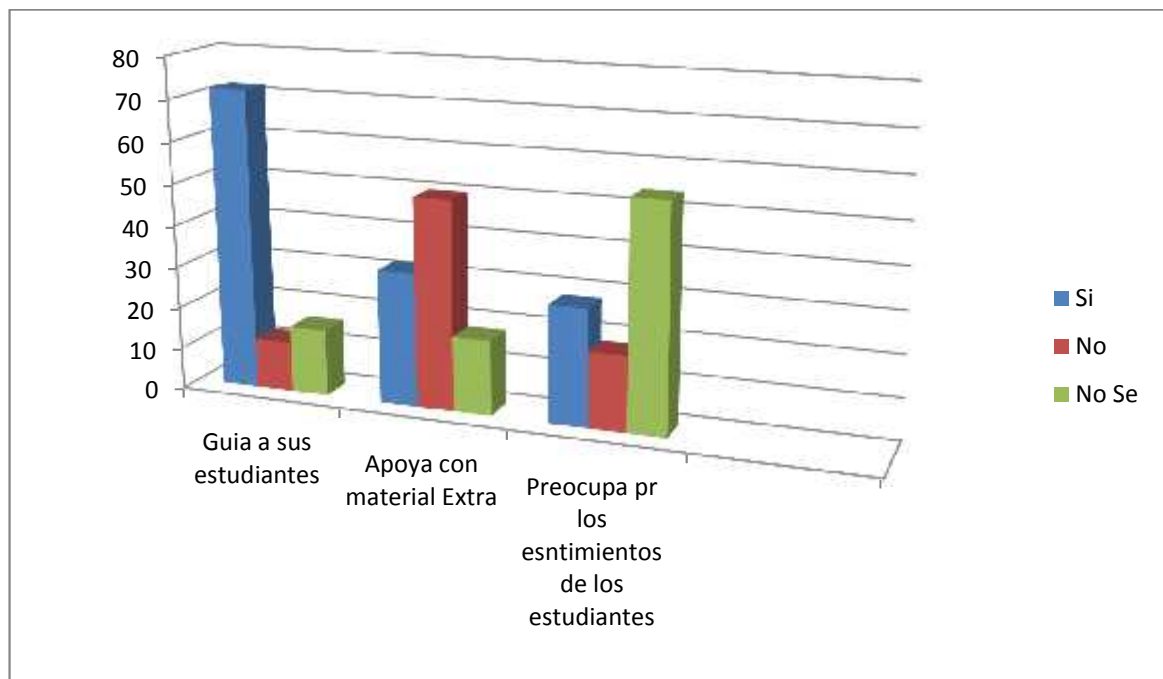
the foreign language is more prestigious than Aymara, this results obtained made us figure out that they prefer learning English instead of Aymara because, in the same questionnaire the other questions were related to Job prospects, the information obtained was the following; 80% of the students considered English important to find out a job and only 20% considered Aymara as important or useful. Finally, the last question was referred to which language was useful to get a foreign scholarship, where 80% of the students considered English as useful and important for traveling abroad.

In addition to the information analyzed above, the students showed and expressed positive attitudes concerning English because, according to the results obtained after doing the questionnaires, English showed to be important in three different points of view which were: getting a scholarship, job prospects and language prestige. They think that a foreign language such as English would help them achieve and got higher opportunities to develop better in those three main aspects to improve their way of living, studies and ego. To understand the analysis we must mention that: *Language prestige is closely related to personal ego, the way of living is directly related to job prospects and the studies are mainly related with getting a scholarship for traveling abroad.* It means that the students think of how to improve their future life as being positive by expressing positive results through the questions asked previously and that favorable result will help us conclude that for them English is more important than Aymara.

4.3 SECOND QUESTIONNAIRE (APPENDIXES 2 AND 3)

This questionnaire was designed with 15 questions and an average of 5 different options within each one, where students were able to choose from YES, NO or I DON'T KNOW. As for the first questionnaire we have also applied the Chi-square to verify and check if the whole sentences are useful to verify the hypothesis and the variables within the research, to analyze the questions only the highest percentages will be taken into account. In order to achieve our goals and research objectives this instrument was based on the students' class performance, motivation, class environment, and interaction and students' points of view towards the languages.

First Question (Your teacher at English class...

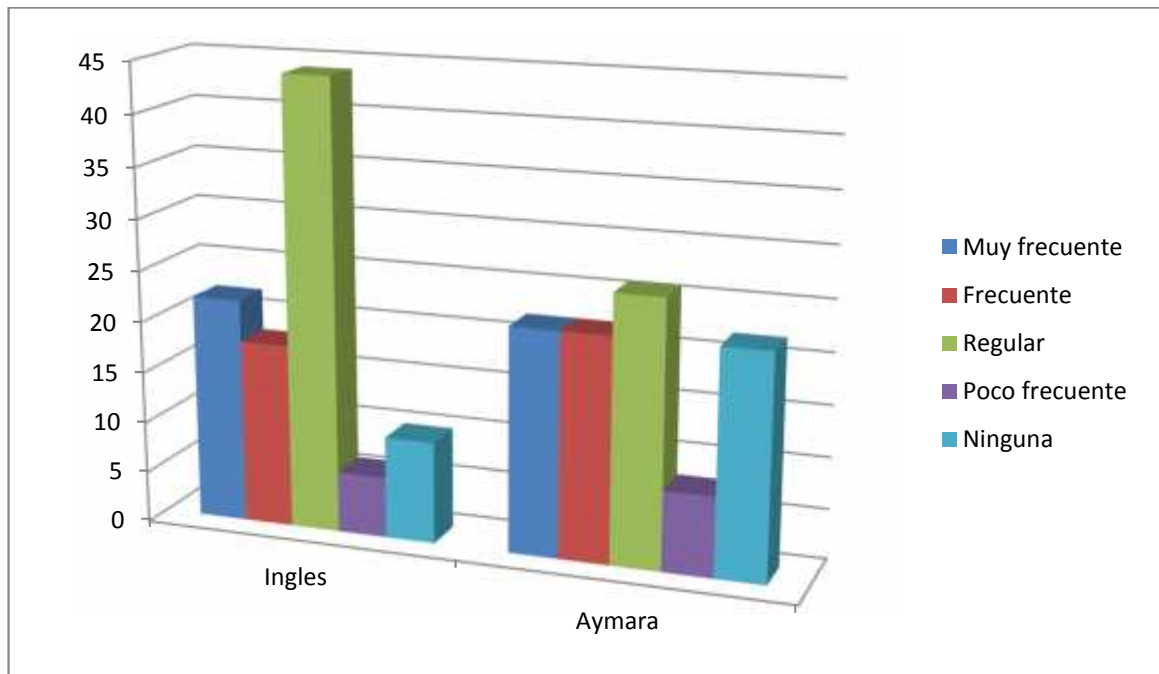


The first question analyzed dealt with class performance and the teacher's guidance during class, the first option was closely related to whether the teacher guided properly the students during class and the results obtained were the following: 72% of the students answered yes for the English class and 92% for the Aymara class. The second

option related to the support of students during class, they answered the following: 50% of the students said that they didn't have any support with extra material in English class and 52% expressed the same for Aymara. Finally the last question was closely related to whether the teacher cared about the students' feelings; the results showed that 54% and 60% of the students didn't know if their teacher worried about their feelings in English or Aymara class respectively.

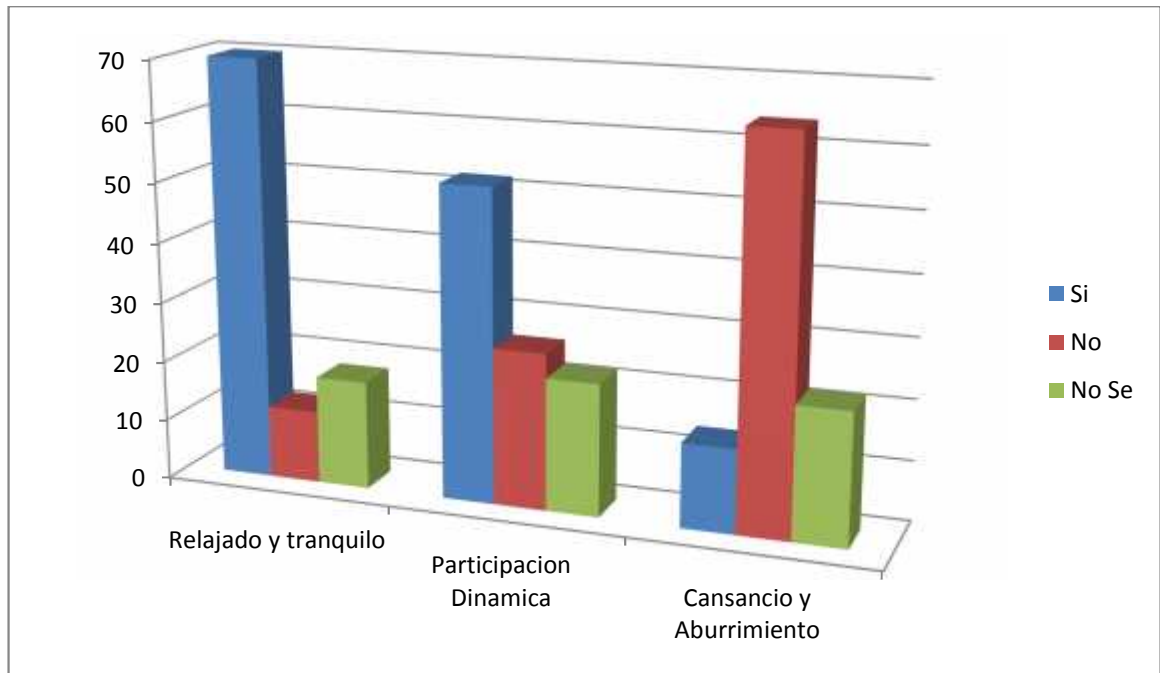
The analysis of this let us relate both results obtained during the process because, it will give us a lot of information to take into account to find out reliable information from the students. Since this question was related to motivation and the students' class performance, it is remarkable to notice that in both classes students received guidance by the teacher. However if we analyze the second option, the students answered that both teachers didn't provide any extra material to teach and improve the lesson, this probably made students feel demotivated in class as we have seen in the last questionnaire questions (7 – 8). Finally the last option which was related to the students' feelings they didn't know whether the teacher really worried about them, probably because while delivering their class, teachers are not expressive at all and they only worry about the topic and the activities to be performed. We might conclude that providing guidance, extra material and worried about the students' feelings would make students express more positive attitudes towards whatever language it is being taught, in this case English and Aymara as we have seen in the results obtained during the analysis.

Second question (How often do you participate in class session?)



The second question was related to active participation during class, where the highest percentages obtained were: 44% of the students said that they rarely had active performance in English class, and only 26% of the students showed active participation during Aymara class. This question also might be compared with the first question in the last questionnaire, where the results were almost similar to this one, seen below. Even though, we might also consider that only the highest percentages were taken into account to be analyzed, so while doing the analysis and as it is shown above, we might say that both English and Aymara classes have students performing rarely during the allocated time. And making a contrast to the last sentences explained above. This attitude might be influenced by the way the teachers perform and develop the classes according to the activities planned to be developed by the students.

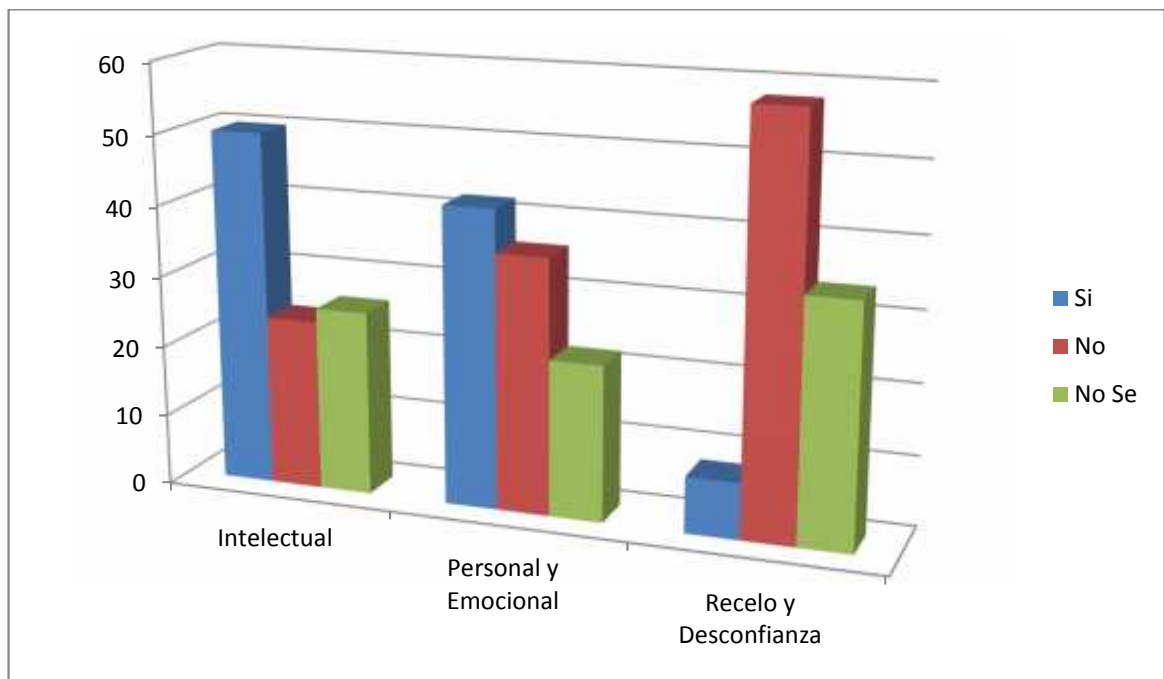
Third question (During the class sessions your teacher develops an environment...)



The third question was based on class environment, this question is essential to know the students' attitudes towards the language class (the teacher's performance) and its physical environment. The results obtained were: 70% of the students said that they found a relaxed and quiet environment in English class in contrast to 52% of Aymara class. Talking about dynamic students' participation the results obtained were: 52% in English class and 74% in Aymara class. Finally, boring and tiring activities the results were 14% in English and 12% in Aymara class. To analyze this question, we will sum up the information obtained, because all the questions are related to each other, and as we will discuss about class' environment is essential to gather as much information as we can to get better results. Analyzing this panorama we will say that students show more interest and dynamic participation in Aymara than in English class may be because the activities are active and varied (this according to the last question mentioned referred to boring

and tiring activities). This would make students work better and have positive attitudes and interaction within the class performance.

Fourth Question. In Aymara class... (Your teacher's relationship is?)

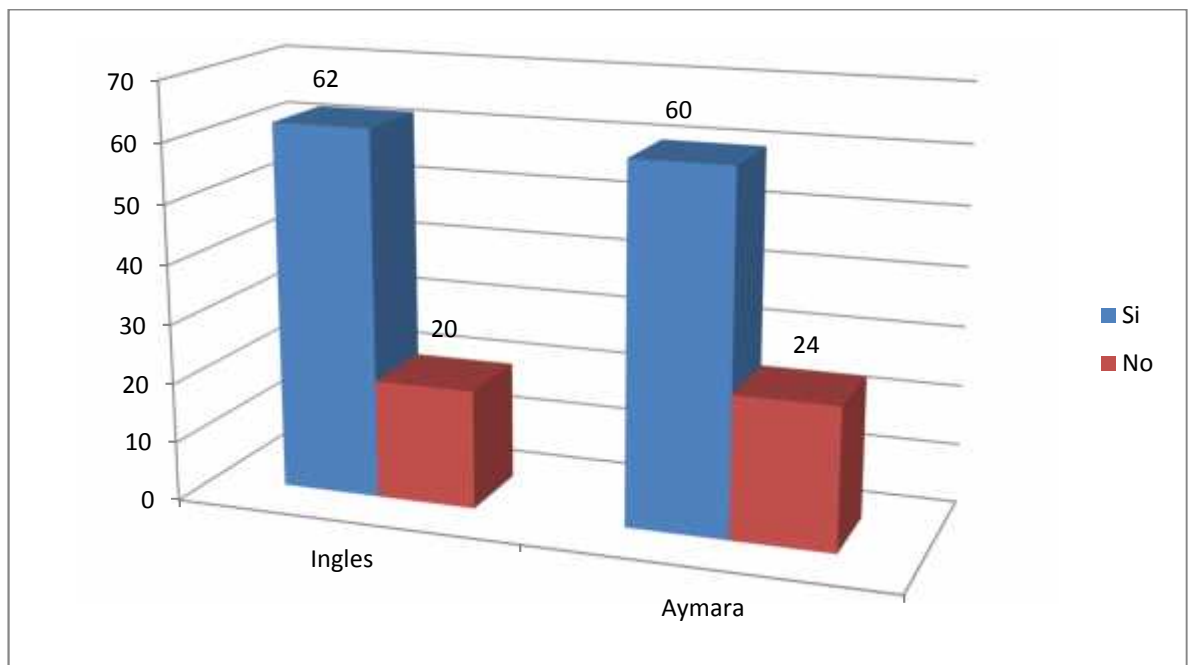


The fourth question was related to teacher - students relationship, the results obtained were: in an academic relation 44% in English and 50% in Aymara class, emotional relationship (friendship and trust) 34% in English and 42% in Aymara class. Finally, in a suspicion and mistrust relationship 12% in English and 8% in Aymara class.

After obtained the last result, we will consider that both in English and Aymara class there exists an intellectual-academic relationship and interaction within the students and the teacher, on the contrary in Aymara class where the students felt more confidence with the teacher; consequently students showed more positive attitudes to Aymara class rather than English class. Taking into account this result we might figure

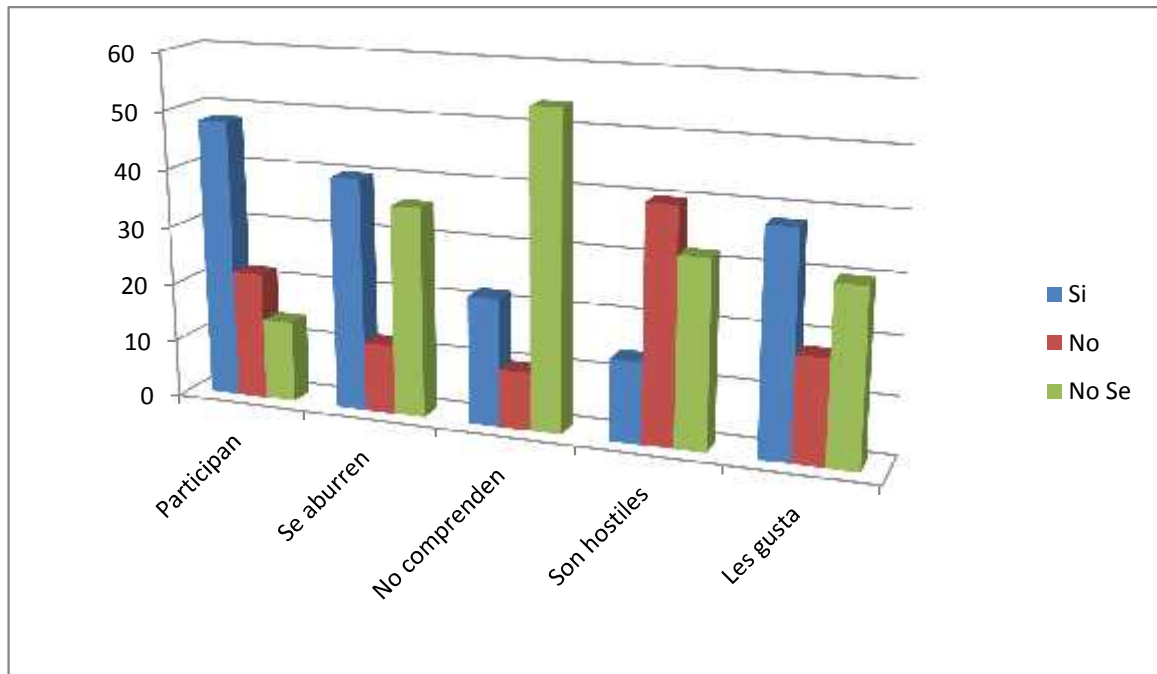
out, that the English teacher would be demanding during the class performance that is why students showed more attachment to Aymara class, as you can see above.

Fifth Question (Are you confident to participate in English / Aymara class?)



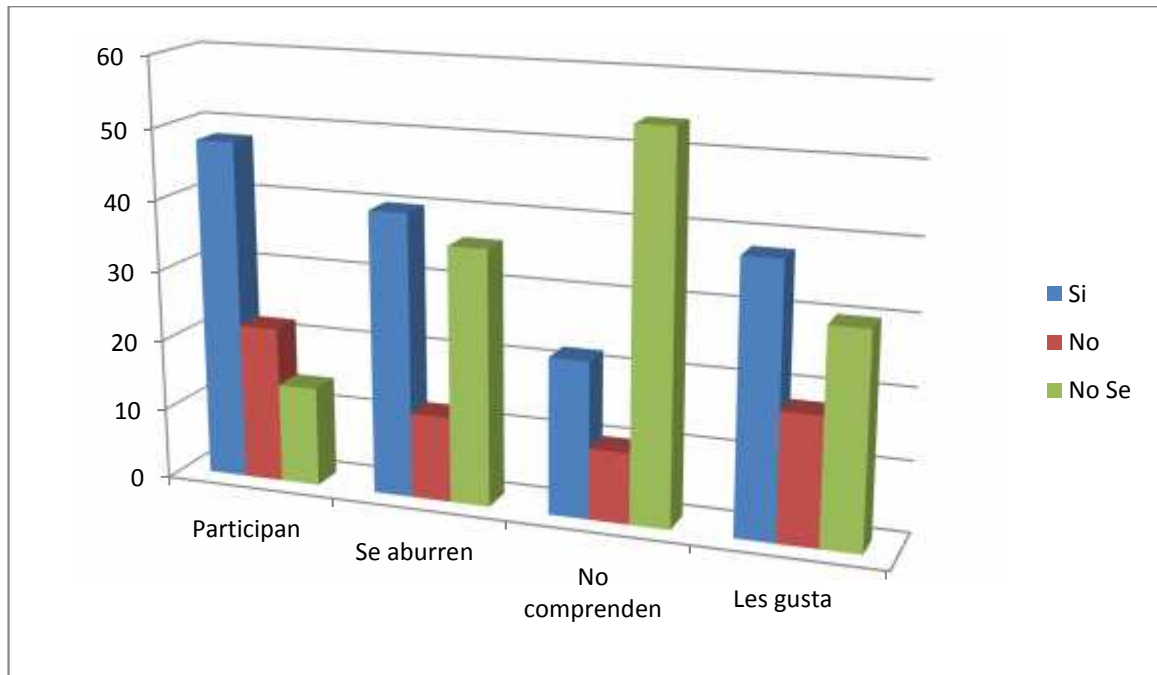
The next sentence analyzed refers to the confidence to participate in English and Aymara class, the results obtained were the following; 62% of the students felt more confidence in English class and 60% in Aymara. If we analyze the results obtained we conclude that students feel confidence in participating in both classes as we can see below in the following graphic.

Sixth Question (Why do you feel confident to participate in classes?)



To support the last analysis, we will refer to the next sentence which was related to why the students felt confidence in participating in English and Aymara class. The results obtained were similar in both classes (English and Aymara) 52% said that they felt confidence because teacher's behavior, 66% of the students because they know about the subject, 53% felt comfortable with the active participation and finally 56% of the students like both classes and felt satisfied with the activities done. To support this analysis is important to know the last results in the first questionnaire, question (7,8,9 and 10); where the students felt more motivated to active class and activities performed by the teacher, in addition to teacher's behavior which make students have positive attitudes towards English and Aymara class.

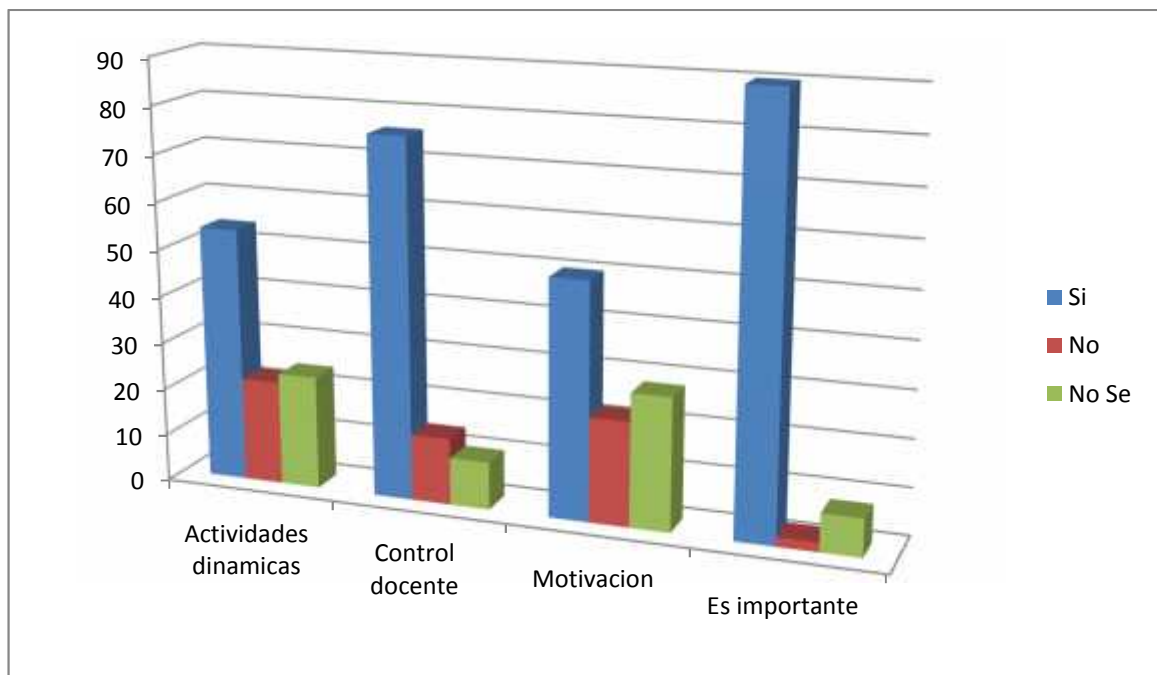
The seventh question makes reference to the students' behavior and performance during English and Aymara class



The results obtained were; 48 % of the students showed an active participation in English class and 42% in Aymara, 40% of the students got bored and distracted in English class and 44% in Aymara, 22% of the students do not understand the lessons in English and 24 in Aymara, 14% of the students misbehaved and showed a hostile behavior in English and Aymara class, finally 38% of the students felt interested in the activities performed in English class and 36 % in Aymara. Due to this panorama and as the results obtained were almost the same; we conclude that students' participation was active in both classes (English and Aymara), Even though the students got bored, fewer misunderstood orders, misbehaved and showed hostile behavior in class performance. It did not influence on the students positive attitudes towards English and Aymara expressed by the students' active participation during class sessions. We can also add

that in both languages they felt interested in the activities done and performed by the teachers.

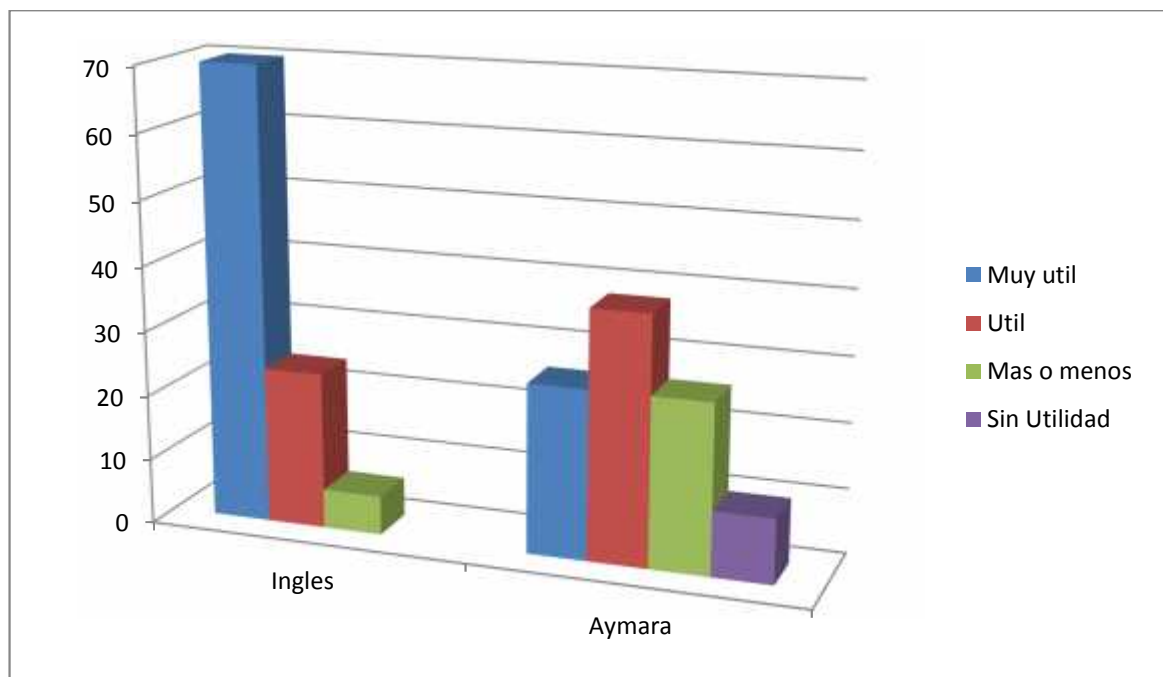
The next sentence was related to why the students felt satisfied and motivated in English or Aymara class, the results obtained from the answers were: 54% of the students considered English class was dynamic and 64% in Aymara, 74% of the students expressed that the activities were more varied in Aymara and 70% in English, 56% of the students felt motivated in Aymara class and 50% in English and finally, 90% of the students said that English was important to improve their life and only 46% in Aymara.



Consequently with, the results obtained we can realize that Aymara class was more dynamic than the English one, probably because Aymara presented more varied activities than English (according to the results obtained), what is the subject the students showed to be more motivated in Aymara class. So we can see that students showed positive attitudes towards Aymara rather than English. In spite of the last results and positive attitudes towards Aymara, students considered that English was more

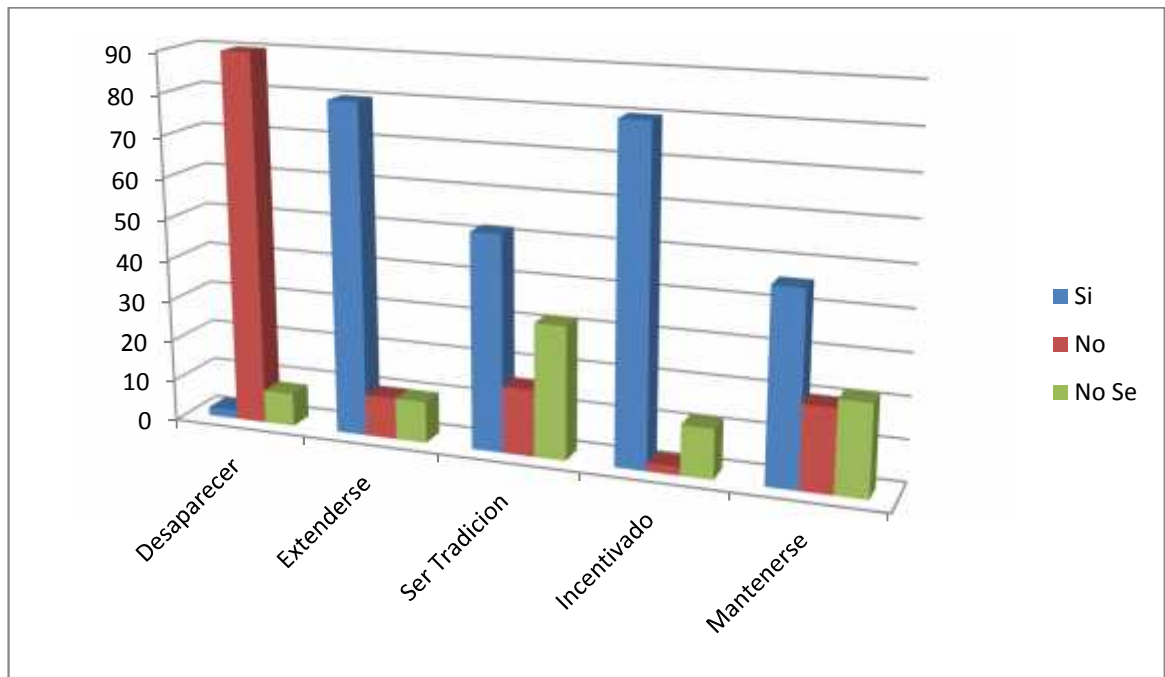
important to succeed in future rather than Aymara. Contrary to the previous analysis, it is important to say that students felt and expressed positive attitudes towards Aymara, talking about process and class performance. But they showed more positive attitudes when they faced up the importance of the language to achieve academic goals and future life.

To support the last analysis the next question was related to why students were displeased with English and Aymara class, the results obtained were, the opposite to the ones analyzed previously, 30% of the students said that English class was not dynamic and 26% in Aymara, 28% of the students expressed that the activities were not varied in English and 20% in Aymara, 28% of the students did not feel motivated in Aymara class and 20% in English and finally, 10% of the students said that English was not important to improve their life and only 48% in Aymara. As it was mentioned before this question was used to support the students' information expressed in the last question, where positive attitudes were expressed in both classes (English-Aymara).



The next question was related to the usefulness of both languages (English- Aymara) the results obtained were: 70% of the students considered English useful and only 26% of the students said the same for Aymara. If we analyze the results obtained, we can mention that students show positive attitudes towards English rather than Aymara, because as we have seen in the last questions, they considered that English is an important tool to achieve their academic goals and to succeed in future life. To support this analysis is important to mention the next question referred to students' knowledge of languages (English- Aymara) the results were: 62% said that they had a good knowledge in English and only 38% said the same for Aymara. If we compare the results obtained the percentages showed are almost the same; so it makes us realize that the subject students show more preference and positive attitudes is also the one which had good marks.

The following question was related to the students' opinions through the language class, the results obtained were: 2% of the students said that English should disappear and only 40% expressed the same for Aymara, 80% of the students considered that English should be extended around the country and 64% expressed the same for Aymara, 52% of the students said that English should be kept as a tradition and 54% said the same for Aymara and finally, 80% of the students considered that English should be encouraged in schools and only 16% said the same for Aymara. To analyze the results obtained we must figure out that, as it happened in the last questions students showed and expressed positive attitudes towards English rather than Aymara, students considered English more important than Aymara especially when they answered that English should be encouraged in schools more than Aymara. Therefore this made us realize that students show and expressed positive towards the foreign language rather than the native one.



To add and support the last analysis it is important to mention that according to the next question where students said whether they used English or Aymara in order to communicate, the answers were the following: 60% of the students said Yes in English and 30% said the same in English. As we can see again English showed positive attitudes because, students use some words to communicate with friends or people around them.

Finally, it was also important to know the students' parents perception towards languages (English and Aymara) that's why the last question was referred to the parents' attitudes towards language learning. The results obtained were 74% of the parents thought their children should study English and 26% expressed the same for Aymara. To analyze we must mention that not only children or students showed positive attitudes towards English, also parents expressed the same and they motivate students to study and learn English. We can also evidence that not only students show positive attitudes towards English learning, also parents show the same for this language.

To sum up the last analysis is important to mention that students showed positive attitudes towards English, the favorable responses obtained were related to the students' class performance during classes and the environment they faced when learning languages. To summarize all the information provided, students considered English more important because for them this language is useful to achieve and to get an academic degree and to improve their future life. In addition to that is important to point out that not only the possibility to get an academic degree is essential, but dynamic classes, teacher's support, motivation, and a positive attitude are relevant to identify eagerness towards languages. Consequently, with the results obtained we could evidence a more positive attitude regarding English in contrast to Aymara.

4.4 CLASS OBSERVATION SHEET (APPENDIX 4)

This instrument was designed in order to observe and identify the students' attitudes towards English and Aymara, the observation was done during three months in an average of 12 classes, where the students' behavior, attitudes, participation, performance and activities were taken into account to precede the analysis and to support the information gathered previously. As it was mentioned before the purpose of this instrument was to identify the students' positive attitudes towards one of these languages (English and Aymara) and secondly to support the students answers obtained from the two questionnaires asked earlier. It was useful to obtain direct information from our main source which were the students and the environment they are involved in during class.

Therefore, the class observation sheet was designed with five questions, where we described the students' performance within the class, where some variables like: the students' attitudes during class, the students' behavior and performance, the students'

interaction and participation during activities developed by the teacher were taken into account. All of them were useful to support the ideas and questions presented previously, as a way to verify and compare the information analyzed before, in order to get better results and more truthful results.

The first question was related to the students' attitudes towards English and Aymara class from the beginning. The results obtained were the following: Talking about English class it was observed that the students had good behavior and discipline; they were also predisposed to work from the beginning, because before the teacher arrived they were taking out all the material they would need to keep on the activities and most of them compared the exercises and the activities they had as homework. If we compare with Aymara, there was not any difference since the students showed and expressed the same behavior. To analyze this we must mention that the students expressed positive attitudes in both classes; all of them were ready to start the activities with good working environment and discipline. Nevertheless, is important to mention that when the classes were performed at the early afternoon they were more dynamic and participant; but when the classes were at the end of the afternoon they were tired and in some cases they did not want to accomplish the activities requested by the teacher. That made us figure out that the students worked better if they had classes at the early afternoon rather than at the end.

The second question was related to the students' behavior during class performance, the results obtained were the following: In English class the environment was participant and disciplined, students worked by interaction to the others, it means that they were more active through the activities requested by the teacher; they followed the instructions and worked with the book and material. On the contrary in Aymara class the panorama was different first because the students did not have a book

and they had to write and repeat everything, the interaction was a little bit forced because they only participated when the teacher asked them to participate or to speak, while they were doing reading and pronunciation exercises. Some of the students said that the teacher was great but the language was difficult for them and in some cases they did not understand the grammar rules, but they liked the teacher's performance in class. If we analyze these results we can observe that in class performance students showed positive attitudes towards English rather than Aymara, it can be concluded that the students were more open to participate, to perform and to follow all the instructions requested by the teacher.

The third question was related to class environment and students' development during class performance, the results obtained were: the students' participation was more active and dynamic, but their performance and discipline depended on some students who were the pranksters in the class and that caused some of them got distracted. In spite of that the teacher caught the students' attention, it was observed because the teacher divided the class taking into account the three stages (pre task – task and post task) in English class. In Aymara class the observation was similar the students did not have time to talk or misbehave, some of the student expressed hostility, because they did not want to perform certain kinds of activities. Hence, we can conclude that students showed positive attitudes towards English rather than Aymara. This was concluded because in Aymara class some students are forced to perform the activities, though they were forced by the teacher they did not do the activities at all, this hostile behavior made us realize that students showed rejection to Aymara class expressed by the lack of active participation on the part of the students. (English and Aymara) students participate but, in Aymara class the students are forced to perform the activities, so it may be concluded that positive attitudes are expressed in both classes. Despite the

students' active participation, hostile behavior was expressed by some students through the activities performed in class.

The last question was closely related to the attention and interaction between the teacher and the classmates. The results obtained were: the students paid attention in English classes, their behavior was good and also they felt motivated through the activities performed. Because the students said that the teacher made the class active and participant. In Aymara class the students' participation was only focused on the guidance and activities performed by the teacher, where hostile behavior is more expressed by the students when doing activities requested by the teacher. To analyze this information it is important to mention that in English class the activities performed are more natural, but in Aymara is forced and set by the teacher, such activities make the students feel tired and reluctant to perform them.

To sum up, the last analysis is important in the sense that positive attitudes towards languages was expressed in English language, where the students felt more motivated and positive attitudes were shown by the students which was expressed in the way they performed and interacted with the teacher and each other.

4.5 STUDENTS' INTERVIEW (APPENDIX 5)

The interview was designed considering seven questions, the purpose was to identify and to know attitudes towards languages taking into account the students' preferences regarding one of the classes (Aymara or English), and the languages that the students consider more important in their future life, likes and dislikes related to language class and motivation towards English and Aymara class. As it can be perceived the questions are similar to the ones posed in the previous questionnaire; that is why

this interview aimed to get detailed and supportive information that would help compare and obtain relevant information from the students. So, to achieve our goals the questions will be analyzed by groups in order to summarize similar ideas obtained during the process of analysis.

The first question refers to which language students preferred to study. In order to obtain more information the analysis included questions four and five, in which students mentioned their likes and dislikes regarding both classes Aymara and English. The results obtained were that students preferred English rather than Aymara, because English is more useful to find out a job, and they use it to understand messages referred to games, technology, and computing; also they think that it is more useful to travel abroad and for them this language (English) keeps the doors open to improve the way of living. Otherwise the students considered Aymara class as funny but not useful for all the areas of knowledge, not useful in all the contexts (economic, social, etc) and also because they said that it did not have the status that English has nowadays.

If we interpret those results we can realize that students expressed more positive attitudes towards English language, because they considered it useful in different contexts like: social, economic, educational, etc). Nevertheless, is important to mention that students answered that they liked Aymara class but they did not consider it useful in our context they said “it was useful in rural areas”. This made us think that as they do not use it in the city; they do not show any positive attitudes towards it.

The other sentences analyzed were related to: the subject the students would choose to learn and the language students considered important in their professional life, the results obtained from these pair of sentences were: students said that they would like to learn English because it was used around the world and also it was

important to get better opportunities when going to different places or abroad, besides that they considered that English language was more important to get an academic degree because all the books were translated first into English , the best movies were recorded in English, songs, video games and newest information. In Aymara the panorama was different because the students said that Aymara was useful only here in Bolivia not all around the world, because in our country there were more people who left the rural areas and came to live to the urban area.

Taking into account these responses we concluded, that, again the students show more preference for English rather than Aymara, because they considered that it was more useful to different context especially in the academic one. Students thought about their future life and the daily context they use the language according to the activities they perform. Consequently they express positive attitudes towards the foreign language instead of the native one. By their responses, we might also conclude that the environment they are involved in made them choose the one which is more recognized and relevant to develop and perform activities from their environment.

The last question analyzed was related to which language the students considered important to their future careers and how they expressed their preferences for one of these languages. The answers obtained were that students preferred to study English because they wanted to get a scholarship, they liked it, was useful and necessary for their professional life, since English is spoken all around the world. The analysis of this question is important because as in the last question the students expressed positive attitudes towards English rather than Aymara, it was probably because, they considered a foreign language important to improve their academic studies and life. Regarding the second question, concerning the way they expressed their preference for one of the

language classes, students answered that they liked English rather than Aymara and they expressed satisfaction by being motivated, participating in classes and doing homework.

Those answers made us think that motivation is essential for students in order to get favorable result in learning a language. Not only social and academic results are important, but how teachers perform their classes are also important in order to get positive results and attitudes from students (as it was seen in the last analysis of the questionnaires 1 and 2).

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The final chapter presents, the discussion of the results, conclusions drawn from the findings and implications for practice and for future research.

STUDENTS FAVORABLE AND DISFAVORABLE ATTITUDES

We acknowledge the fact that the interviews, questionnaires and surveys helped us validate and confirm our initial hypothesis “Positive or negative sociolinguistic attitudes students show towards the teaching of English or Aymara originated in response to the effectiveness or inefficiency of the language instructor during class delivery are determining factors for the students’ preference, acceptance and successful performance in the English or Aymara language learning”. So, we can conclude that participation and interest do affect the students’ motivation during classes and also it influences on the way they react and perform in class (English – Aymara). For example, if students feel motivated the activities they will perform and develop will be accepted and done carefully, expressing active participation and interest during the class so, that they could be able to deal with all the activities and orders planned and given by the teacher using the allocated time fully in performing the activities proposed. We can say that students felt more comfortable with active, varied and well planned activities in classes. This was expressed in the percentages that went from 56% to 60%, as it is shown on the analysis pages 62 and 63 the first questionnaire.

To conclude, motivation and behavior make students have more acceptability for learning a language. In this case it was proved that English was the language that was

granted more preference due to the facts mentioned above. Another aspect that may account for the acceptability of English is the potential use of the language. That is to say that the students' positive opinions towards this language, is a relevant factor that makes them express their acceptance and preference. So, we can infer that acceptability or rejection for one language depends mainly on motivation and the kind of activities suggested by the teachers in class. And that positive attitude will be reflected in the way the students respond to the activities planned and developed through the use of different learning techniques performed during the class.

CLASSROOM MANAGEMENT AND THE TEACHERS' COMPETENCE

Another aim to conduct this study was to explore classroom management approaches of Aymara and English teachers at Don Bosco high school. The motivation underlying this purpose was to gain insight into current learning environments that are in process of adjusting to change (whether the new Educational Reform is being successfully implemented) and to investigate if teachers' practices about one critical aspect- classroom management are consistent with the new trends in language teaching.

Of the two classroom management theories, mentioned in the literature, behaviorism is more focused on teacher directed methods; whereas, cognitive theory emphasizes student-centered methods. As for this study we could evidence a strong influence of behaviorism within the Aymara class, whereas in English class it was perceived a positive change in the sense that teachers are more oriented towards cognitive theories.

Furthermore, we can also mention that the more dynamic the teacher is, the more motivated the students will be or the other way around. This let us infer that while more

motivated the students are; their performance in class will be expressed actively and participative. This will also be related to the teachers' personality and the status of the two languages in focus, bearing in mind the possible opportunities and future expectances of the students, which are reflected through the students' positive or negative behavior. As it was evidenced in the surveys, motivation is a main factor to define the students' attitudes towards language learning. Classroom observation helped us evidence the degree of motivation in both Aymara and English class. The low level of motivation verified in Aymara class was expressed in the lack of interest to perform the activities planned and suggested during the class sessions. Undoubtedly, this creates a hostile environment and demotivation (according to the results on pages 86 and 87).

RECOMMENDATIONS

This last part aims at discussing points of view obtained from the research at the moment of the data has been analyzed as well as recommending several guidelines for teacher to bear in mind. For purposes of better understanding, it is divided in three important stages, firstly the teachers attitudes and classroom management, secondly the students' performance during Aymara class, and finally the Government linguistics policies.

Regarding the teacher's attitudes and classroom management, according to the observed and analyzed in the previous chapters; I can mention that they are important factors to make the students have a good performance during the class and the activities proposed during the sessions, these aspects will help the students to be motivated and to have a good class performance during the allocated time. It might be related to how teacher can influence in the students' acceptability or rejection towards language

learning, and the awareness the students have will help them to put more effort and show positive attitudes in learning a language (English).

Furthermore, the students' performance is also important to mention when learning process, this is because the way they react and how they accept all the activities fully are significant to describe and identify positive and negative attitudes. It is because, while more motivated they are and the varied activities presented make them develop the activities fully as a result of their behavior expressed by motivation.

Nevertheless, is also important to mention that the new linguistics policies proposed by the Educational Ministry in learning a language, especially for Aymara are not well applied in High School; because students work without book and material also there is not a specific program to be developed and applied by the teacher. So that makes them improvise or just not follow a sequence in contrary to English, where lots of material and books are written by different people every day. Also if we analyze the new law 070 we will find different topics which are not well explained in high school such as: translation, applied linguistics, sociolinguistics and syntax.

To conclude the mentioned above let us figure out different factor to take into account when learning a language, and also some possible points of view to analyze and improve in language learning process, to have students working and performing the activities fully and also avoiding the language discrimination observed during this process as a result of the new policies proposed and followed by our educational system.

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APPENDIXES

APPENDIX 1

Universidad Mayor de San Andrés
Facultad de Humanidades y Cs de la Educación
Carrera de Lingüística e Idiomas.

Cuestionario de Actitudes Sociolingüísticas del Inglés y Aymara “Estudiantes”

El siguiente cuestionario ayudara a conocer las actitudes Lingüísticas frente a la enseñanza del idioma Ingles y Aymara. Por lo cual responde con toda sinceridad las siguientes preguntas marcando con una X la opción de tu agrado.

Colegio _____ **Edad** _____

1. Escoge una opción del 1 al 5 tomando los siguientes valores. 1 = nunca; 2=alguna vez; 3= de vez en cuando; 4=casi siempre; 5= siempre.

Indicadores	1	2	3	4	5
1. Participo de manera activa en mis clases de Inglés					
2. Participo de manera activa en mis clases de Aymara					
3. Me gustan las actividades de inicio, durante y final en las clases de Inglés					
4. Me gustan las actividades de inicio, durante y final en las clases de Aymara.					
5. Me siento cómodo y motivado en las clases de Inglés					
6. Me siento cómodo y motivado en las clases de Aymara.					
7. Las clases de Inglés son desmotivadas y aburridas					
8. Las clases de Aymara son desmotivadas y aburridas					
9. Las clases de Inglés son activas, participativas y dinámicas.					
10. Las clases de Aymara son activas, participativas y dinámicas.					
11. Me distraigo e incumplo con mis deberes en la clase de inglés					
12. Me distraigo e incumplo con mis deberes en la clase de Aymara.					
13. Mi comportamiento es hostil y de rechazo en las clases de Inglés					
14. Mi comportamiento es hostil y de rechazo en las clases de Aymara.					
15. Las actividades del proceso de aprendizaje de Ingles son interesantes y divertidas					
16. Las actividades del proceso de aprendizaje de Aymara son interesantes y divertidas					

2. Califica a los idiomas según las condiciones a continuación.
1= excelente; 2=bueno; 3=malo; 4=regular

/// **AYMARA**

INGLES

Condiciones	1	2	3	4	1	2	3	4
Posibilidad de Profesionalización								
Perspectivas de trabajo								
Relaciones sociales								
Cultura								
Resolver problemas del País								
Mejorar tu nivel de vida								
Para conocer y entender otras culturas.								

3. Entre Inglés (1) y Aymara (2) en cuál de los dos te gustaría realizar las siguientes actividades. Coloca el número de tu preferencia.

Eagerness

- | | |
|-----------------------|-----------------------------|
| a. Canciones _____ | e. cursos y lecciones _____ |
| b. Poemas _____ | f. cuentos _____ |
| c. Discursos _____ | g. leyendas _____ |
| d. Conferencias _____ | h. chistes _____ |

4. Según tu opinión, cuál de los hablantes entre Inglés y Aymara (coloca una X en tu respuesta)

CONDICIONES	INGLES	AYMARA
1. Tienen más prestigio		
2. Tienen menos prestigio		
3. Tienen igual prestigio		
4. Tienen más perspectivas de trabajo		
5. Tienen menos perspectivas de trabajo		
6. Tienen iguales perspectivas de trabajo.		
7. Mayor posibilidad de conseguir becas y cursos en el extranjero.		
8. Menor posibilidad de conseguir becas y cursos en el extranjero		
9. Igual posibilidad de conseguir becas y cursos en el extranjero		

APPENDIX 2

Universidad Mayor de San Andrés
 Facultad de Humanidades y Cs de la Educación
 Carrera de Lingüística e Idiomas.

El siguiente cuestionario ayudara a conocer las actitudes Lingüísticas frente a la enseñanza del idioma Ingles. Por lo cual responde con toda sinceridad las siguientes preguntas escogiendo una opción y encerándola en círculo.

Colegio _____ **Edad** _____

1. Su profesor(a) en sus clases de Aymara

- | | | | |
|------------------------------------|----|----|-------|
| a. Guía a sus estudiantes | SI | NO | NO SE |
| b. Apoya con material extra | SI | NO | NO SE |
| c. Se preocupa por los estudiantes | SI | NO | NO SE |

2. Cuál es la participación que tienes durante la clase de Aymara?

Activa 5 4 3 2 1 A requerimiento del Profesor

3. En las clases su profesor de Aymara crea un ambiente....

- | | | | |
|-------------------------------|----|----|-------|
| a. Relajado y tranquilo. | SI | NO | NO SE |
| b. De participación dinámica. | SI | NO | NO SE |
| c. Cansancio y aburrimiento. | SI | NO | NO SE |

4. La relación con su profesor en a nivel...

- | | | | |
|------------------------------------------------------|----|----|-------|
| a. Intelectual | SI | NO | NO SE |
| b. personal y emocional (Ej. De amistad y confianza) | SI | NO | NO SE |
| c. recelo y desconfianza | SI | NO | NO SE |

5. Cuando respondes una pregunta en la clase de Aymara, tienes la seguridad y confianza en responderlas....

SI (Pasa a la pregunta 6) NO(Pase a la pregunta 7)

6. Lo que te causa la seguridad al responder las preguntas en desarrollo de clase es ...

- | | | | |
|---------------------------------------------------|----|----|-------|
| a. Carácter del docente | SI | NO | NO SE |
| b. Conoces y sabes el tema | SI | NO | NO SE |
| c. Te gusta participar en clases | SI | NO | NO SE |
| d. Te gusta y satisface el desarrollo de la clase | SI | NO | NO SE |

7. En la clase de Aymara tus demás compañeros:

- | | | | |
|----------------------------------------------|----|----|-------|
| e. Participan de manera activa | SI | NO | NO SE |
| a. Se aburren y distraen en las clases | SI | NO | NO SE |
| b. No comprenden | SI | NO | NO SE |
| c. Tienen interés por contenidos programados | SI | NO | NO SE |

8. La clase de Aymara te satisface o te gusta porque

- a. Las Actividades don dinámicas SI NO NO SE
- b. El profesor(a) enseña con Actividades variadas SI NO NO SE
- c. Te sientes motivado en las clases SI NO NO SE
- d. La asignatura te parece importante para la vida profesional SI NO NO SE
9. La clase de Aymara no te satisface porque...
- a. Actividades monótonas SI NO NO SE
- b. El profesor(a) no brinda apoyo a los estudiantes SI NO NO SE
- c. Te sientes aburrido y desmotivado SI NO NO SE
- d. La asignatura no te parece importante ni útil. SI NO NO SE
10. La asignatura de Aymara te parece _____ para el futuro.
- a. Muy Útil b. Útil c. Más o menos útil d. Sin utilidad
11. ¿Cómo calificas tu nivel de aprendizaje del idioma Aymara?
- a. Excelente b. Bueno c. Malo d Regular e. Pésimo
12. El Aymara en nuestro país debería:
- a. Desaparecer SI NO NO SE
- b. Extenderse por toda Bolivia SI NO NO SE
- c. Incentivado como segunda lengua SI NO NO SE
- d. Tener mayor incentivo en las unidades educativas SI NO NO SE
- e. Continuar como hasta ahora. SI NO NO SE
13. Usas algunas palabras del Aymara en tu comunicación
- SI NO Cuáles _____

14. Ordena los siguientes idiomas por orden de preferencia. Colocando números del 1al 5 siendo el uno el mas preferente y así sucesivamente.

IDIOMA	PREFERENCIA
Español	
Aymara	
Ingles	
Francés	
Quechua	

APPENDIX 4

Universidad Mayor de San Andrés
Facultad de Humanidades y Cs de la Educación
Carrera de Lingüística e Idiomas.

1. Guía de Observación

Guía de Observación

1. Objeto de estudio.-
2. Fechas de la observación.
3. Preguntas :
 - 3.1 ¿Cuál es la actitud de los estudiantes al momento de comenzar la clase?
 - 3.2 ¿Cuál es el comportamiento de los estudiantes durante el desarrollo de clases?
 - 3.3 ¿Cuál es el ambiente de participación y atención en el curso?
 - 3.4 ¿Cómo es el trabajo desarrollado por los estudiantes en aula?
 - 3.5 ¿Cómo es la atención de los estudiantes mediante el proceso de aprendizaje?
4. Comentarios

APPENDIX 5

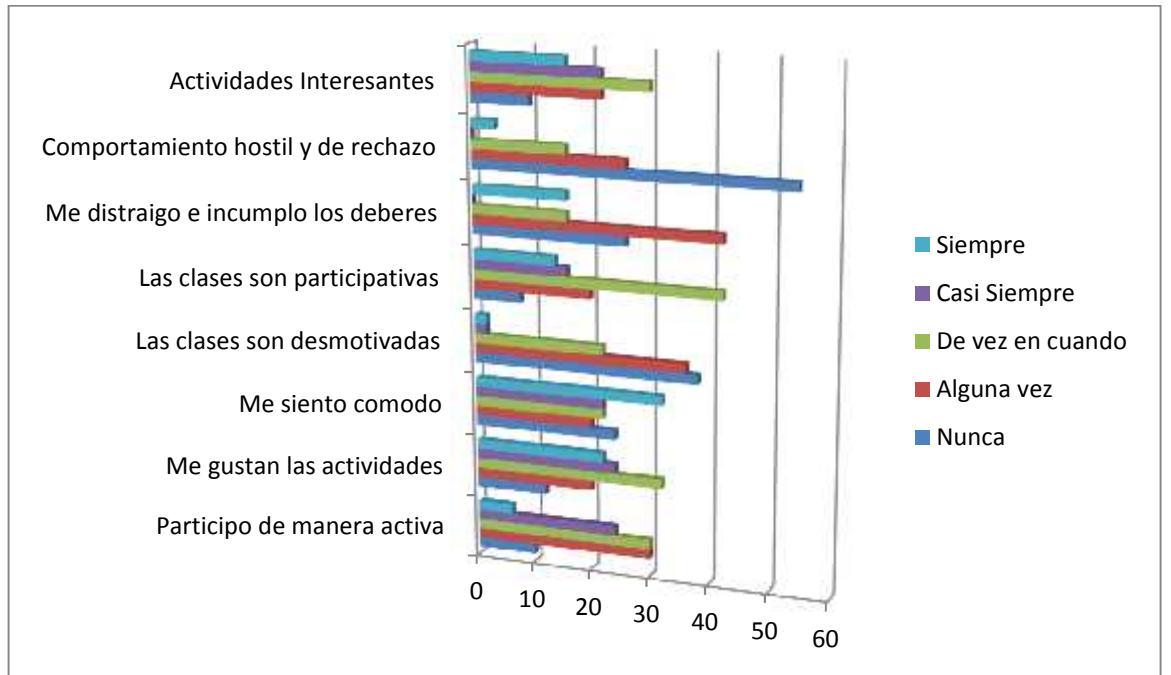
**Universidad Mayor de San Andrés
Facultad de Humanidades y Cs de la Educación
Carrera de Lingüística e Idiomas.**

Entrevista Estudiantes Actitudes Sociolingüísticas

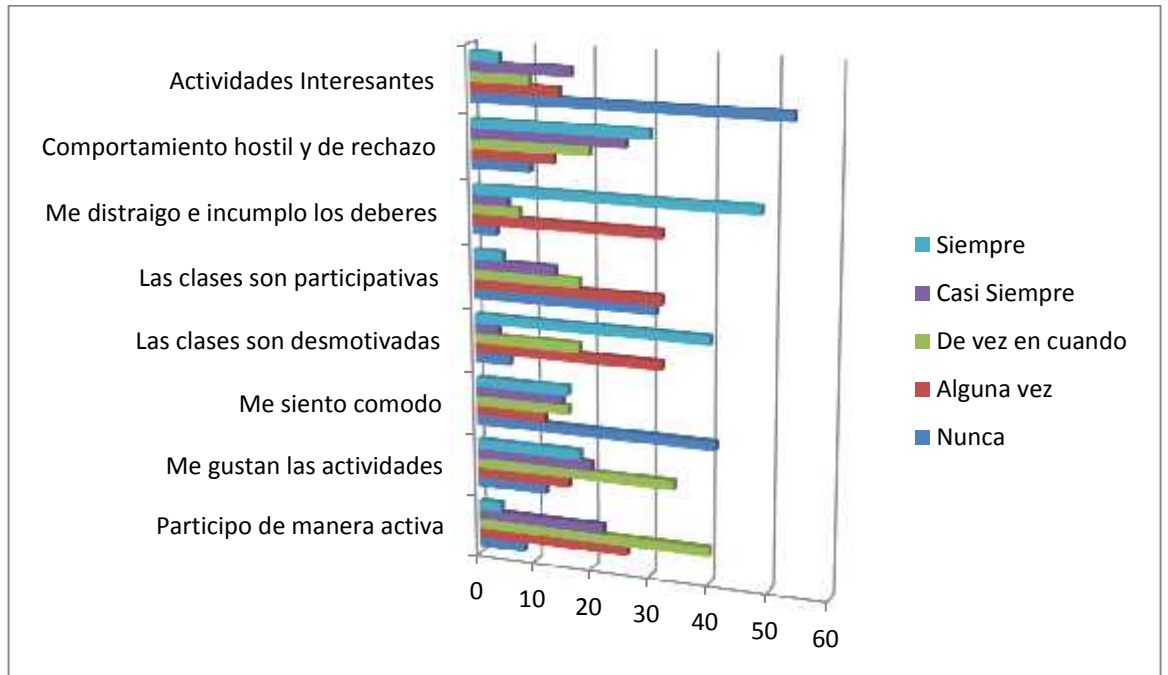
1. ¿Cuál es la Asignatura que más te gusta y porque?
2. Si tuvieras la opción de escoger la asignatura que deseas pasar más horas entre Inglés y Aymara ¿Cuál sería y porque?
3. ¿Cuál idioma crees que es más necesario en la vida profesional inglés o Aymara?
¿Por qué?
4. ¿Qué es lo que más te gusta del idioma Inglés?
5. ¿Qué es lo que más te gusta del idioma Aymara?
6. ¿Cuál de los dos te gustaría estudiar hasta aprenderlo totalmente y por qué?
7. ¿Qué clase te parece más divertida o interesante y como expresas tu preferencia por la misma?

Appendix 1 Cuestionario 1. (Sociolinguistic Attitudes).

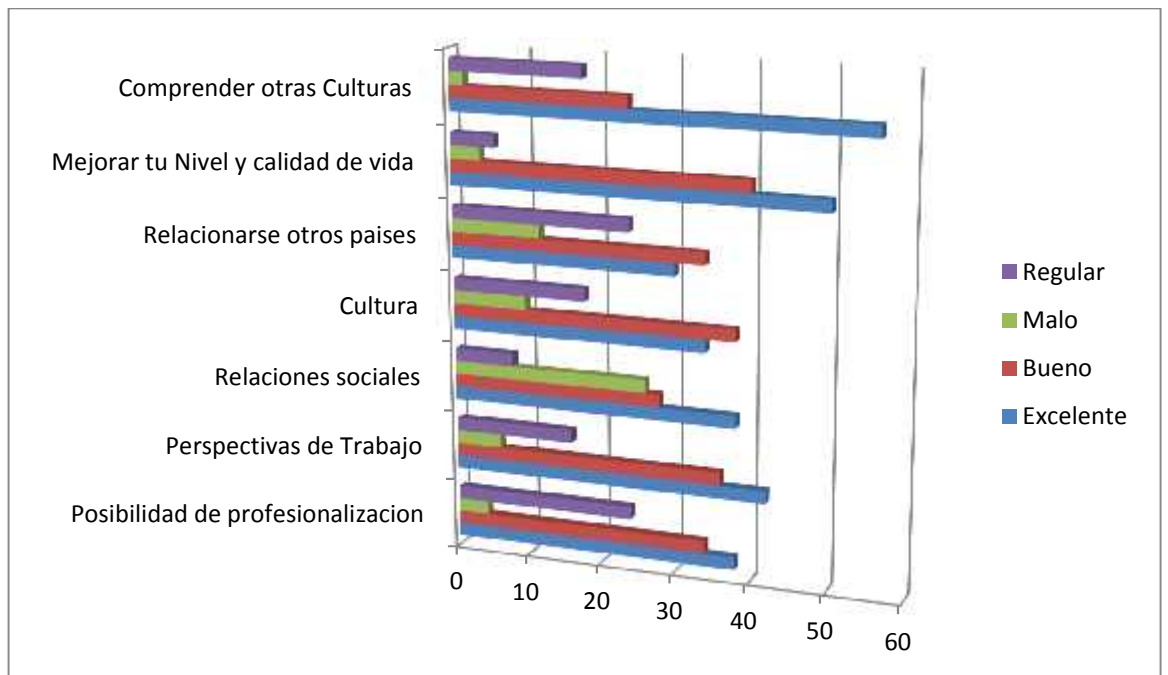
1. Escoge una opción del 1 al 5 tomando en cuenta los valores **(LOS DATOS ESTAN EXPRESADOS EN PORCENTAJES)**
Inglés



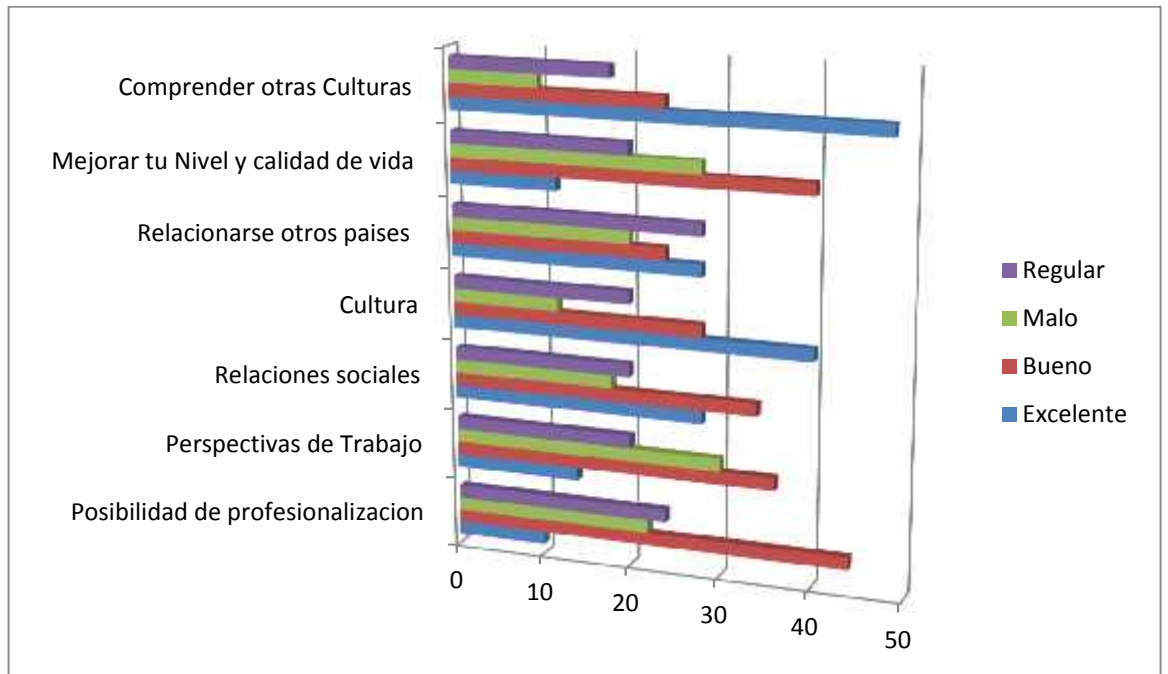
Aymara



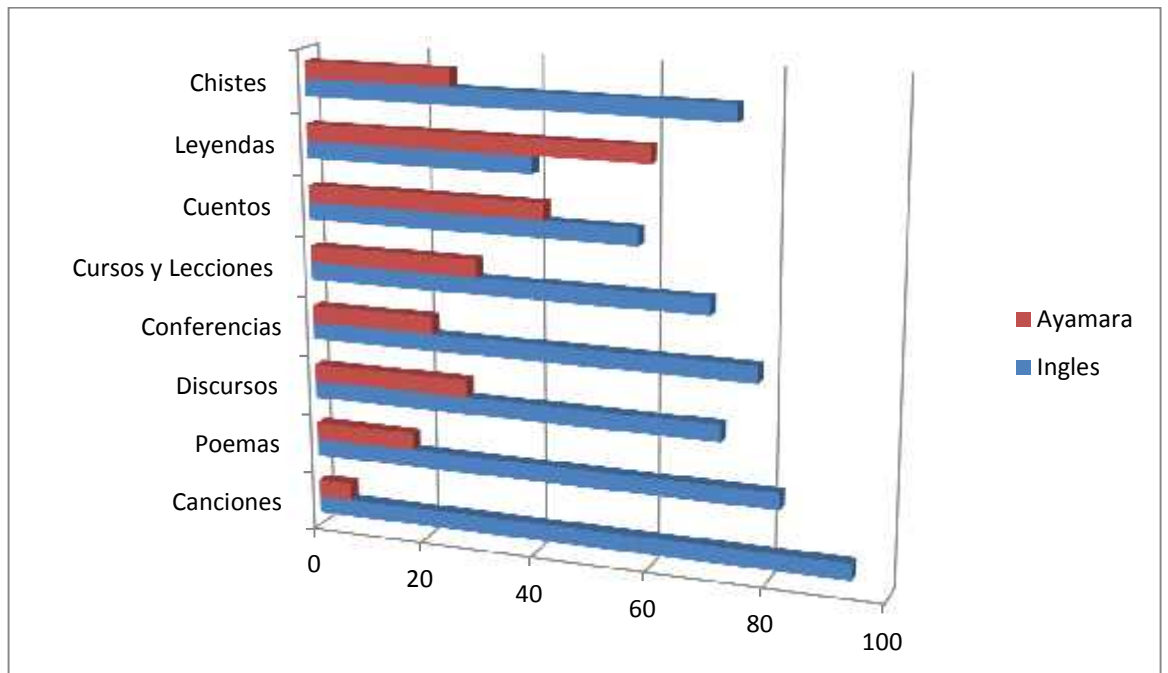
2. Califica los idiomas según las condiciones a continuación.



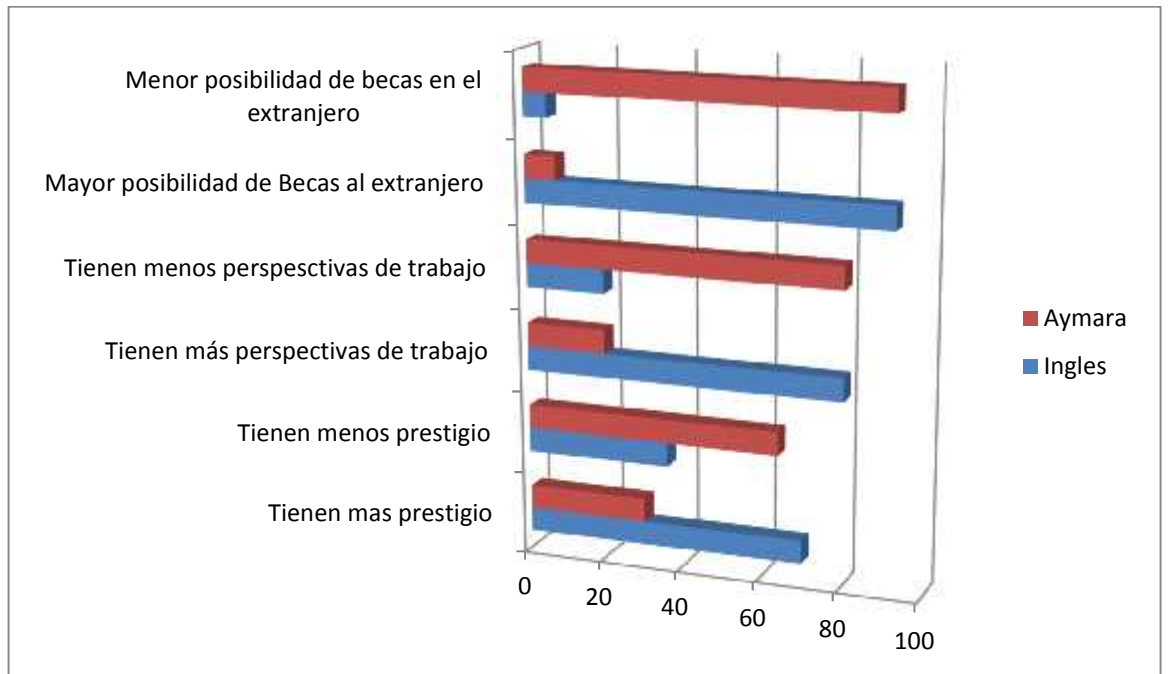
Aymara



3. Entre Inglés y Aymara en cuál de los dos te gustaría realizar las siguientes actividades...

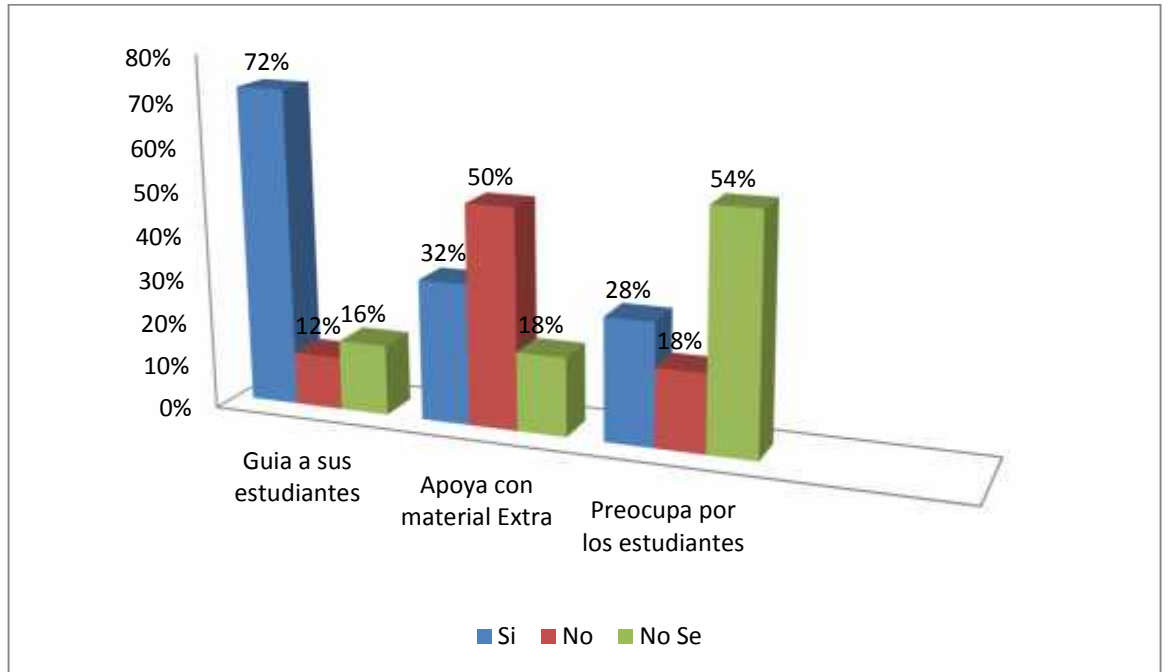


4. Según tu opinión cual de los dos hablantes tiene...

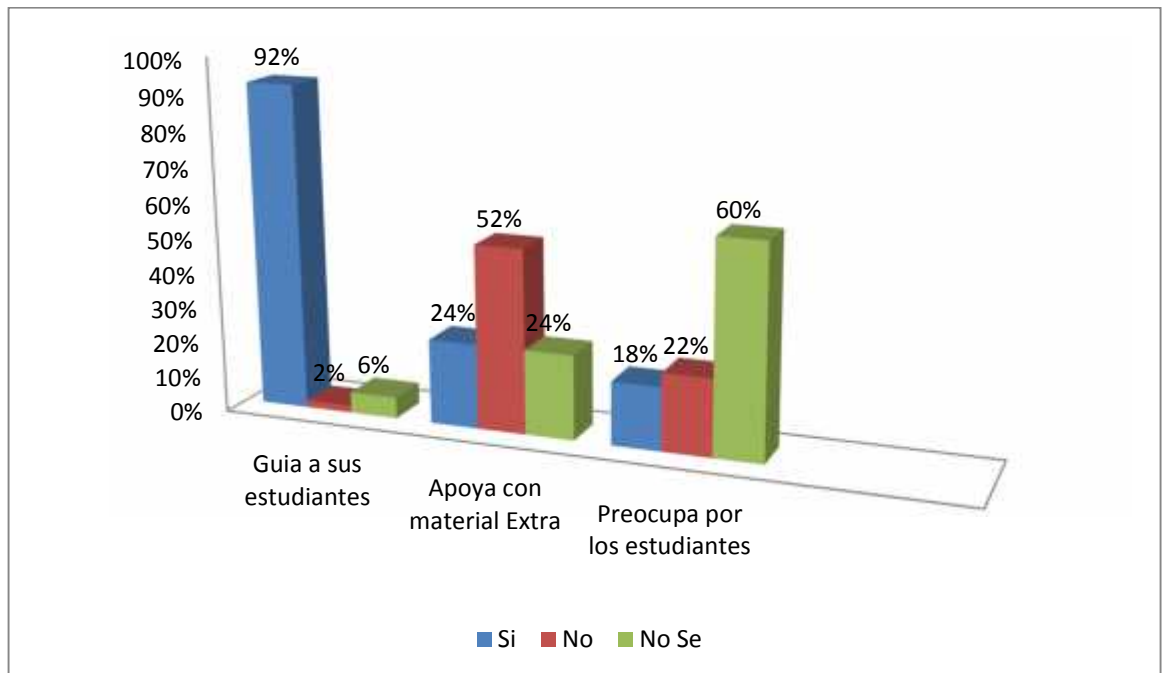


Appendixes 2 and 3 The Students' Sociolinguistic Attitudes.

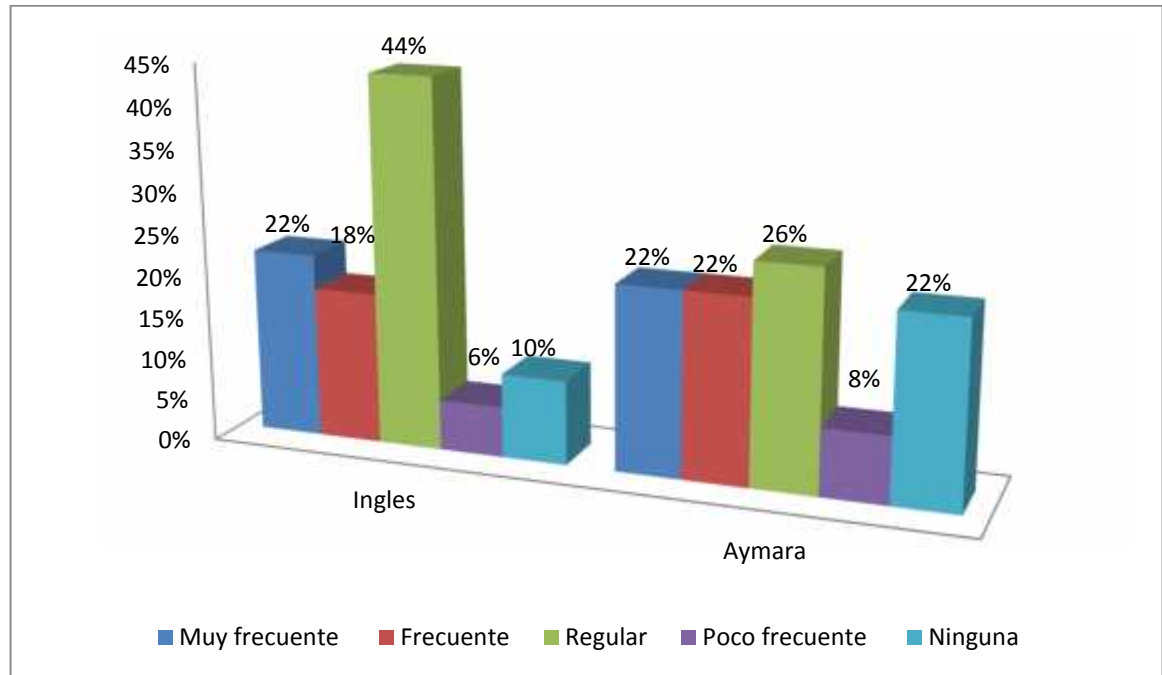
1. El profesor en las clases de Inglés...



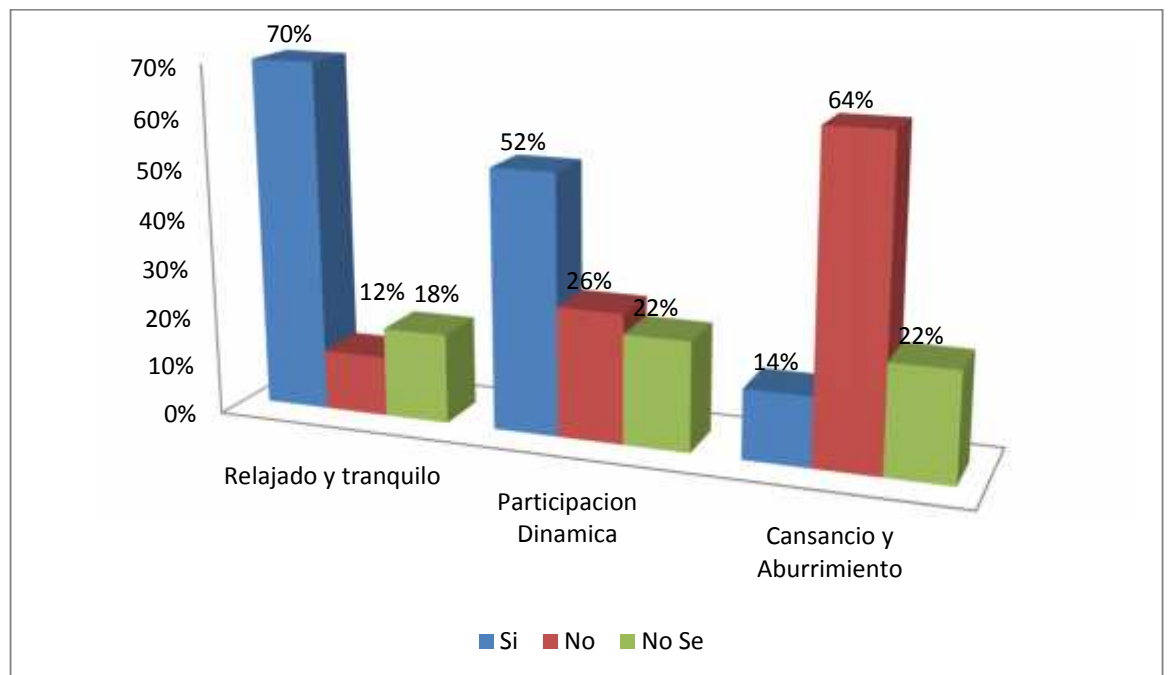
En las Clases de Aymara...



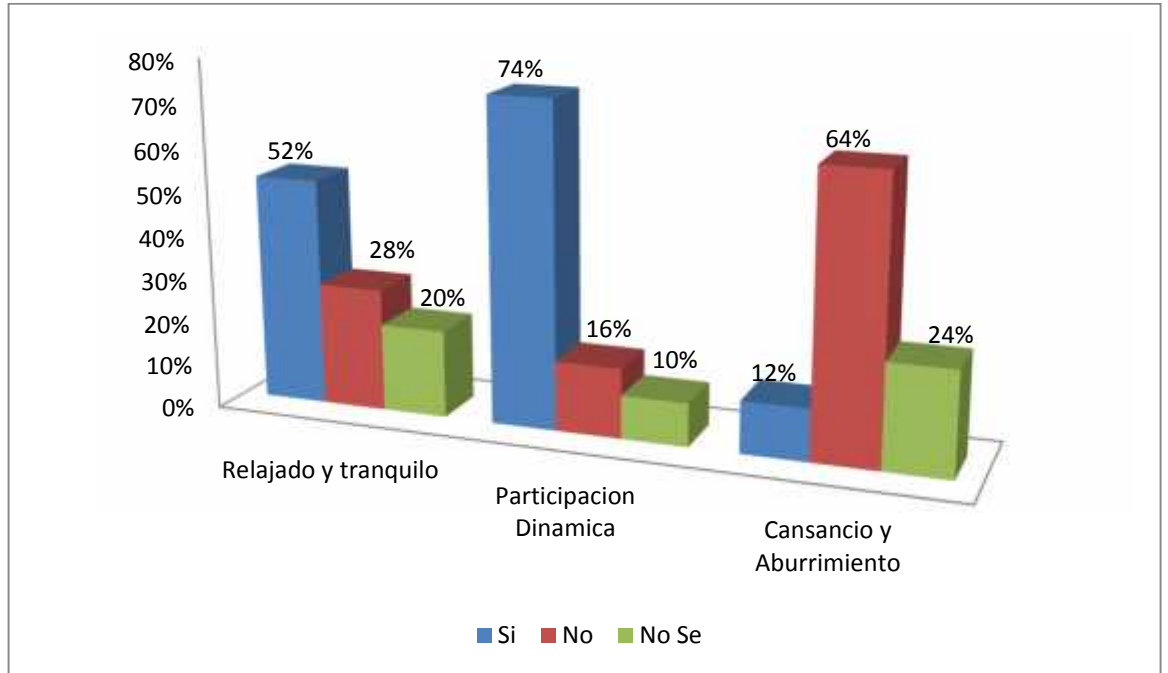
2. Cuál es la participación que tienes durante las clases de Inglés y Aymara es...



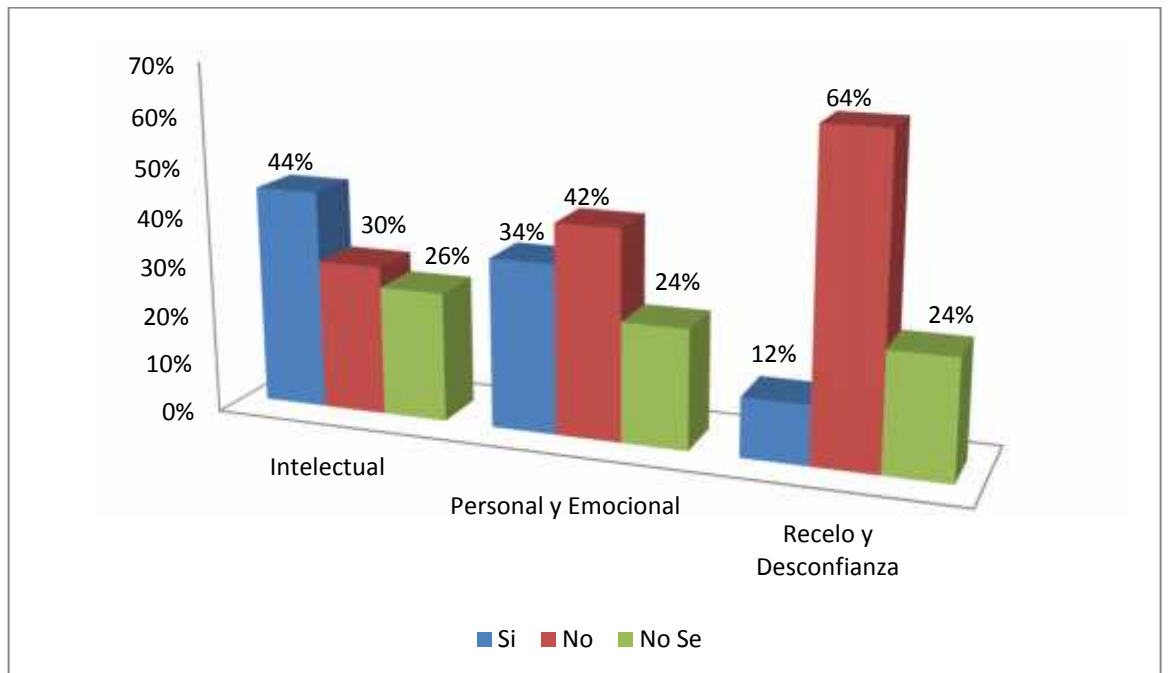
3. En las clases el profesor de Inglés crea un ambiente...



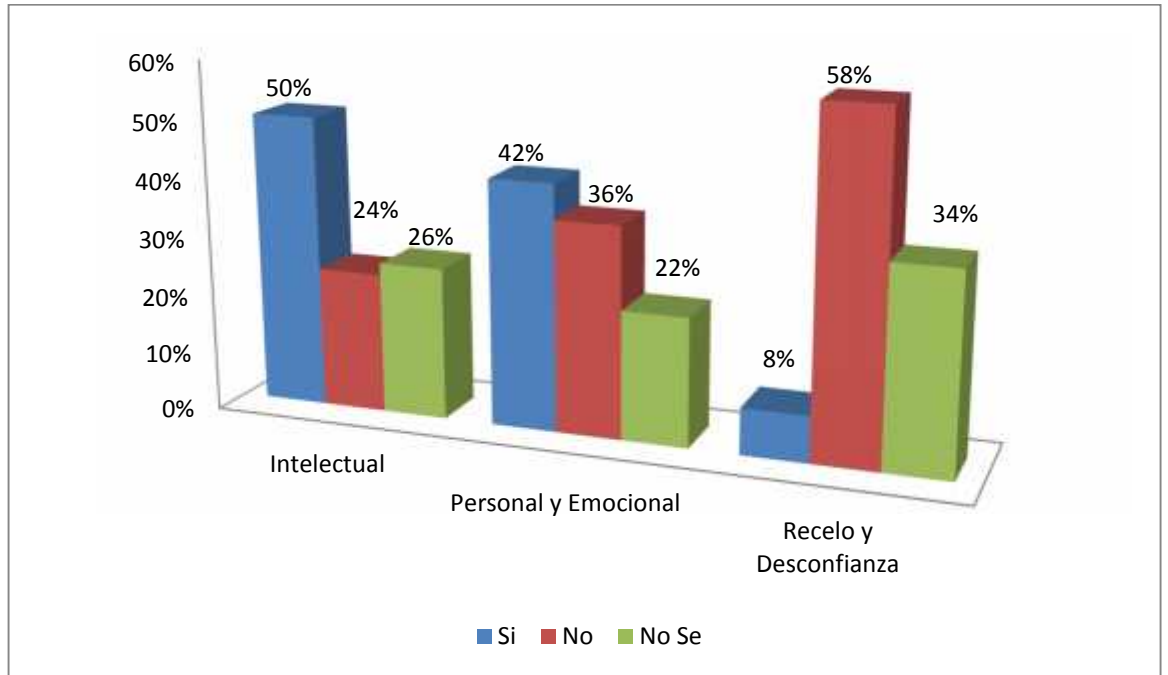
En las clases de Aymara...



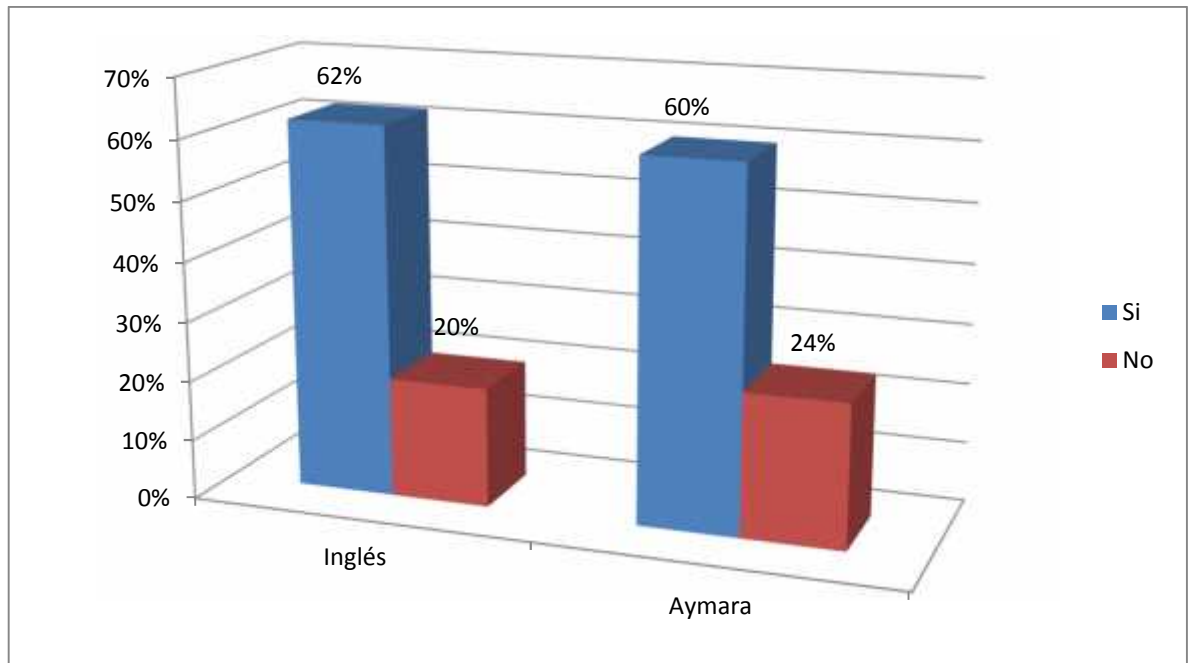
4. La relación con su profesor de Inglés en aula es.....



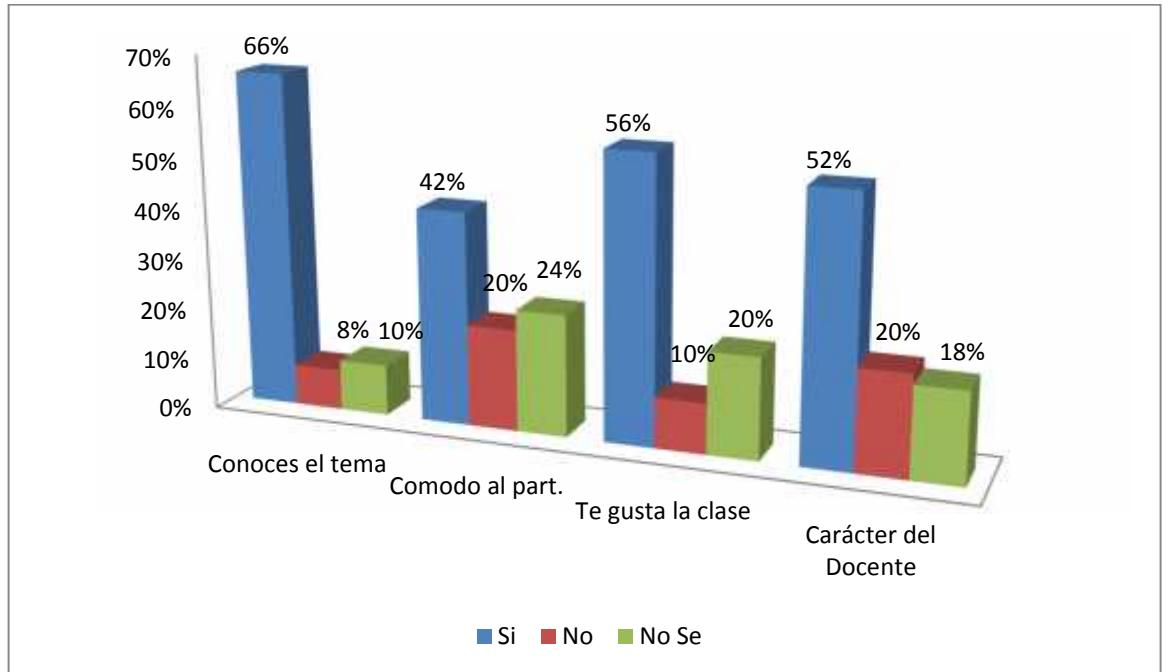
En las clases de Aymara....



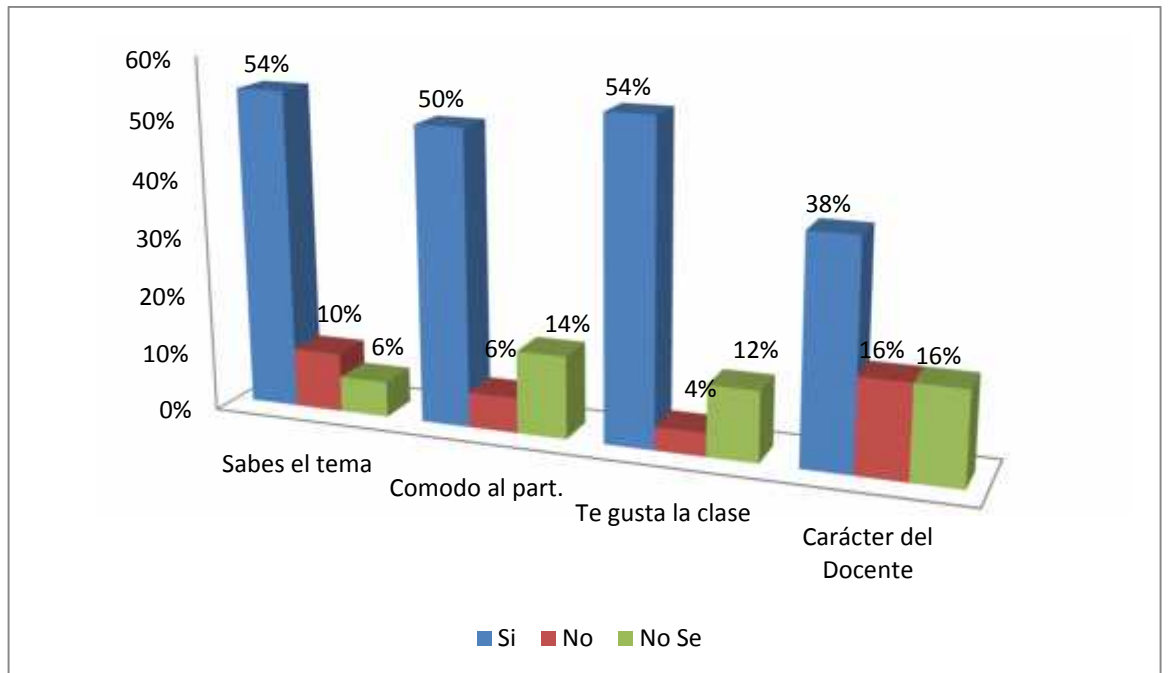
5. Cuando respondes una pregunta en las clases de Inglés o Aymara Tienes la seguridad y confianza de responderlas...



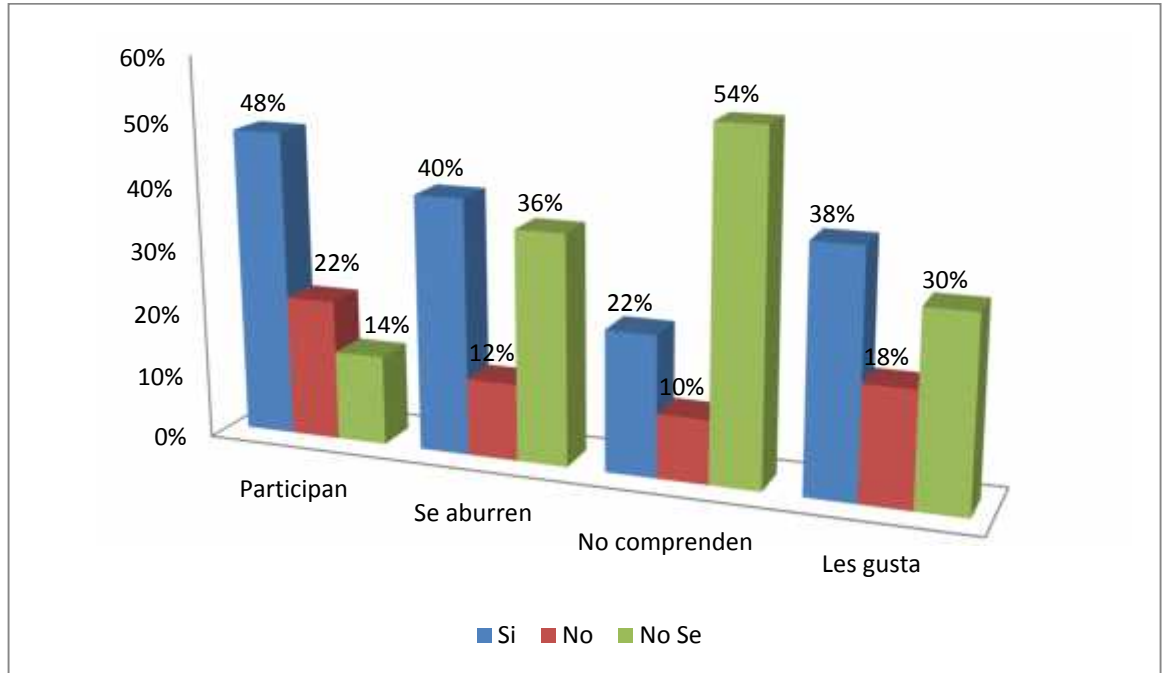
6. Lo que te causa la seguridad de participar en las clases de Inglés es...



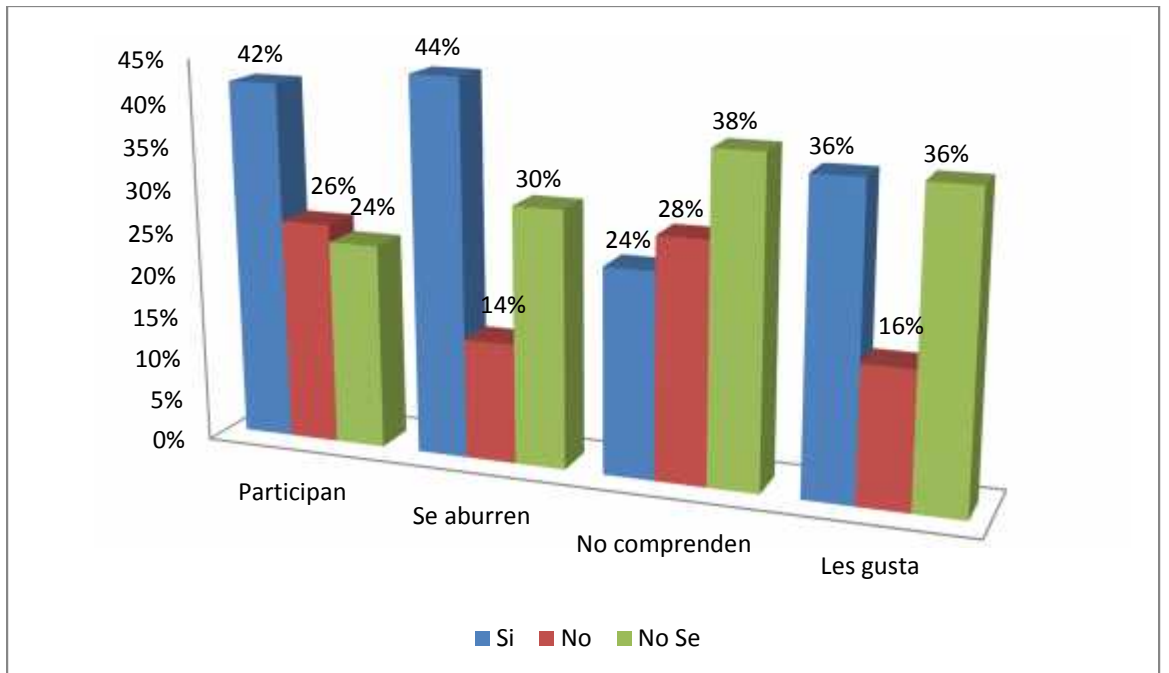
En la clase de Aymara...



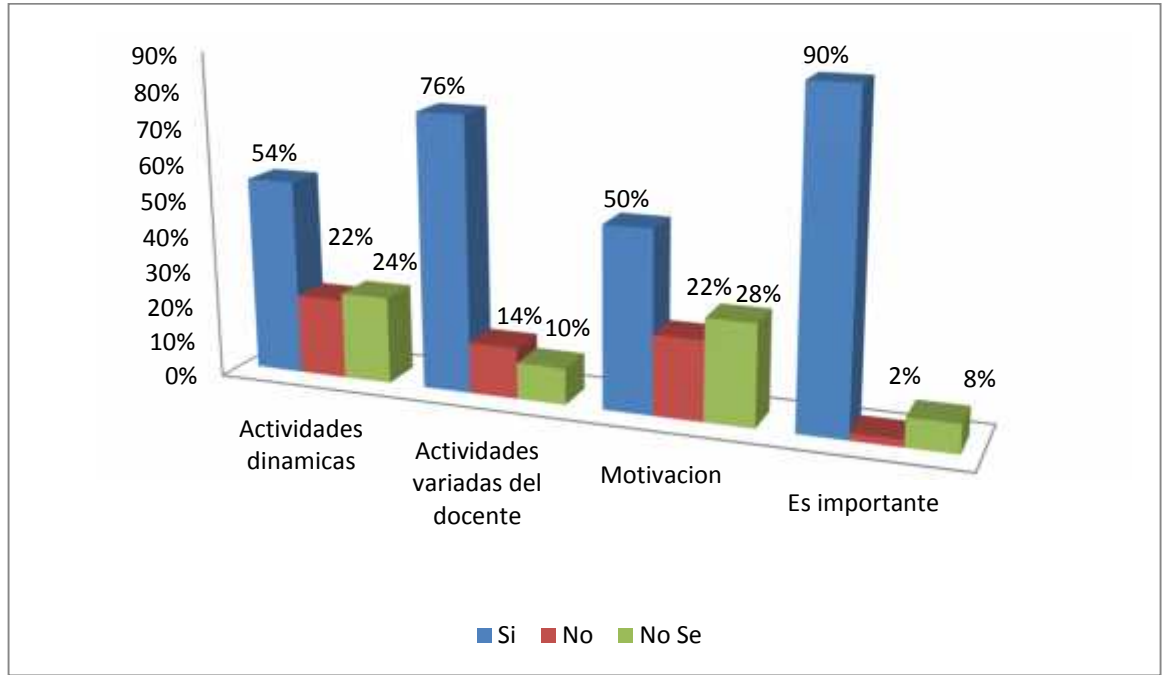
7. En la clase de Inglés tus compañeros...



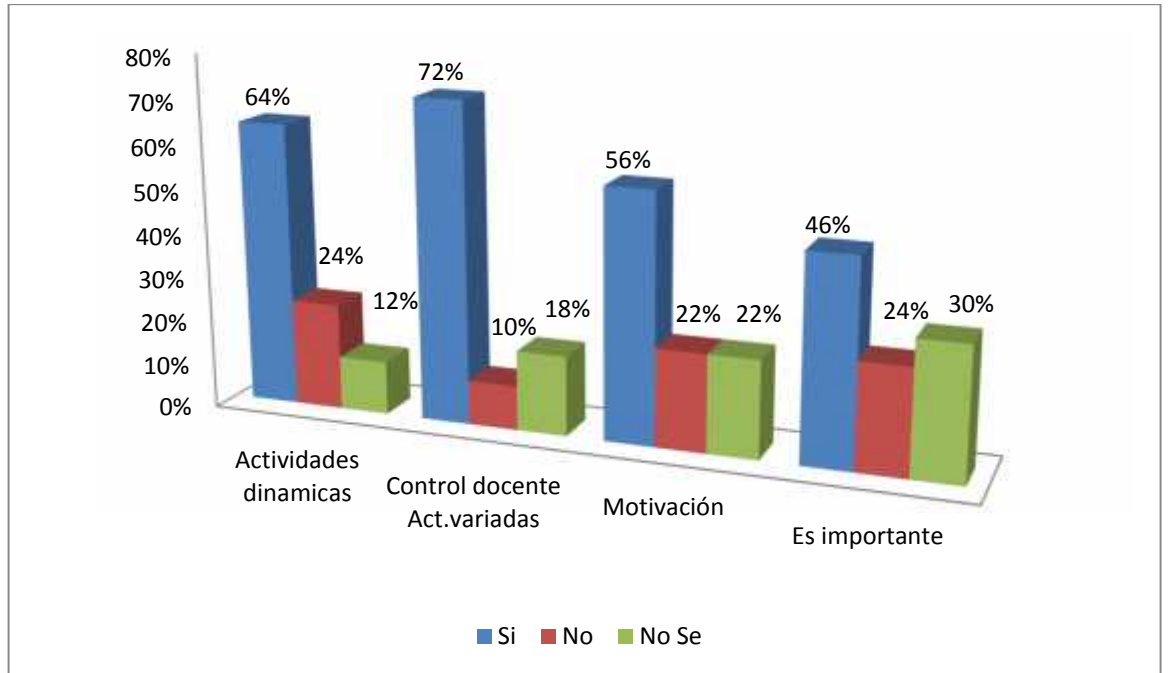
En las clases de Aymara...



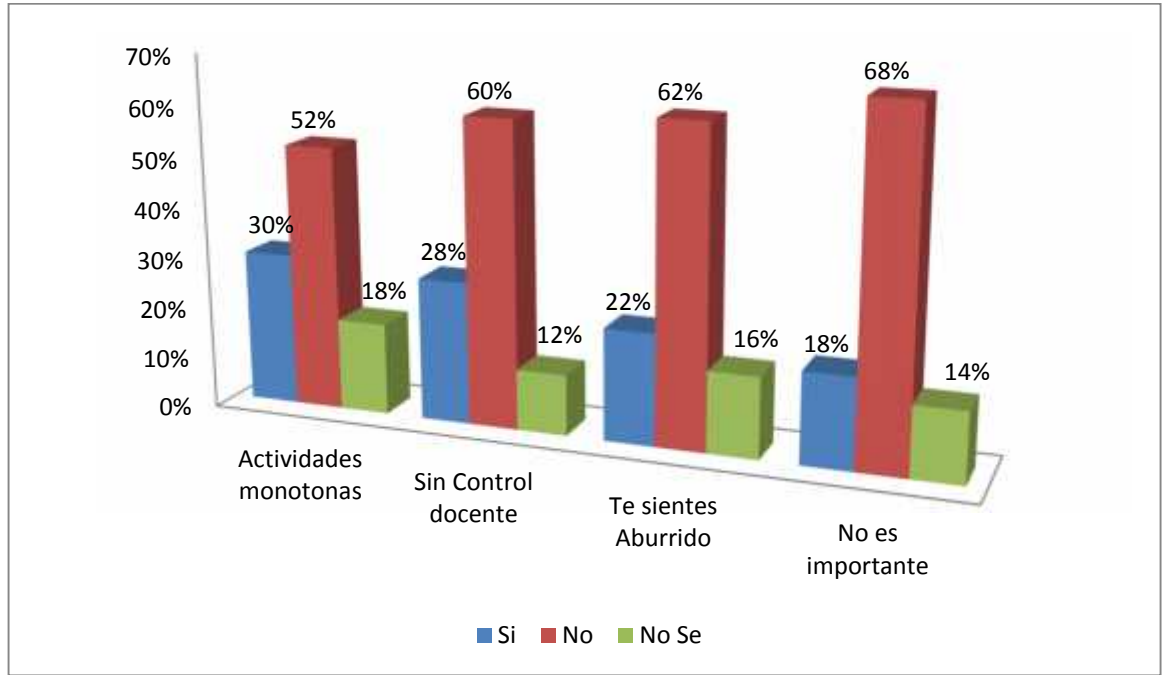
8. Las clases de Inglés te satisfacen o te gustan porque



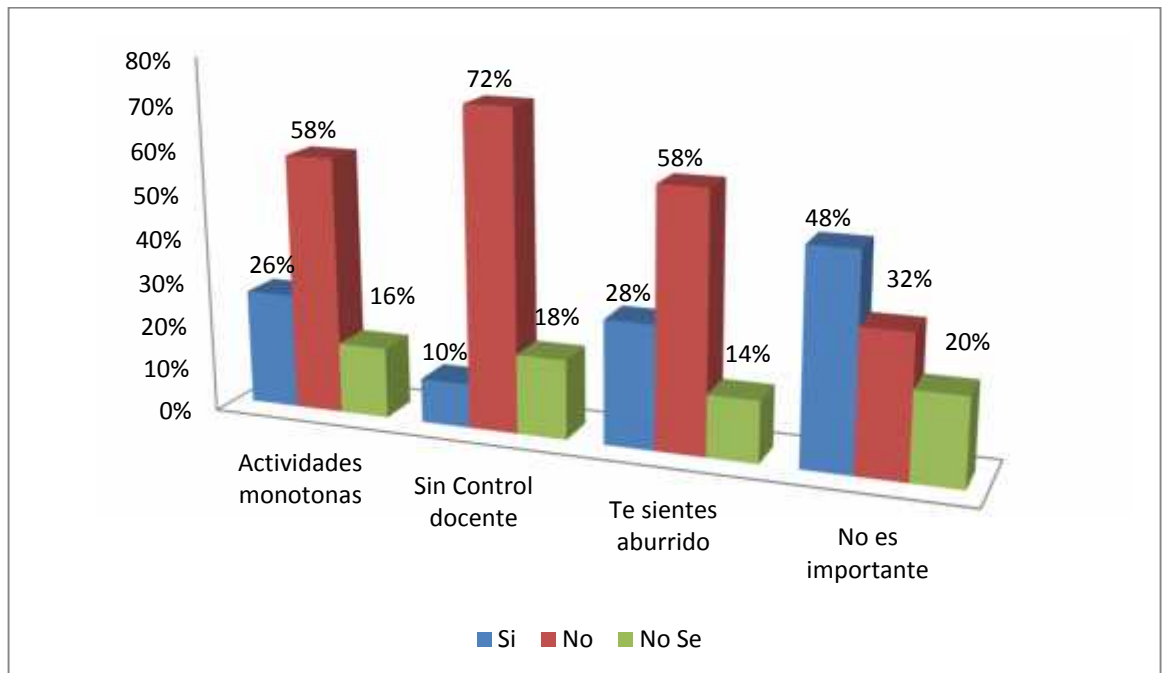
En las clases de Aymara...



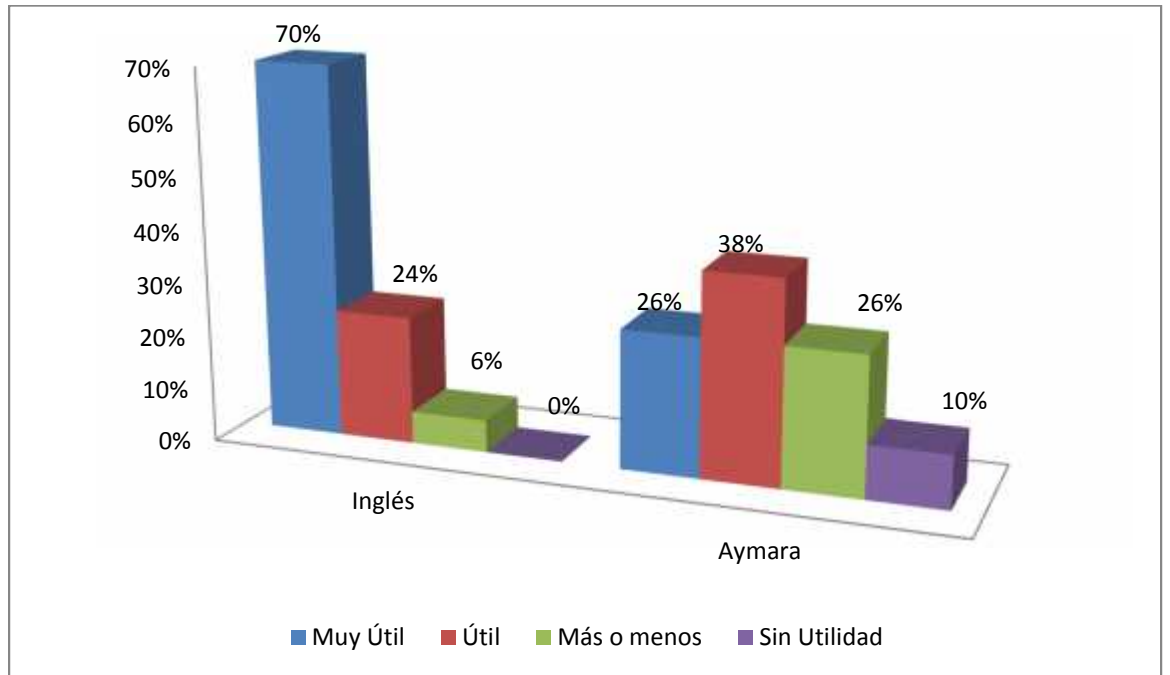
9. Las clases de Inglés te desagrada porque ...



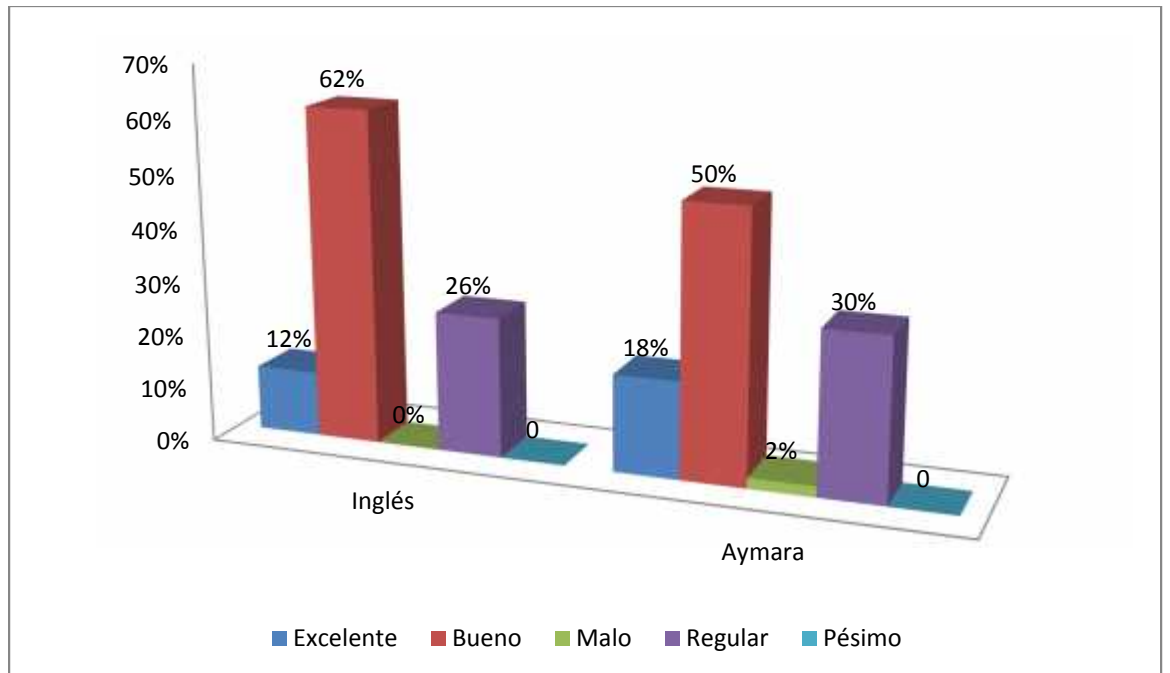
Y las de Aymara...



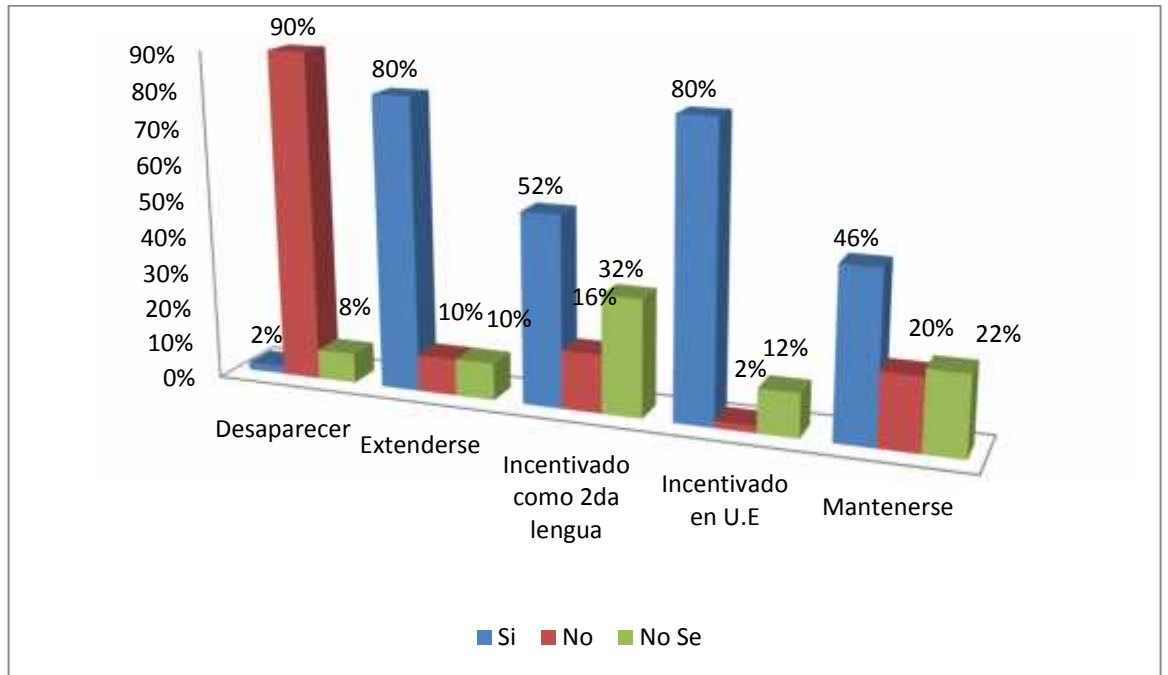
10. La Asignatura de Inglés / Aymara te parece _____ para el futuro.



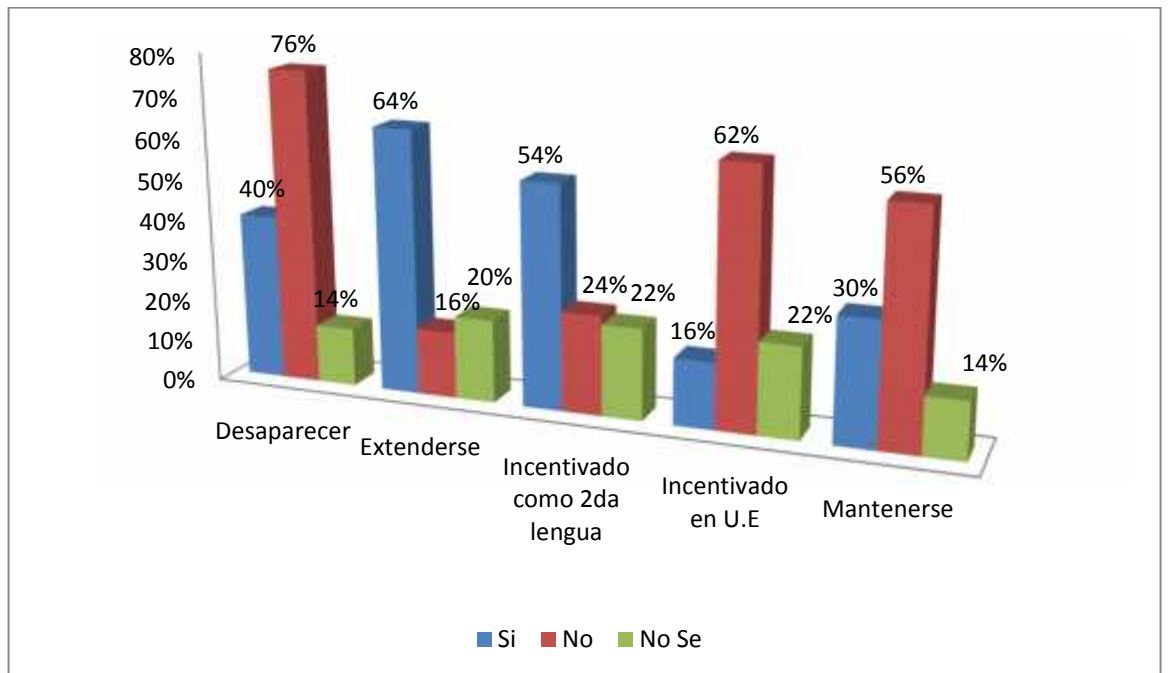
11. ¿Cómo calificarías tu nivel de aprendizaje del Inglés / Aymara?



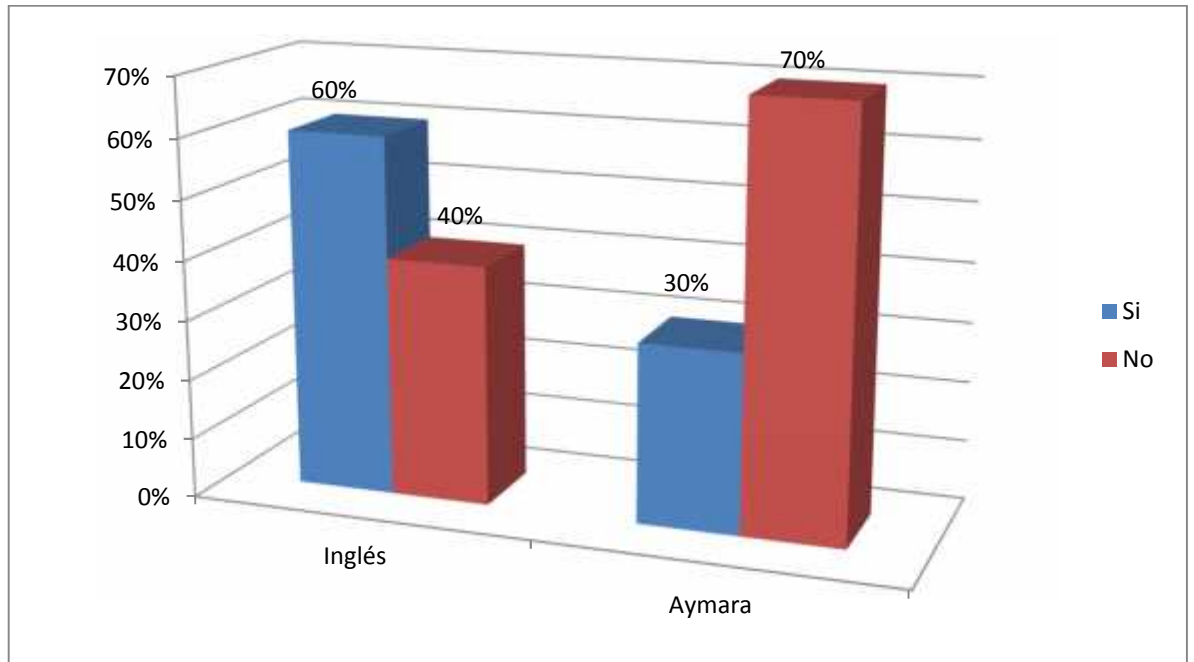
12. El Idioma Inglés en nuestro País debería...



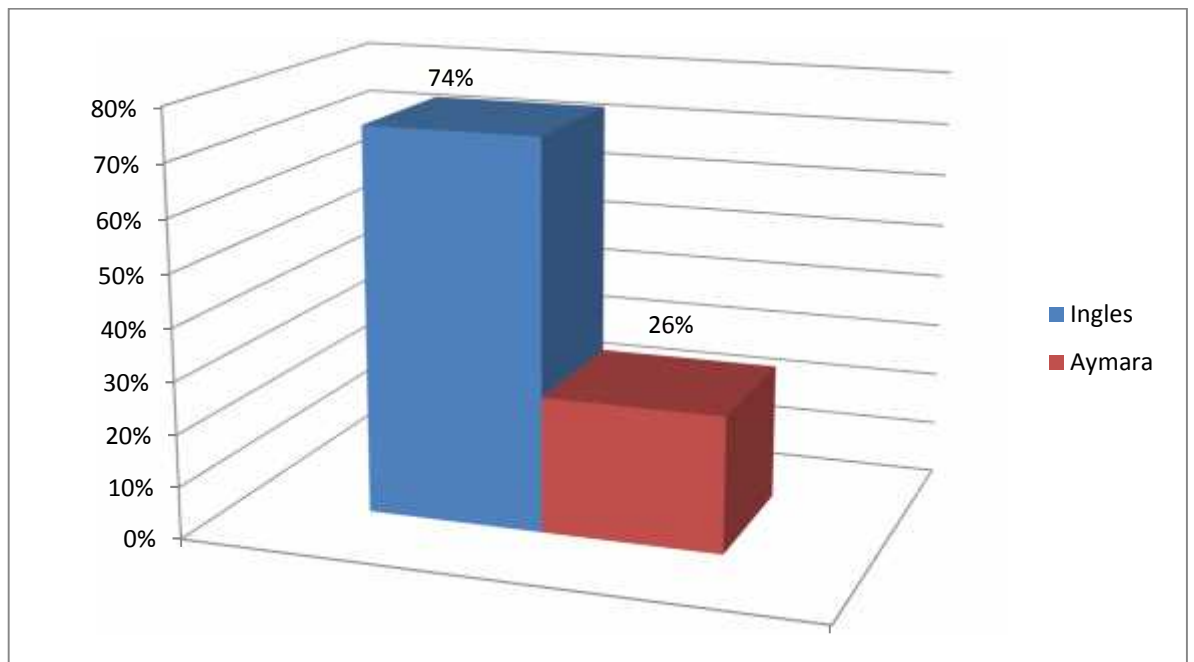
Y el Aymara...



13- Usas Palabras de Inglés o Aymara en tu Comunicación...



14. Tus Papás te incentivan más en estudiar



15. Prefieres estudiar como una Segunda Lengua...

