

**English teachers' perceptions regarding attitudinal factors towards students' english
academic performance in San Francisco de Asis high school in Puerto Asís, Putumayo -
Colombia**

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Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

2023

Acknowledgments

First of all, we want to thank God for allowing us to conclude this stage of our master's degree process, for having allowed us to acquire so much knowledge and for always giving us strength when we needed it most.

Secondly, we are very grateful to our parents, who supported us from the beginning to continue with the project.

We would also like to thank our teachers who contributed great knowledge to our intellect and especially our tutor Marcela Díaz, who was our support in this research work.

Finally, we thank the teachers of the institution San Francisco de Asis of the city of Puerto Asis in Putumayo, for their valuable collaboration and disposition for the project.

Thanks to God, our families, and the different people, who contributed in one way or another to this dream of continuing and completing this great step.

And to the memory of my dear Angie, who from heaven encouraged me to finish.

Resumen

El presente trabajo de investigación se adentra en el intrincado mundo de las actitudes de los alumnos y cómo influyen en su trayectoria académica. En los pasillos del colegio San Francisco de Asís, desentrañamos los retos a los que se enfrentan los educadores que se esfuerzan por dar forma al aprendizaje de idiomas en un entorno en el que la importancia del inglés no se reconoce de manera uniforme. Guiado por estudiosos influyentes como Ryan y Deci (2000), el estudio revela niveles de motivación intrínseca, autoconfianza y desafíos externos, subrayando la necesidad de estrategias no convencionales, especialmente en poblaciones de bajos ingresos. Las historias de los profesores se hacen eco de la llamada a una comprensión más profunda de las necesidades de los estudiantes, resonando con el énfasis de Gilakjani et al., (2017) en el papel fundamental de las creencias de los profesores en la configuración de la dinámica del aula. El estudio desentraña matices actitudinales, desde la ansiedad en los cursos inferiores hasta el profundo impacto de la empatía en los cursos medios, culminando en el papel fundamental de la motivación intrínseca en los cursos superiores. En consonancia con las ideas de Dewey (2019), que hacen hincapié en la importancia de la empatía, estas revelaciones exigen una respuesta pedagógica adaptada. Las implicaciones se extienden más allá del aula, vislumbrando iniciativas colaborativas que involucran a los padres, disposiciones estratégicas de asientos, desarrollo profesional enfocado y la incorporación de la tecnología. Fundadas en fundamentos teóricos, estas recomendaciones instan a un enfoque integral centrado en el estudiante para la educación en el idioma inglés. En conclusión, esta investigación no son solo hallazgos; es una melodía resonante que insta a una sinfonía de cambio en el ámbito de la educación en el idioma inglés.

Palabras claves: Actitudes de los estudiantes, rendimiento académico, estrategias socioemocionales, motivación intrínseca.

Abstract

The current research work takes a deep dive into the intricate world of student attitudes and how they sway academic journeys. In the halls of San Francisco de Asís High School, we unravel the challenges faced by educators striving to shape language learning in an environment where the importance of English is not uniformly recognized. Guided by influential scholars like Ryan and Deci (2000), the study unveils layers of intrinsic motivation, self-confidence, and external challenges, underscoring the need for unconventional strategies, especially in low-income populations.

Teachers' stories echo the call for a deeper understanding of student needs, resonating with Gilakjani et al., (2017) emphasis on the pivotal role of teachers' beliefs in shaping classroom dynamics. The study unravels attitudinal nuances, from anxiety in lower grades to the profound impact of empathy in mid-tier, culminating in the pivotal role of intrinsic motivation in higher echelons. Aligned with Dewey's (2019) insights, emphasizing the significance of empathy, these revelations beckon a tailored pedagogical response.

The implications extend beyond the classroom, envisioning collaborative initiatives involving parents, strategic seating arrangements, targeted professional development, and the infusion of technology. Grounded in theoretical underpinnings, these recommendations urge a comprehensive, student-centric approach to English language education. In conclusion, this research isn't just findings; it's a resonant melody, urging a symphony of change in the realm of English language education.

Keywords: Student attitudes, academic performance, socioemotional strategies, intrinsic motivation.

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Introduction to the Research Study

This research paper intends to describe the relationship between English teachers' perceptions and the attitudinal factors towards students' English academic performance in San Francisco de Asís High School. This research is explained in five different chapters. The first chapter describes the introduction of the research problem, the context for the reader to better understand the situation that motivated the researchers to carry out this research, the research questions and the objectives proposed to fulfill each taken step; and the methodology implemented to justify the purpose of the study is also mentioned. In the second chapter the reader finds the state of the art and various studies and research that addressed some similarities to this research; the theoretical and conceptual frameworks are supported in the same way. Throughout chapter three, the methodological approach, the context of the research, the description of the participants, the impact of this research as well as the ethical protocol are found. In addition, the data collection techniques, their descriptions and validation procedures are mentioned in this chapter. Finally, chapter fourth states the process of data analysis, the categories that arose and the data management procedures. The last chapter presents the results obtained and conclusions researchers reached during the process. Limitations as well as recommendations for further studies related to the teachers' perceptions regarding students' attitudinal factors in the English learning in secondary school.

Context of the Research Problem

Puerto Asís is a small town in Putumayo, Colombia with only four public educational institutions of secondary education with their different headquarters schools, which one of them participated in this research. San Francisco de Asís High School is an institution located 4 kms from the northwest of the urban area, with a big infrastructure, large green areas, and average

classrooms size with up to 35-38 students. Currently, the school has only three trained English teachers who must divide their weekly teaching hours (22 hours) among them to meet the institution's needs and the 26 groups from the different grades. Classroom pedagogical practices carried out by teachers in all areas, subjects, grades and locations are developed following the constructivist social model that proposes the maximum and multifaceted development of the student's abilities and interests.

In the social aspect, according to the Institutional Educational Project of San Francisco de Asís Educational Institution (2014), there is evidence of student population that presents very special characteristics such as the high rate of vulnerability; (indigenous communities, displaced people, Afro-Colombians, victims of natural disasters, students belonging to dysfunctional families, among others) (p.6-9). The campus has students from socioeconomic status 1 and 2. Most of them present family problems reflecting difficulties in disciplinary behavior, poor academic performance, low self-esteem and weakness in building their life project, a fact that affects the high rates of dropout and low academic performance.

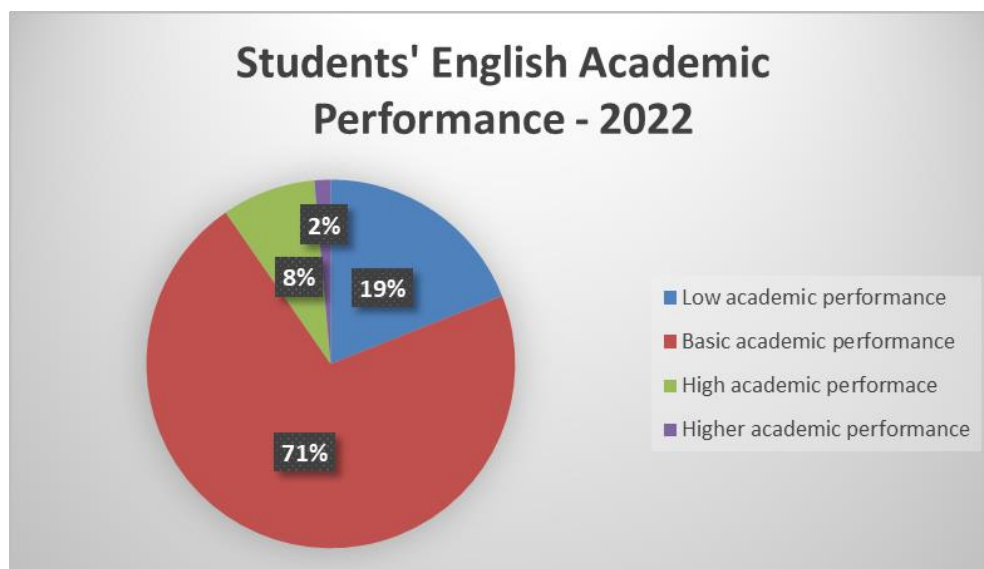
According to the institutional educational plan, San Francisco de Asís Highschool establishes as learning resources a library with books and dictionaries and a Languages Laboratory equipped with computers and audiovisual tools to support teaching and learning processes. In order to contribute to the formation of skills, students are led to the analysis and resolution of problems, which address them in a comprehensive manner in cooperative or teamwork, supported by the personal work of the teacher with each student, and adapted to real-life situations.

Now, analyzing the English language area and according to the final report of grades for the 2022 school year, it shows that San Francisco de Asis High School completed the year with

632 students enrolled in the secondary school who took English as part of their mandatory and core areas. Once the final results of the school year were analyzed, it was evident that only 9 students achieved higher academic performance (4.6 to 5.0 score), which in terms of percentage is equivalent to 2% of the student population with regard to high academic performance, only 52 students obtained their grades between 4.0 and 4.5; equivalent to 8% of the student population. The basic academic performance ranges from 3.0 to 3.9 scores and this is where the largest student population with 71% of the students is located. This percentage is equivalent to a number of 451 students presenting a basic academic performance. Finally, with an average of 1.0 to 2.9 grades we have 19% of the student population presenting low academic performance in the area of English, equating this percentage to a number of 120 students.

Figure 1

Graph of the Final Report of Grades for the 2022 School Year



Note. The graph represents the analysis of the students' academic performance of San Francisco de Asis High School in the year 2022 in the subject of English as a foreign language.

Once the statistics have been analyzed, it could be asserted that there is a problem of low academic performance in students from San Francisco de Asis High School regarding English mastery. The reasons of this academic deficiency in this subject are still a matter of study since there is not a research study carried out in Putumayo that shows the possible factors involved in the low academic performance in the English learning as a foreign language. Taking into consideration the above, given that teachers are an important axis in the teaching-learning process, and they have the option of providing firsthand information to the previously described problem; we are interested as researchers, to know what the teachers' thoughts are in the matter.

Regarding this problem, this descriptive study intended to identify what teachers' perceptions are regarding English learning at the school they work, and this allows us to know what teachers perceive is affecting students' English academic performance at the school under study. This was intended to be carried out by conducting exploratory research with the support of the different English teachers working at secondary education, since they are the agents leading the learning process of students. To do so, we sought to use interviews and surveys to collect the perceptions issued by the subjects. Finally, this project tried to discover all the existing affirmations or evidence of the phenomenon under study.

Research Questions and Objectives

Research Questions

After analyzing the information gathered regarding the final grade report from the last school year 2022, the following research question arises:

1. What are the English teachers' perceptions regarding attitudinal factors towards students' English academic performance in San Francisco de Asis High School?
2. How do attitudinal factors affect English academic performance in students from

San Francisco de Asis High School according to their teachers' perceptions?

The research Objectives

General. To describe teachers' perceptions regarding students' attitudinal factors that influence their English academic performance.

Specific. To rate the English teachers' beliefs regarding the importance of attitudinal factors affecting students' academic performance.

To compare the perceptions of teachers from the different educational levels regarding attitudinal factors that influence students' academic performance in English.

To suggest recommendations and strategies for teachers to improve students' attitudes towards English language learning and academic performance.

Rationale of the Study

Rationale for the Research Problem

It is widely known that students' academic performance in English is affected not only by their language proficiency, but also by their attitudes towards the language, their background, their interactions and their learning experiences among others. According to previous research (Mustafa et al., 2015) students' attitudes towards the language can significantly impact their academic performance in English.

Therefore, this study aims to explore English teachers' perceptions regarding students' attitudinal factors that influence their academic performance in English, specifically in San Francisco de Asis High School; by analyzing the teachers' beliefs about the importance of attitudinal factors and their perceptions of how these factors affect their students' academic performance. This study also seeks to identify strategies and recommendations that can be implemented to improve students' attitudes towards English language learning and academic

performance. A comparison of the teachers' perceptions of the different educational levels at the school was made to identify any potential differences and similarities among themselves. In addition, this study reviewed the final grades report from the last school year to analyze the students' general academic performance in English subject, providing a foundation for the analysis of the teachers' perceptions.

This study has the potential to contribute to the existing literature on the role of attitudes and perceptions in students' academic performance in English within the specific context of High School. By exploring English teachers' beliefs and perceptions, this research adds valuable insights to understand of how attitudinal factors influence students' performance at this level of education. This study also expands the knowledge base on effective strategies for improving attitudes towards English learning and enhancing academic performance of students with similar characteristics of San Francisco de Asis High School population. Besides, this study offers practical benefits to the school since the findings can inform curriculum development, teaching practices and possible interventions aimed at improving students' attitudes towards English language learning.

By identifying effective strategies and recommendations, this study can assist English teachers at San Francisco de Asis High School in implementing different strategies and approaches that foster positive attitudes in order to enhance students' academic performance and to improve English learning. For the community at this part of Colombia, the study's impact lies in the potential improvement of English language education. As students develop better attitudes towards English, their language proficiency and academic achievements can positively impact their future projects, improving in this way, life's plans, and lifestyle of this population; since

enhancing English language skills can open opportunities for higher education, employment and cultural exchanges; benefiting both individuals and the broader community.

Finally, for the academic community at UNAD, this study provides an opportunity to showcase its commitment to research and academic excellence. It demonstrates the university's engagement in addressing educational issues and advancing the field of language learning and teaching. The study can serve as a reference for future research endeavors related to attitudes and academic performance in English or other subjects. Also, to us as researchers, in terms of how this process can expand our knowledge as professionals to understand what can be the attitudinal factors that can affect the academic performance of the students and somehow start working on these aspects in the classroom. Overall, this study contributes to the literature, the UNAD, the school and the community by advancing knowledge, informing educational practices and promoting positive outcomes in English language education.

Rationale for the Methodologies to Address the Problem

This research would encourage future teachers and administrative personal alike from the San Francisco de Asís Highschool in Putumayo to develop and apply some strategies to improve students' attitudinal factors that affect their academic performance in the English learning, facing the necessity to improve students' processes. Considering that this is a topic that has not been previously studied in this institution, as researchers we decided to implement case study research since it gives us the opportunity to explore new ideas and concepts (Habib et al., 2014). On the other hand, the fact of analyzing the institution's end-of-year grade history together with the interviews and questionnaires to be implemented to the teachers as collection techniques, will allow us to provide both qualitative and quantitative data.

It is necessary to clarify that this research is not conclusive, since we understand that the factors that affect academic performance in students have a wide spectrum and differ according to the institutions, geographical location, among others. However, we want to provide an overview of the attitudinal factors that are affecting students' English academic performance at San Francisco de Asis High School.

The scope and Limitations of the Study

The current project is intended to have, as main focus, the English teachers from a public school. After having the authorization of the principal, one of the limitations we found is related to teachers' cooperation when making the interviews and answering the questionnaire, since their free time is very limited due to the academic load they have at the institution.

This could lead to another limitation that may be reflected on the veracity and reliability of the information gathered in interviews and surveys by teachers which it is also likely to affect the implementation of the data collection methods, and subsequently the time period for collecting the information and development of the research project itself. When referring to time, since this research is being applied to teachers, this might delay the time period established to implement the instruments to gather the information considering that these were applied during the teachers' working time at the school.

As the research project was directed on a public school, legal considerations might also affect the process when receiving little support from public establishments, like city hall and educational centers. Moral ethics might be categorized as a limitation as well, subsequent to sometimes there is not much respect for integrity as a researcher and a human being who deserves one from third parties.

Finally, lack of previous studies in the research area and/or scope of discussions greatly affect the development of research projects, seeing that due to lack of experience in research and production of broad scope. Lack of wide-ranging and deep academic papers can get in the way of discussions at work, as they are compromised on many levels of comparison with academic papers experienced.

Introduction to the Literature Review

This chapter presents the state of the art of the current literature relevant for this study. Here, the reader will review some previous publications that have contributed to the study of teachers' perceptions about students' attitudes towards the English learning and how these attitudes influence students' academic performance. Since the current research seeks to explore the perceptions teachers have regarding this process, it was important to carry out an arduous inquiry which allows this study to explore what is happening in students' educational process and know what teachers think about it, according to theoretical support of other authors from the field. This chapter also presents some theories and conceptual framework that are useful to the development of this research. The researchers establish definitions and clarify relevant aspects of those definitions which are clues for this study. The pedagogical implications of this chapter are our basis to establish the importance of our research, since it enlightens some recommendations and strategies for teachers and educational institutions alike to improve students' attitudes towards English language learning and academic performance.

State of the Art

In this section, a selection of research works that have been carried out in the field of teachers' perceptions regarding the influential attitudinal factors in the academic performance of students is made. To do this, the researchers address this section first by relating the studies in the field of teachers' perceptions towards students' attitudes in learning English, and then factors affecting students' attitudes in English learning. It is important to establish that studies referring to students' attitudinal factors and how these affect their academic performance were easy to find, since that topic is widely researched. However, studies on the subject of the matter of this study, where the population is not the students but the teachers, were difficult to find both

internationally and nationally. Therefore, the studies listed below do not have a demographic specification but an international and national chronological order according to the ease with which they were found.

Teachers' Perceptions Towards Students' Attitudes in Learning English

When talking about teachers' perceptions regarding academic performance, it could be asserted that these perceptions are thoughts, ideas, and points of view educators have towards certain aspects of the learning process in students. Thus, according to Zheng (2009, as cited in Gilakjani et al., , 2017), teachers' beliefs are crucial to understanding their thought processes, teaching methods, and learning how to teach. In this vein, it is necessary to carry out an inquiry into the exploration of this term according to other authors and research studies made regarding the subject matter.

One of the first studies found, was a research study conducted in District Swat and District Okara in Pakistan; Rahman et al., (2015) carried out a research study called "*The Gap between English Language Teachers' Beliefs and Practices*" which examined English language teachers' beliefs on language teaching and learning, their classroom practices, and the impact on student success. A mixed-methods approach was used, incorporating both quantitative and qualitative data collection methods; including a questionnaire for teachers to report their beliefs about language teaching and learning, as well as interviews with students to confirm the extent to which teachers practiced their own beliefs in the classroom.

The data collected from the questionnaire and interviews were analyzed using descriptive statistics, such as mean scores and standard deviations, as well as content analysis of the interview transcripts. The results of the study showed a notable disparity between the beliefs held by English language teachers and their actual classroom practices. This gap had implications for

students' academic development in the language classroom. The findings of the study revealed that there was a significant gap between some of the beliefs of English language teachers and their classroom practices. Specifically, the study found that some teachers failed to exercise some of their cherished beliefs about language teaching and learning in actual classroom situations. Overall, the study highlights the importance of aligning teachers' beliefs with their actual classroom practices to promote effective language learning among students.

Rahman et al., (2015) study was important to our research as it provided an exemplification of the research method that was conducted, the data collection instruments, especially to identify teachers' perceptions and the need to conduct a classroom observation to triangulate whether classroom practices and what teachers perceive as important in students' attitudes is reflected in the classroom.

Secondly, Gilakjani et al., (2017) indicates in their study called "*Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature*" that teachers' beliefs play an important role in teachers' classroom practices and professional developments since language teachers constantly evaluate and make informed decisions about their classroom teaching based on their beliefs about language learning and teaching which provide them with a special approach to teaching languages.

They state that beliefs are personal judgments obtained from experiences, personal ideas derived from observation or rational analysis. In their literature review, they mention a study made by Jones and Fong in 2007, in which 27 in-service teachers were interviewed. The researchers also cite various studies that have used different research methods such as interviews, questionnaires, lesson plan analyses, and observations to investigate teachers' beliefs and they

also discuss the limitations and challenges of previous studies and suggests future research directions.

The results showed that teachers' beliefs about teaching were influenced by their experience and tended to be focused on the teacher, textbooks, and grammar. The researchers implemented questionnaires to research the cultural differences among teachers and students and the results showed that most teachers and learners consider that grammar teaching-learning was significant in foreign language teaching. This literary review could contribute to our study by analyzing the positions that the different authors have shown with regards to the research field. Likewise, the information regarding teachers' beliefs about their pedagogical practices could be helpful for the construction of data collection instruments.

In this vein, Rautenbach et al., (2019) carried out a research study titled "Teachers' perceptions of Grades 8-10 English First Additional Language learners' reading habits, attitudes and motivation" in Gauteng Province, South Africa. The methodology used in this study was a qualitative research design, and the data collection instrument used in this study was semi-structured interviews with 12 English First Additional Language (EFAL) teachers.

The authors analyzed the data thematically, which involved identifying patterns and themes in the data collected from the interviews. The data analysis aimed to examine the correlation between learners' reading habits, attitude, and motivation to read and their academic performance. The teachers' perspective was used to gain insight into this relationship. The study found that teachers have negative perceptions about the reading practices of Grades 8-10 English First Additional Language learners (EFAL). The research findings indicate serious concerns regarding learners' reading habits, attitudes, and motivation to read.

Rautenbach et al., (2019) concluded that there is a need for teacher training and professional development to improve teachers' perceptions and attitudes towards reading,

which can ultimately lead to improved reading habits and motivation among EFAL learners. Rautenbach et al., (2019) study helped our research project in several ways. Firstly, it provided a similar methodology and data analysis approach that researchers could use as a reference for our own study. Secondly, the findings of this study provided insights into the perceptions of teachers about students' attitudes when developing activities in the English learning.

These insights were useful in identifying potential challenges that learners faced in developing their English language skills and designing interventions to address these challenges. Thirdly, the study highlighted the need for teacher training and professional development to improve teachers' perceptions and attitudes towards teaching English language skills.

In the same way as in the previous research Salvador (2019) in his study “*Teachers’ Perceptions About Curricular Requirements for English Teaching in Middle School: An Exploratory Study*” examines the perceptions of teachers regarding the challenges they face in meeting the curricular requirements of the English National Program for secondary education. The author argues that teachers encounter difficulties in their teaching practice, planning, and decision-making when it comes to assessing students' learning process. The author analyzes the curriculum's perspective on what is taught, how it is taught, when and why it is taught, and how learning outcomes are assessed, with the aim of promoting progress in the language learning process.

To gather data and reach interpretations aligned with the research objectives, the author employed a qualitative exploratory approach and conducted semi-structured interviews. Throughout the data collection process, Salvador (2019) utilized semi-structured interviews to describe and analyze ideas, beliefs, meanings, knowledge, group practices, cultures, and communities. The interviews aimed to examine the typical behaviors and the meanings attached to them within specific contexts or circumstances. The findings indicate that teachers lack

specific training for teaching certain grades and have developed their professional skills in various areas and levels, which impacts their teaching practices. Their lesson planning is influenced more by their perceptions of language learning than by the curriculum itself.

Furthermore, teachers perceive oral interaction as the primary domain for language functionality, but they believe that exams for higher education prioritize reading competence over comprehensive communication skills. This discrepancy limits the development of oral skills. Overall, Salvador's study sheds light on the challenges faced by teachers in meeting curricular requirements, highlighting the influence of their experiences, perceptions, and limitations within the educational system (Salvador, 2019).

An additional research about teachers' perceptions was made by Bravo et al., (2021) who conducted a mixed methodological approach of descriptive non-experimental correlational design called "*Factors that Influence the Teaching of the English Language during the Transition from Primary to Secondary School in Eighth-Grade Students from Guayaquil*" which aimed to identify the stressing factors affecting the academic performance of 8th graders in a fiscal educational institution in Guayaquil. The authors collected data using a quantitative method, analyzing a numerical questionnaire and conducting statistical analysis to establish a relational pattern between stress factors and academic performance.

The study was conducted from the perspective of teachers. An interview was conducted with teachers and students to investigate the impact of academic, pedagogical, and psychological factors on English learning. The focus was on understanding how these factors affect the relationship between teachers and students. Primary and secondary teachers emphasized the notable differences between the two educational levels, particularly in terms of teaching strategies. Elementary school teachers highlighted the importance of play and recreation, while

high school teachers acknowledged the need for more complex strategies that require greater student dedication, even though they may not be as appealing. The researchers also observed a connection between stress-inducing factors and students' academic performance. They specifically mentioned that fear of failure and mockery can negatively affect students' confidence and motivation to learn English (Bravo et al., 2021).

As researchers, we consider Bravo et al., (2021) study very important in this state of the art since it refers to the perceptions of high school teachers, academic level which is our main focus; in addition, the institution in which the research of Bravo et al., was carried out, has similar characteristics to that of Puerto Asis, since it is a public institution, whose classrooms are numerous and where students are perceived as unmotivated. It also mentions some attitudinal factors of the students that influence their academic performance as well as future strategies to improve academic performance in learning English.

Some international studies useful for this state of the art have been reviewed, below are some Colombian studies that show the same line of research as our study.

On the first place Pinto (2015) carried out the study research called “*Perceptions about the teaching process of English of students and teachers of the Colombian Pilot University, Sectional of Alto Magdalena*”. The research design and methodology implemented in this study follows a qualitative-quantitative approach. The study uses both qualitative methods such as surveys and interviews to investigate preferred methods, motivation levels for learning English, and teacher perceptions in the classroom. It also uses quantitative methods such as survey questions about the number of years studied and preferred learning methods to obtain quantitative results.

The author used two main instruments to collect information: a survey and interviews. The survey was administered to students and included questions about their English language learning experiences, preferred learning methods, and motivation levels. The interviews were conducted with teachers to gather their perceptions of the teaching and learning process in the classroom, as well as any challenges they faced. Additionally, the study also used a literature review to examine proficiency tests and university entrance exams.

Finally, the study also found that students and teachers had different perceptions about the teaching and learning process, with teachers identifying challenges such as lack of motivation and low proficiency levels among students. The study recommended that the university should provide more opportunities for students to practice their English skills outside of the classroom, such as through extracurricular activities or language exchange programs. This study can be helpful to this research project in several ways. Firstly, it provides an example of a similar study that investigates teachers' perceptions regarding attitudinal factors towards students' English academic performance which can help us understand the methodology and approach used in the study.

In conclusion, the reviewed studies collectively underscore the vital role of teachers' perceptions in influencing students' English academic performance. These studies, spanning various methodologies and contexts, highlight the need to align teachers' beliefs with classroom practices to promote effective learning. The use of diverse data collection instruments like surveys, interviews, and observation grids enhances data depth and reliability. Insights from these studies are universally applicable and offer valuable guidance for this research, particularly in validating instruments and adopting methodologies.

The studies' relevance across different global contexts emphasizes their transferability. As

this research focuses on teachers' perceptions in a specific public school setting, these studies offer a strong foundation for framing the investigation and guiding instrument validation.

In summary, the collective findings and methodologies from the reviewed studies greatly inform this research. By leveraging these insights, this study aims to unveil valuable perspectives on teachers' attitudes and their impact on students' English academic performance, fostering effective educational practices.

Factors Affecting Students' Attitudes in English Learning in High School

Language learning is a complex process influenced by various factors that shape students' attitudes and perceptions towards the target language. Understanding these factors is crucial for educators and policymakers to design effective language learning programs and enhance students' academic performance. This state-of-the-art review explores several studies carried out in different contexts, international and Colombia, that delve into the factors affecting high school students' attitudes towards learning English as a foreign language.

At the international level, the study “*Factors affecting students' achievement in English language learning. Journal of Educational and Social Research*”, by El-Omari (2016) approaches the topic by categorizing and cross-tabulating the responses from the questionnaire divided into four different factors: attitudinal, socioeconomic, social and extra-curricular. This study was carried out in 497 secondary schools' students in English from urban and rural area in Jordan, shows that: 1) Attitudinal factor: in a general way, students are willing to learn English since it has become a mean of communication in their country. 2) Socioeconomic factor: family income and the feeling of stability and social security provide greater confidence in the students; therefore, their learning is easier. 3) Social factor: students who have the possibility to travel abroad and to use English in different contexts of their social

lives, have a better achievement than those who do not. 4) Extracurricular factor: schools where media tools and different academic materials are used, students with greater achievement are found.

El-Omari (2016) highlights that students generally possess a positive attitude towards learning English. This finding suggests that fostering a favorable attitude towards language learning could be beneficial in enhancing students' achievement, which allows researchers to suggest specific approaches for teachers to improve students' attitudes towards English language learning and enhance academic performance.

In El-Omari's study, the attitudinal, socioeconomic, social, and extracurricular factors examined align with Vygotsky's sociocultural theory (as cited in Turuk, 2008) which emphasis on the social and cultural aspects of learning. Vygotsky posits that individuals acquire knowledge and skills through social interactions and participation in cultural activities. El-Omari's findings support this perspective by highlighting the influence of social and extracurricular factors on students' achievement in English language learning. In this sense, this study is relevant in our research work since the information could be useful to have clearer ideas regarding students' attitudinal factors to design the data collection instruments which will be applied to teachers.

Similarly, relating the factors into categories; Zulfikar et al., (2019) in Indonesia, provided a qualitative study "*An exploration of English students' attitude towards English learning*" in which they utilized in-depth semi-structured interviews which aimed to explore students' attitudes towards language learning. The findings of the study revealed three main categories related to students' language learning attitudes: cognitive aspect, emotional aspect, and behavioral aspect. Under the cognitive aspect, the participants' reasons for learning English were

explored, including passion for the language, future orientation, and fulfilling academic requirements. The participants also discussed their perceptions of English language competence, with some finding it easier than other languages while others expressed difficulties in specific skills such as grammar and speaking.

In terms of the emotional aspect, the findings indicated that some participants found English interesting and important, while others lacked interest or experienced anxiety related to learning the language. Additionally, some students expressed preferences for specific language skills, such as writing or speaking. The behavioral aspect of attitudes included factors such as effective teaching strategies, participation levels, and self-scheduling for studying. Participants mentioned that their attention and participation in English classes depended on the teaching methods used by their instructors and the potential rewards or compensations offered. Some students also expressed reluctance to participate due to anxiety or lack of confidence.

In terms of self-scheduling, participants reported studying English at different times and expressed preferences for individual study or review. Overall, the findings of the study suggest that the participants generally hold positive attitudes towards language learning, with various motivations, perceptions, and emotional experiences influencing their engagement with English. The study provides insights into students' attitudes and can contribute to understanding language learning processes and designing effective language learning programs.

Those findings can be related to the Self-Determination Theory (SDT) proposed by Edward L. Deci and Richard M. Ryan (2000) which explores human motivation and the factors that support or hinder individuals' intrinsic motivation, self-regulation, and well-being. Within Zulkifar's study, students who express passion for English or a future orientation driven by personal goals demonstrate intrinsic motivation, as they engage in language learning for the

inherent interest and long-term benefits it offers. Finally, Zulkifar's (2019) exploration about how students refer to their own English skills is aligned with the concept of perceived competence in SDT; which explains how these perceptions may feel learners more confident and motivated to continue learning.

In the context of our study project focused on exploring factors affecting students' attitudes in English learning in high school, Zulfikar et al., research offers a robust foundation for comprehending the complex dynamics that shape these attitudes. Their identification of cognitive, emotional, and behavioral aspects closely mirrors our intention to investigate these dimensions through English teachers' perspectives. The cognitive facet, which encompasses students' motivations and perceptions of language competence, aligns seamlessly with our aim to understand teachers' beliefs regarding attitudinal factors and their impact on academic performance.

Additionally, Zulfikar et al., exploration of emotional aspects resonates with our objective to gauge teachers' perceptions of how these factors influence students' academic engagement and achievement. Lastly, their insights into effective teaching strategies and behavioral factors directly correspond to our intention to suggest actionable strategies to enhance attitudes and performance. In essence, integrating Zulfikar et al., findings into our study enriches our understanding of these multifaceted attitudes while grounding our research in practical and theoretical dimensions.

Now then, from the point of view concluded by Getie's (2020) explanatory study "*Factors affecting the attitudes of students towards learning English as a foreign language*" at Debre Markos High School in Ethiopia; it evidences the importance of factors such as social, educational and attitudinal in the positive and negative impact of students towards learning

English. Including questionnaires, interviews and a focus group discussion, 103 high school students in grade 10 proved to be really interested in learning English as they have different short-term social, economic, academic and professional interests for that purpose.

Likewise, among the factors that influence students' attitudes towards learning English, it was concluded that the teacher's methodology, the learning environment, empathy with the teacher, the use of different educational materials, teamwork, the possibility of interacting with native speakers and the support from parents are key aspects that allow for a positive or negative attitude towards learning English.

Considering Getie's study, it reinforces the understanding that attitudinal factors play a significant role in students' learning and academic performance in English, which allows researchers to explore teachers' perceptions in this area. This study is aligned with the views of psychologist educational theorist Albert Bandura (as cited in Rodriguez et al., 2020). Bandura's social cognitive theory emphasizes the importance of personal factors, environmental influences, and behavioral outcomes in shaping individuals' attitudes and motivation to learn.

According to Bandura (as cited in Rodriguez et al., 2020), individuals' beliefs in their own capabilities influence their attitudes, choices, and efforts in learning new skills or subjects. In this context, students who exhibit positive attitudes towards learning English are likely to have higher self-efficacy beliefs, perceiving themselves as capable of successfully acquiring the language. Findings in Getie's study are also aligned with Bandura's view that environmental factors provide opportunities for observational learning, social modeling, and skill development, all of which contribute to students' attitudes and motivation to learn (Rodriguez et al., 2020).

Integrating the findings of Getie's study, which highlights the significance of diverse factors in shaping students' attitudes towards learning English, with our research aiming to

comprehend English teachers' perceptions of attitudinal factors impacting students' academic performance, forms a comprehensive framework for understanding attitudes in high school English learning. The alignment emphasizes the multi-dimensional nature of these factors, resonating with our goal of suggesting strategies for educators to enhance student attitudes.

Moreover, relating Getie's study to Albert Bandura's social cognitive theory strengthens the theoretical foundation, illustrating how self-efficacy and environmental influences align with our exploration of teachers' perceptions. This alignment enriches our research by framing it within educational psychology and learning theory, substantiating the validity of our research questions and findings. In summary, this integration establishes a robust foundation, enhancing the significance and practical implications of our research on factors influencing students' attitudes in English learning.

In the Colombian context, few different research studies are found related to this topic, even though in our country, English has taken great importance, not only in national policies but also in the teaching-learning processes carried out in both public and private institutions; which are strengthened by the National Bilingualism Plan implemented since 2004; in the repositories of the different universities, there is little research on the process of high school students and the different factors that affect their English learning. However, in the research found in this regard cited below, it can be concluded that, in general, high school students have positive attitudes towards learning English, since they include the use of this language in their life projects, and they are eager to learn and interact in a different language. Likewise, it can be evidenced that classroom interactions with the teacher are a key factor that influences their attitudes towards learning.

In this line, Roldán (2016) in her study “*Obstáculos en el inglés como lengua extranjera*

en dos grupos de población bogotana” explored the psychological obstacles faced by two age group (12-25 years and 41-65 years) in Bogotá when learning English as a foreign language. The study employed a descriptive, cross-sectional, and exploratory approach, serving as a basis for future in-depth investigations. The sample consisted of 120 participants among students, parents, teachers and administrative personnel; representing 40% of the total population, drawn from two secondary schools in Bogotá.

The main variable of the study was the emotional obstacles affecting English language learning, categorized based on survey responses. The independent variable was the obstacles in learning English, while the dependent variables include fears, experiences, motivation, difficulties, methodologies, and relationships. Through data analysis, percentage calculations, and circular graphs, the researcher identified the emotional obstacles that hinder effective English language learning in these two secondary schools in Bogotá.

The study revealed that fear and anxiety are the primary emotional obstacles, leading to demotivation and even dropout rates among students. Both adults and young learners experience these obstacles, primarily due to negative experiences during English classes, such as distant relationships with teachers or peers, unfavorable reactions to mistakes, specific learning failures, and an inability to overcome these challenges. The research highlights the urgent need for emotional education implementation in educational programs and bilingual projects.

Roldan’s research provides meaningful insights into our project. The identification of fear, anxiety, and negative experiences resonates with our goal to comprehend how attitudinal factors such as motivation, interest, and self-confidence can shape students' attitudes. Roldán's findings underscore the significance of addressing emotional aspects in language learning, offering a compelling context for our exploration of teachers' insights into these influential

factors. In summary, integrating Roldán's study into our research enriches our understanding of the emotional dimension and its influence on attitudes, complementing our investigation into teachers' perspectives on attitudinal factors.

From another perspective on factors that affect English learning in secondary students in Colombia, Reyes et al., (2017) in their research "*Learning styles impact on 10th English learners' academic performance in a public school in Monteria*" correlated the data obtained from questionnaires, field notes, interviews and artifacts to the students' predominant learning style and academic performance in English. The results revealed that the majority of participants preferred the kinesthetic learning style, followed by the visual modality, while the group modality was the least preferred.

The study also found a significant relationship between students' predominant learning styles and their motivation towards English classes, leading to good academic results. However, class observations and conversations with the teacher and students indicated that the teacher did not consider students' learning preferences in class activities, potentially resulting in a mismatch between students' learning styles and classroom activities.

The study emphasized the importance of considering students' learning styles in teaching practices to improve academic performance and suggested that awareness of students' preferred learning styles positively impacted their motivation and attitude towards learning. This study concludes that teachers should consider the diverse learning styles of students to facilitate successful learning experiences.

Reyes et al., findings are clues to our research study since they highlight the importance of understanding students' learning preferences. Their research, which identified a significant correlation between learning styles, motivation, and academic performance, provides context for

our exploration into how attitudinal factors such as interest and engagement shape students' attitudes. The misalignment observed between students' learning styles and classroom activities emphasizes the relevance of our investigation into teachers' perceptions and practices. In summary, integrating Reyes et al., study into our research enriches our understanding of the relationship between learning preferences, motivation, and academic performance, supporting our exploration of teachers' perspectives on influential factors in students' English learning experiences.

To continue mentioning the internal and external factors that affect academic performance in Colombia, Muñoz-Ibarra (2020) provides valuable insights on both external and internal factors that impact English language learning. According to the findings in his research “*Factores que influyen en el aprendizaje del Inglés de los bachilleres de Pasto, Colombia*”, sociocultural and educational factors such as classroom learning environment, institutional curriculum, teachers' professional preparation, community involvement, and national educational policies are perceived to have greater influence on English language learning than learner-related and internal learning mechanisms. However, when examining specific factors within these categories, it was discovered that internal factors such as students' attitude, attention, and motivation were perceived to have significant influence alongside sociocultural external factors.

This research also highlights the importance of teachers' professional preparation in influencing English language learning outcomes. Besides, this study's practical implications include providing valuable information for educational administrators, teachers, students, and parents to better understand the factors influencing English language learning outcomes. The research calls for interventions and critical reflection from stakeholders to address the identified factors and improve English language learning levels which is of great value in our Colombian

context.

On the other hand, and from an administrative perspective, Muñoz-Ibarra's study (2020) provides academically grounded information to local and national educational authorities, offering insights from the voices of students and teachers who experience the complexities of English language learning within sociocultural contexts. The research aims to influence educational policies at the municipal, departmental, and national levels by encouraging evaluation and potential reorientation of existing programs to create a more integrated curriculum that emphasizes English language learning as a means of understanding and producing knowledge across various disciplines, which is related to the objectives established into the present research study.

Muñoz-Ibarra's study (2020) offers a comprehensive perspective on both internal and external factors impacting English language learning outcomes in Colombia. While our research centers on teachers' perceptions of attitudinal factors affecting academic performance, Muñoz-Ibarra's findings, highlighting the influence of sociocultural and educational factors, resonate with our intent to understand the multifaceted nature of these influences. The significance of internal factors such as attitude, attention, and motivation align closely with our exploration of teachers' perspectives on attitudinal factors and their impact on students' academic engagement.

Moreover, Muñoz-Ibarra's study underscores the role of teachers' professional preparation, reinforcing the relevance of understanding teachers' insights in shaping students' English learning experiences. His study's implications for educational policy and intervention strategies provide a contextual backdrop for our research, further emphasizing the importance of investigating attitudinal factors for enhancing English language learning outcomes in the Colombian context.

Also in the country, the recent research work carried out by Garcés (2022) “*La influencia de aspectos socioculturales y subjetivos en las actitudes hacia el aprendizaje del idioma inglés de los estudiantes de secundaria en la I.E. La Esperanza*” analyzed the relationships between sociocultural factors, subjectivities, and attitudes towards learning English among secondary school students at La Esperanza Educational Institution in Santiago de Cali.

The study used qualitative techniques and an ethnographic approach, with a sample of twelve students selected through convenience sampling. The data collection methods included in-depth interviews and classroom observations, focusing on the students' personal experiences, cultural context, and attitudes towards English language learning. The findings indicate that sociocultural factors such as material conditions, family environment, and the disconnection between the students' rural daily context and the current English learning context influence their attitudes towards learning English.

Emotional factors also play a crucial role in shaping students' interactions and attitudes in the classroom. The results highlight the need for practical interventions in educational institutions to address these issues and promote a positive learning environment. Besides, the study suggests that the emotional component of students' experiences significantly influences their attitudes towards learning English. Motivations related to future job prospects were found to be instrumental but not necessarily engaging for students.

The study also suggests a correlation between students' participation in English class and their academic performance, possibly due to their level of emotional intelligence and social skills. Garcés (2022) presented some recommendations for reevaluating teaching practices within the national educational system to promote a more inclusive and supportive learning environment by emphasizing the importance of emotional factors in English learning.

Garcés' findings resonate with our goal of understanding the multifaceted influences on student attitudes. The emphasis on sociocultural factors aligns with our exploration of the broader context shaping attitudes, while the acknowledgment of emotional factors' significant role reinforces our intent to investigate these dimensions from teachers' perspectives. Garcés' recommendations for promoting an inclusive and emotionally supportive learning environment provide practical insights, mirroring our aim to suggest strategies for enhancing attitudes and academic engagement in the English learning process. In essence, integrating Garcés' study enriches our understanding of the external and emotional factors impacting attitudes, complementing our exploration of teachers' insights on these influential aspects.

In conclusion, the studies reviewed provide valuable insights into the factors that influence students' attitudes towards learning English as a foreign language, particularly in high school settings. These factors encompass social, educational, attitudinal, and cultural aspects, shedding light on the multifaceted nature of language learning. The studies consistently highlight the significance of teachers' methodology, the learning environment, and the use of different educational materials in shaping students' attitudes towards learning English.

Additionally, factors such as empathy with the teacher, teamwork, interaction with native speakers, and parental support emerge as crucial contributors to positive attitudes. For instance, the factor of "empathy with the teacher" aligns with our goal of understanding teachers' perceptions regarding attitudinal influences on academic performance. Teachers' ability to empathize and connect with students emotionally might significantly impact students' attitudes and engagement in the English learning process. Similarly, "parental support" could be a key factor as well. If teachers perceive that parental involvement positively affects students' attitudes and motivation, their insights could provide valuable guidance for strategies aimed at improving

attitudes and performance through effective collaboration between teachers, students, and parents. Both of these factors reflect the interpersonal and contextual dimensions that our study aims to uncover.

Socioeconomic factors, including family income and social stability, also play a role in students' confidence and ease of learning. Also, attitudinal factors, such as motivation, interest, and anxiety, significantly influence students' engagement with English learning. The studies also emphasize the need to consider individual learning styles and preferences, as aligning teaching practices with students' preferred modalities enhances their motivation and academic performance.

As for the Colombian context, where English learning has gained prominence, the studies reveal a positive overall attitude towards learning English among high school students. However, challenges such as emotional obstacles, fear, and anxiety hinder effective language learning. The studies call for interventions that address emotional factors, promote inclusive learning environments, and bridge the gap between students' daily context and the English learning context.

Academic Performance in English as a Foreign Language in Public Schools

In this section the researchers analyze some studies conducted on the variable of academic performance in English learning. However, it is important to emphasize that this variable is interrelated and dependent on internal, external, psychological and social factors that affect both the attitudes and the performance of students itself. Academic performance cannot be analyzed in isolation; therefore, we mention different research that approach it from different points of view in the international field since it was difficult to find Colombian research about this topic focused on secondary public schools.

Romero et al., (2019) conducted a correlational study titled "*Attitude, Motivation, and Academic Performances in University Students Toward English Learning*" to explore the connections between students' attitudes, motivation, and their academic performance in English. The study employed a quantitative correlational approach, aiming to identify the relationship or degree of correlation between different concepts, categories, or variables within a specific context.

The research design used was non-experimental transactional, meaning that the variables were observed without intentional manipulation. The variables investigated in this study included motivation (comprehensive and effective), attitude, and learning outcomes, with the aim of examining the relationships between them. To collect data, the authors utilized the Socio-educational Model developed by Gardner (1985), which integrates cultural beliefs, attitudes, and motivation.

The model emphasizes motivation as the most crucial factor and defines it as a combination of effort and desire to achieve language learning goals, along with favorable learning conditions. The Attitude/Motivation Test Battery instrument developed by Gardner (1985) was employed for data collection. This instrument measures factors such as the desire to learn a language, motivation intensity, and attitude towards learning using Likert scale items with seven response options.

The findings of the study indicate that students' attitudes tended to be more inclined towards instrumental motivation in learning English, focusing on meeting economic requirements rather than using the language for meaning construction. Overall, Romero et al., study provides valuable insights into the relationships between attitudes, motivation, and academic performance in the context of English language learning. The study offers a relevant

theoretical framework, methodological approach, and measurement instrument that can inform further research on the attitudinal factors perceived by English teachers and their impact on students' academic performance in English.

In the same vein, Eren & Rakıcioğlu-Söylemez (2020) in their study titled “*Language mindsets, perceived instrumentality, engagement and graded performance in English as a 'foreign language students*” of which purpose was to explore the relationships between EFL students' language mindsets, perceived instrumentality, engagement, and academic performance. The study used a cross-sectional survey design to collect data from 400 EFL students in Turkey. The participants completed a questionnaire that included four sections: language mindsets, perceived instrumentality, engagement with English classes, and graded performance.

This study follows a quantitative research approach as its methodological framework. The researchers implemented a cross-sectional survey design to gather data from a sample of EFL students in Turkey. Structural equation modeling (SEM) was applied to analyze the data and examine the proposed relationships between variables.

In order to ensure accurate translation, the researchers followed the guidelines provided by the International Test Commission (2017) and adopted a committee approach for translating the questionnaire into Turkish. The study employs validated instruments to measure the variables of interest. The language mindset Scale, perceived Instrumentality Scale, and Student engagement instrument can serve as references for constructing or adapting our own measurement instruments in our research project. We can use similar scales or modify them according to the specific context of English teachers' perceptions and attitudinal factors.

Eren & Rakıcioğlu-Söylemez (2020) quantitative approach, utilizing validated instruments like the language mindset scale, perceived instrumentality scale, and student

engagement instrument, aligns with our research methodology. We can draw from their translation and validation procedures, adapting these scales to suit our context of investigating English teachers' perceptions of attitudinal factors and their impact on students' academic performance. This interrelation allows us to benefit from their established methodologies, facilitating the construction of our own measurement instruments while ensuring robustness and comparability in our research.

On the other hand, in the study titled "*English as a foreign language students' mindfulness, academic motivation, and academic performance*" carried out by Ulivia et al., (2022), they implemented a quantitative research approach to investigate the relationships between mindfulness, academic motivation, and academic performance in 170 English as a Foreign Language (EFL) students from a public university in Indonesia. The research design implemented a correlation analysis to analyze the connections among these three variables.

The methodology involved conducting a survey and gathering data through questionnaires. To collect data, three instruments were employed in the study: the Five Facets Mindfulness Questionnaire (FFMQ), the Academic Motivation Scale (AMS), and official grade point average (GPA) data. Descriptive statistics and Pearson's product-moment correlation coefficient were utilized for data analysis.

The findings of the study revealed a notable positive correlation between mindfulness, academic motivation, and academic performance in Indonesian EFL students. These results imply that mindfulness and academic motivation play significant roles in contributing to the academic success of EFL students. Consequently, the study concludes that addressing these attitudinal factors can lead to improvements in students' academic performance. This research study may help this project in the sense that it can provide us with insights into how to conduct a

study that investigates teachers' perceptions regarding attitudinal factors that influence students' academic performance. We can use the methodology and instruments used in the study as a reference for our own research.

In conclusion, these studies provide a strong basis for our research, guiding our understanding of the multi-dimensional nature of attitudinal influences on students' English learning performance and paving the way for our exploration of teachers' perspectives on these critical factors.

Theoretical Framework

Attitudes in Language Learning

The study of how learners' attitudes affect language learning is a research topic that has received considerable attention by researchers. Most of the researchers and their studies have concluded that attitudes are an essential component in the acquisition of a foreign or second language. These attitudes have been divided into different categories and constructs. One of the pioneers in researching attitudes and their role in language learning was Gardner (1968), whose initial work refers to the active and passive role of parents and the community surrounding the learner. He establishes that parents have a direct and conscious influence on their children's attitudes towards language learning, since they are the first to motivate learners and facilitate their children's resources and interactions with the second language.

Therefore, the more a learner is motivated by his or her environment, the better achievement he or she will have in the language. Gardner calls this attitudinal motivational factor, and it is the factor that allows the learner to have a positive attitude towards language learning and develop proficiency outside the classroom. He also establishes that children's

attitudes toward the language are highly related to the attitudes of their parents and how these permit an appropriate and positive atmosphere for the use of the language in their community.

In his analysis of previous research, Gardner (1968) concludes that it is more important to emphasize the usability of the language being learned rather than the language itself, which implies that social factors also play an important role in the motivation and positive attitudes of learners, as well as indicating that teachers' attitudes toward their learners are also reflected in the attitudes and motivation of their students. This is reflected in the different research presented previously in this paper, which shows that teacher-learner interaction is a factor that influences the attitudes of learners towards language learning. Some years later, Gardner (1985) himself, established five different classifications of attitudes according to their indices of achievement in the second language:

(i) Attitudes are specific (having a specific goal to learn a language) or general (related to the learning of languages in a general manner or not having a target goal for learning the object language.)

(ii) Attitudes are relevant or not. This refers to the importance learners give to their language learning.

(iii) Attitudes are educational or social. It implies the relationship and impressions of the teacher, the course, learning, etc. and the cultural implications of the language.

Wenden (as cited in Getie, p. 6-7, 2020), explains attitudes as consisting of three components: cognitive, affective, and behavioral. The cognitive component includes beliefs and opinions about the object of the attitude, while the affective component refers to the feelings and emotions one has towards it. The behavioral component involves one's actions or intentions towards the object. Also, learners' attitudes towards the target language influence their

determination to overcome challenges in language learning.

Learners typically have different attitudes towards the target language itself, the speakers of the language, the associated cultures, the value of learning the language, its specific use, and their own cultural identity. These attitudes are shaped by social settings. Learner attitudes have an impact on their language proficiency levels, with positive attitudes leading to success and negative attitudes leading to failure. In essence, for Ellis (as cited in Getie, p. 6-7, 2020) attitudes encompass cognitive, affective, and behavioral aspects and play a crucial role in language learning. Positive attitudes facilitate success and motivation, while negative attitudes hinder progress and achievement.

Attitudinal Factors in English Learning

Attitudinal factors toward English learning refer to the various aspects that influence an individual's attitudes, beliefs, and emotions related to the process of learning English. These factors can vary among learners and can significantly impact their motivation, engagement, and overall success in acquiring the language.

One of the first theories found was Bandura (1994), who addresses an important attitudinal factor in language learning as it is ***Self-efficacy and confidence***. His theory focuses on the belief individuals have in their ability to successfully perform specific tasks or achieve their personal goals. According to Bandura (1994), self-efficacy beliefs play a significant role in human motivation, behavior, and achievement; since it influences the choices individuals make, the effort they put forth, and their persistence in the face of challenges.

In the same vein, the author highlights the importance of mastery experiences which lead to gain more confidence in learners, which involve successfully completing tasks and achieving desired outcomes. Positive mastery experiences enhance self-efficacy beliefs, as learners gain

confidence in their abilities through firsthand success. Bandura's (1994) self-efficacy theory points up the importance of fostering positive self-beliefs and confidence in learners. By providing opportunities for successful experiences, role models, supportive feedback, and managing emotional arousal, educators and learners can enhance self-efficacy beliefs, leading to increased motivation, resilience, and better performance outcomes.

Dörnyei (1998) explained that goal setting allows people to act and perform in the English learning. This leads us to the *personal relevance* attitudinal factor, in which learners perceive English as personally relevant and useful in their daily lives can affect their attitudes according to their personal goals. Learners who can see immediate applications or benefits of English, such as using it for communication with English speakers, accessing information, or pursuing specific interests, are more likely to have positive attitudes and be motivated to learn.

Dörnyei (1998) also emphasizes the importance of creating a motivational environment that fosters learner engagement and personal relevance. He suggests that teachers should help students establish personal goals and connect their English learning to their individual aspirations, interests, and identities. This approach helps students perceive English as personally meaningful, leading to increased motivation and success.

Dörnyei's theory about the concept of personal relevance aligns with our objective to delve into how teachers perceive the role of student attitudes, particularly how learners view English as personally valuable and applicable in their lives. By understanding how teachers view this factor's influence on students' motivation and engagement, we can glean insights into effective strategies that can be employed to foster personal relevance and positive attitudes. Dörnyei's emphasis on creating a motivational environment through personalized goals also aligns with our study's goal of suggesting recommendations for teachers to enhance students'

attitudes and language learning outcomes, by fostering an environment that nurtures personal connections, aspirations, and motivations in English learning.

According to Ryan and Deci's (2000) Self-Determination theory is interrelated with the *perceive importance* attitudinal factor which establishes that learners' beliefs about the value and significance of English as a language can influence their attitudes toward learning it. If learners perceive English as essential for their academic, professional, or personal goals, they are more likely to have positive attitudes and be motivated to invest effort in learning the language.

Intrinsic motivation and perceived importance are two constructs that are driven by personal interest and enjoyment, and influence individuals' attitudes towards English. Positive attitudes towards the language, its culture, and the opportunities it presents can enhance intrinsic motivation. Students who have a genuine liking for English may be more inclined to engage in learning activities voluntarily and persistently. Therefore, the relationship between the importance of developing English proficiency and autonomy to carry out these processes (Ryan and Deci, 2000) facilitates the growth and integration of learners in the language as well as their social and personal development.

Ryan and Deci's Self-Determination Theory, particularly its focus on intrinsic motivation and perceived importance, aligns harmoniously with our research on the factors influencing students' attitudes in English learning. The theory's emphasis on learners' beliefs about the value of English and its connection to personal, academic, and professional goals directly resonates with our investigation of teachers' perceptions of attitudinal influences on academic performance. Ryan and Deci (2000) also argue that *intrinsic motivation* involves individuals having an inherent inclination to seek out new challenges, expand their capabilities, and engage in exploration and learning. This innate drive towards assimilation, mastery, spontaneous interest,

and exploration is essential for both cognitive and social development. It serves as a foundational source of joy and vitality across an individual's lifespan.

In the context of learning, intrinsic motivation manifests as a natural desire to absorb information, master skills, exhibit genuine interest, and explore, all of which are critical for intellectual and social advancement. When individuals are internally motivated to learn, they actively participate in the learning process, persist in the face of challenges, and attain higher levels of mastery and comprehension.

By understanding the role of perceived importance in shaping positive attitudes, we can gain insights into how teachers' perspectives on this factor impact students' engagement and success. The theory's emphasis on intrinsic motivation and personal interest in English also mirrors our goal of suggesting strategies to improve students' attitudes and language acquisition. By uncovering how perceived importance and intrinsic motivation interact within the context of English learning, we can contribute to creating an enriched educational environment that fosters positive attitudes, autonomy, and holistic development.

Within the same line, Brown (2000, p.139-141) and the expansion he made upon Krashen's theory about the Affective Filter, he suggested that language acquisition is influenced by a psychological filter that is affected by emotional factors, including attitudes. According to Brown's Affective Filter hypothesis, *negative attitudes* can create a higher affective filter, which hinders language acquisition. When learners possess negative attitudes towards the target language or its speakers, their motivation and willingness to engage with the language are reduced.

This emotional barrier impedes the intake and processing of linguistic input, making it more difficult for learners to acquire the language effectively. The impact of attitudes on

language learning is particularly evident during the school-age years when children start developing attitudes based on stereotypes and social influences. These attitudes are often acquired through the explicit or implicit teaching of parents, adults, and peers. If learners develop negative attitudes towards the target language or its speakers, it can lead to decreased self-esteem, anxiety, and a lack of interest in learning the language.

The Affective Filter Hypothesis (Brown, 2000) emphasizes the importance of creating a positive and supportive language learning environment to reduce the affective filter. When learners feel safe, comfortable, and motivated, their attitudes towards the language and its speakers become more positive. *Positive attitudes* foster a lower affective filter, allowing for increased language acquisition and improved learning outcomes. Overall, the Affective Filter hypothesis and Brown's perspective on attitudinal factors in language learning highlight the significant role that attitudes play in the language acquisition process.

Within the same vein, Zou et al., (2023) contend that intrinsic motivation occurs when an individual is driven by the enjoyment and curiosity associated with the learning process. Intrinsic motivation in students reflects their engagement with learning activities purely because they find them enjoyable, rather than being influenced by external rewards or pressures. It is akin to an inherent desire to undertake a task for the sheer pleasure of doing so, devoid of external motivations.

The authors propose that the promotion of autonomy by teachers, the establishment of positive connections with students, and even the mitigation of negative teacher-student relationships serve as intermediaries in the relationship between teachers' internal motivation for teaching and students' internal motivation to learn. This implies that through the adoption of autonomy-supportive teaching approaches and the cultivation of positive teacher-student

relationships, teachers can positively influence the intrinsic motivation of their students.

By exploring teachers' insights into how attitudes affect students' language acquisition, we gain a comprehensive understanding of the intricate relationship between attitudes and academic performance. This insight can guide teachers in fostering positive attitudes, thereby reducing the affective filter and promoting a conducive learning environment, ultimately enhancing students' English language acquisition and academic success.

It is also known that learners bring to the classroom their own previous experiences in English learning. On this field, Edge and Garton (2013) suggest that *previous learning experiences* shape learners' beliefs, assumptions, and attitudes towards language learning. Negative experiences, such as past failures or traumatic learning events, can create emotional barriers that hinder future learning efforts. Recognizing and addressing these negative experiences is crucial in creating a positive and supportive learning environment. Previous learning experiences can influence learners' beliefs about their own language learning abilities, the effectiveness of certain strategies, and the overall value of English learning. By acknowledging and addressing these beliefs, teachers can help learners develop a positive attitude towards English learning and enhance their language acquisition process.

The previous theory is closely related to our research project's exploration of English teachers' perceptions on attitudinal factors affecting students' academic performance. Understanding how teachers recognize and address students' past learning experiences and associated beliefs is crucial in comprehending how these factors contribute to attitudes and subsequent performance. By delving into teachers' viewpoints on how negative past experiences impact students' attitudes and learning outcomes, we can propose strategies for educators to create an environment that addresses these emotional barriers and fosters a positive attitude

towards English learning. This alignment between teachers' awareness of past experiences and our study's focus on improving attitudes through teacher interventions offers a valuable lens through which to understand and enhance students' English language learning experience.

To sum up, by recognizing attitudinal factors as vital aspects in English learning, educational communities can foster and implement strategies to promote positive attitudes, educators can create an optimal learning environment that maximizes learners' language learning potential to facilitate effective English language acquisition and support learners in reaching their language learning goals.

Academic Performance

As researchers and teachers, we understand the importance given to academic performance in pedagogy and psychology. Since in the context of education, the concept of academic performance emerged with the establishment of schools to train a new working class during the industrial revolution. The educational system played a role in creating a sense of cohesion and national identity, and individuals attending school are expected to meet certain standards, which are measured based on their performance.

One of the great theorists about the analysis of academic performance and the factors that influence it, was John Hattie (1982) who conducted a meta-analysis of a wide variety of studies to correlate the influence of the "*self*" and academic performance. In which it was concluded that the most influential factors in the relationship to establish the level of academic achievement were the school grade of the subjects, their economic status, their ethnicity, their ability, the specific terminology used in the learning process, the self-evaluation tools, as well as the type of evaluations used and the performance or achievement indicators (Hansford and Hattie, 1982).

Hansford and Hattie (1982), in their correlational analysis, included the following factors

affecting academic performance: **1) Gender:** self-concept is much more closely linked to grade point average in males than in females. Similarly, Rubin (as cited in Hansford and Hattie, 1982) indicated that self-concept at early ages is more clearly linked to academic achievement in girls than in boys. The relationship between self-concept and academic achievement may vary according to gender, suggesting in some contexts that this relationship may be stronger in males than in females. **2) Grade level:** According to the correlated studies, the connection between self-concept and academic performance is stronger in the sixth grade, given the self-image that human beings develop at this age. However, this is not static since it varies; the older the student is, the more influential self-concept becomes on academic performance.

Some other important factors affecting academic performance are: **3) Socioeconomic status:** In some correlations, a trend was observed suggesting that people with a lower socioeconomic level tend to have a less positive relationship between their self-concept and their academic performance. However, it is important to consider this trend with caution given the difficulty of measuring these two variables. **4) Ethnic affiliation:** the literature suggests that certain disadvantaged and ethnic minority groups tend to achieve lower scores in terms of performance and academic achievement compared to other segments of society. These lower levels of attainment are likely influenced by factors such as cultural backgrounds, language barriers, disparities in opportunities, and broader socio-economic considerations, rather than significant differences in self-concept between these social groups.

Finally, **5) Ability:** which is measured in three categories, high, medium and low, taking into consideration the academic scores and standards given in the educational institutions. Due to these factors, ability is changeable. However, there is a significant relationship between self-perception and academic performance as ability increases.

Hattie's theory underscores the significance of considering multiple factors in understanding the relationship between self-concept, teacher perceptions, and academic performance. It highlights that gender, grade level, socioeconomic status, ethnic affiliation, and ability are key elements that can potentially influence this dynamic. Notably, the theory suggests that these factors may shape how teachers perceive and interact with their students, subsequently impacting academic outcomes. Recognizing these nuances provides a valuable framework for our research, emphasizing the need to explore potential gender-based, grade-level specific, and socioeconomically influenced variations in how self-concept contributes to academic achievement. Moreover, understanding how ethnic and cultural backgrounds, along with perceived student ability, factor into teacher perceptions, offers a comprehensive perspective on the complexities at play in the educational environment.

In the same vein, Valdez et.al, (2022) Indicates that the instructional groundwork required for attaining socio-emotional resilience can help students develop the best version of themselves. Furthermore, they note that teachers employ specific strategies to address issues like academic delays, with the incorporation of socio-emotional education being no exception. Thus, it is necessary to affirm that the socio-motional factor is a key indicator in the development of students, since the fact that teachers look for alternatives so that they can bring out the best version of themselves can significantly impact their academic performance.

Moreover, Adame et al., (2011) propose that employing socio-emotional strategies in teaching can improve learning outcomes. This is achieved by establishing a positive and supportive classroom atmosphere, boosting student engagement and motivation, and aiding students in cultivating essential socio-emotional skills like self-awareness, self-regulation, and social awareness. Furthermore, the author acknowledges that teachers' emotional proficiency

plays a role in influencing students. Teachers adept at handling their emotions can provide better support for their students' socio-emotional development. In summary, integrating socio-emotional strategies contributes to an enriched learning experience by fostering a secure and supportive environment, nurturing both academic and socio-emotional growth in students.

For our research, incorporating these insights can illuminate the intricate dynamics between teacher perceptions and student performance. By examining these factors, the researchers can gain deeper insights into how teachers' expectations and evaluations are influenced by individual student characteristics. This nuanced approach enhances the comprehensiveness of our study, allowing for a more robust understanding of the multifaceted interplay between self-concept, teacher perceptions, and academic achievement.

Within the same vein, Tejedor (1995, as cited in Tejedor, 2003); established five different categories to analyze academic performance, which are: 1) Identification variables (gender, age); 2) Psychological variables (intellectual aptitudes, personality, motivation, study habits, etc.); 3) Academic variables (types of studies pursued, course, career choice, previous performance, etc.) ; 4) Pedagogical variables (teaching method, assessment strategies, ...) ; 5) Socio-family variables (parents' studies, parents' employment status, family residence, place of study, etc.). They explain that the factors that influence academic performance are very broad, and it is very difficult to narrow them down, which is why they made this categorization of variables to correlate in their studies in relation to academic performance.

Tejedor's comprehensive categorization of factors influencing academic performance and its variables, provides a robust framework that aligns seamlessly with our research focus on English teachers' perceptions of attitudinal factors impacting students' academic performance in high school English learning. By acknowledging the interconnectedness of these factors, our

study gains a comprehensive understanding of how attitudinal aspects, like personal relevance, self-efficacy, and motivation, interact with the broader educational context. This alignment allows us to explore the intricate relationships between students' attitudes and their identification, psychological attributes, academic choices, pedagogical interactions, and socio-family influences, enhancing the relevance and applicability of our research findings to the real-world educational scenario.

Analyzing factors associated with academic performance (which is totally separated from learning a foreign language), including learning strategies and academic motivation, it has become a central topic in various disciplines, including psychology. At the same time, academic performance has been studied within the analysis of different variables, most of them, attitudinal and emotional ones; it is not a topic that can be isolated in a study. As a factor associated with academic performance, Marzano (2007) claims that effective classroom dynamics are synonymous with a conducive learning atmosphere, which indeed play an important role in learning. The author argues that the quality of teacher-student relationships and the vibrancy of interactions within the class significantly impact student engagement and academic achievement (Marzano, 2007).

On the other hand, numerous research endeavors have delved into the integration of *technology* (laptops) in classrooms, revealing a range of advantages. In some cases, electronic books, as indicated by studies conducted by Kiaer, Mutchler, and Froyd (1998) (as cited in Barak et al., 2006), contribute positively to students' motivation, collaboration, interdisciplinary connections, problem-solving skills, and academic achievements. Finn and Inman's (2004) study, wherein laptops were distributed to students from sixth grade, demonstrated a favorable shift in students' attitudes toward the educational program, accompanied by a reduction in digital divides

based on gender and field of study.

Within the same vein, Bransford et al., (1999) (as cited in Adkins et al., 2001); establish that technology has the potential to establish an interactive learning environment where students not only solve predefined problems but also identify and explore their own challenges, a departure from traditional classroom settings. It provides robust tools to overcome physical constraints within schools, ranging from video-based problem-solving and computer simulations to electronic communication systems linking classrooms with professional communities in science, mathematics, and other disciplines.

From a non-cognitive point of view, Duckworth et al., (2007) present Duckworth's theory about "**grit**", which is a concept that refers to perseverance and long-term passion for goals, especially goals that are challenging and require sustained effort. A person with grit has the ability to stay the course and continue working toward their goals despite obstacles, failures and setbacks that may arise along the way. This quality involves a combination of determination, endurance and resilience.

They have also specified that **talent** and achievement are correlated, since intelligence has long been recognized as a significant predictor of achievement in various domains. Studies, according to Duckworth et al., (2007), have shown that reliable measures of IQ (intelligence quotient) are correlated with a wide range of outcomes, including academic performance, career success, and income levels. The strength of this correlation tends to increase with the complexity of the occupation being considered. In some cases, IQ can account for up to one third of the variance in measures of success. However, it is important to note that while intelligence plays a substantial role, it does not solely determine achievement.

Another important aspect in Duckworth's work is the ***The Big Five personality model***,

which encompasses traits like conscientiousness, extraversion, openness, neuroticism, and agreeableness. These concepts have been foundational in understanding traits that predict success. Conscientiousness, in particular, has shown a stronger association with job performance compared to other personality traits. Despite this, it is worth noting that any single personality trait typically accounts for less than 2% of the variation in achievement. Consequently, when compared to IQ, personality may appear less significant. However, it is possible that more specific facets within the Big Five factors might have stronger predictive power for certain types of achievements. Additionally, there may be other important personality traits beyond those covered by the Big Five framework. This highlights the need for a more comprehensive understanding of the determinants of human behavior (Duckworth et al., 2007).

Conscientious individuals exhibit traits like thoroughness, reliability, and self-control, all of which can contribute to achievement. However, the relative importance of these qualities may vary depending on the specific type of achievement being considered. For example, Galton and Hough (as cited in Duckworth et al., 2007), differentiate between achievement and dependability aspects of conscientiousness, with the former showing a stronger correlation with job proficiency and educational success. Grit, while related to achievement-oriented conscientiousness, places greater emphasis on long-term persistence over short-term intensity. It also differs from dependability as it emphasizes consistent goals and interests.

This implies that a person high in self-control but moderate in grit may excel in personal discipline but still experience frequent career changes. Grit also differs from the need for achievement, which is an unconscious drive for tasks with immediate feedback, whereas grit involves consciously pursuing long-term objectives, even without immediate positive reinforcement. Furthermore, there is a theoretical basis to assume that individuals have

awareness of their level of grit, which is not necessarily the case for the need for achievement.

In the context of our research study, understanding these distinctions can provide valuable insights into how specific personality traits, particularly conscientiousness and grit, might influence academic performance and achievement in San Francisco de Asís High School according to the teachers' perceptions. It highlights the importance of considering not only the broad personality traits but also their finer facets and how they interact with other factors in predicting success. This nuanced understanding could greatly enrich the interpretation of our research findings.

Carol Dweck (2017) presents us with an interesting analysis and understanding of her theory about Fixed mindset and Growth mindset and how they influence school achievement. By understanding that *Fixed Mindset* is related to individuals who believe that their abilities, intelligence, and talents are static traits that cannot be significantly changed; these traits can lead to a desire to look smart and a tendency to avoid challenges, because they fear failure might reveal a lack of ability. People with a fixed mindset often see effort as fruitless, thinking that if you must try hard, you must not be naturally talented.

On the other hand, people with *Growth Mindset* believe that abilities and intelligence can be developed through dedication and hard work. They see challenges as opportunities to learn and grow. They view failure as a natural part of the learning process and a steppingstone to improvement. In this case, effort is seen as a path to mastery, and people with these traits tend to persevere through difficulties.

Dweck's (2017) theory underscores the profound impact of mindset on academic performance, particularly during critical transitional phases. It suggests that students' beliefs about their own abilities and the potential for growth significantly influence their responses to

challenges and ultimately shape their academic outcomes. By fostering a growth mindset, educators and parents can empower students to approach difficulties with resilience, view effort as a path to mastery, and ultimately thrive academically, even in demanding transitions like the shift to junior high.

Integrating mindset theory into our research at San Francisco de Asis High School is a crucial step towards understanding the dynamics of students' beliefs about learning and achievement. Leaving open the possibility for future research directly with the students of the institution, by employing surveys, interviews, or psychological assessments, a foundational understanding of their attitudes could be established. This baseline could be pivotal in tracking academic performance trends over time, shedding light on how different mindset groups navigate the challenges of transitioning to junior high. Consequently, valuable insights into patterns in grades, engagement, and learning attitudes may be covered.

Furthermore, delving into how students attribute their performance, in alignment with their mindset orientations, offers a deeper understanding of their beliefs about the malleability of their abilities. This insight is instrumental in discerning how attitudinal factors influence English academic performance, directly targeting our second research objective. With this nuanced understanding of mindset dynamics, researchers are equipped to monitor both immediate responses to challenges and the long-term progress of students throughout the transitional phase. By aligning these findings with the perceptions of English teachers, our research can provide comprehensive insights into the interplay between attitudinal factors, mindset orientations, and academic performance. Ultimately, this study not only advances theoretical knowledge but also offers practical solutions for educators and policymakers looking to optimize students' academic journeys during crucial transitional phases.

In weaving together, the insights of prominent theorists like Hattie (1982), Tejedor (2003), Duckworth (2007), and Dweck (2017), we have gained a profound understanding of the multifaceted nature of academic performance. This comprehensive exploration reveals that academic achievement is a product of intricate interactions between diverse variables, including self-concept, socio-economic status, gender, and mindset orientations. Recognizing these complexities provides a critical framework for our research, allowing us to delve deeper into the nuanced interplay of factors influencing student success.

By incorporating these theories into our research at San Francisco de Asis High School, we are not only advancing theoretical knowledge but also offering concrete, actionable insights for educators and policymakers. Understanding how self-concept, personality traits, and mindset orientations shape academic outcomes equips us to design interventions that empower students to navigate challenges with resilience and view effort as a path to mastery. This research carries the potential to significantly impact educational practices, ensuring that students can thrive academically, especially during pivotal transitional phases.

Conceptual Framework

The following conceptual framework is built upon an in-depth exploration of important concepts that shape the interaction between academic performance and attitudinal factors within the context of English learning in Colombian public high schools. It begins by unpacking perceptions as the complex process of interpreting sensory impressions to attribute significance to educational environments, influenced by both internal factors like personal experiences and external stimuli. This ties into the concept of attitude, encompassing evaluative reactions and beliefs that guide behaviors. The framework also encompasses the multi-dimensional aspect of

academic performance, reflecting achievements through grades, tests, attendance, and more, shaped by an array of internal, external, psychological, and social elements.

Also, it is essential to mention the Colombian educational landscape's importance, particularly the Competence Standards in the English Foreign Language, is highlighted for its role in shaping student academic experiences and preparing them for a globalized world. By researching how English teachers' perceptions of attitudinal factors influence students' academic performance, our study aims to enhance understanding of the complex interplay among perceptions, attitudes, and performance, thereby contributing to improved language education strategies and policies in Colombia.

Perceptions

Perceptions are understood as the process of interpreting and organizing individuals' sensory impressions in order to give meaning to educational environments (Salvador, 2019). Also, as explained by Jones, R (2013. Adaptation made by Creative Commons, 2016); perception refers to the process of recognizing, interpreting, and understanding events, objects, and stimuli using our senses, such as sight, hearing, touching, and more. It involves taking in raw sensations from the environment and then interpreting them based on our knowledge, experiences, and understanding, resulting in meaningful experiences. Perception comprises both internal and external factors. Internal factors include individual needs, suitability, knowledge, experiences, feelings, and thinking abilities. These internal factors play a significant role in shaping an individual's perception of phenomena and reality. External factors, on the other hand, refer to the stimuli received from the environment that influence our perception.

According to Harwanasera, M. D. (2016) the components of perception include: 1) Sensation: Sensation is the initial process of receiving and detecting stimuli from the

environment through our senses. It involves the physiological response to external stimuli, such as light waves, sound waves, or physical contact. 2) Interpretation: After the sensation, interpretation takes place, where the raw sensory input is processed and given meaning based on our previous knowledge, experiences, and understanding. This step involves cognitive processes and personal biases that shape our perception of the stimuli. 3) Selective attention: Perception is selective, meaning we choose which aspects of the sensory input to focus on and give more attention to. Our attention is influenced by our interests, needs, and expectations, leading us to prioritize certain stimuli over others. 4) Organization: Once we have selected the stimuli to focus on, we organize and structure the information in a meaningful way.

We group related stimuli together and create a coherent mental representation of the perceived object or event. 5) Interpretation and evaluation: During this stage, we assign meaning to the organized sensory information. We draw upon our knowledge, beliefs, and experiences to interpret and evaluate the perceived stimuli, giving them significance and understanding in relation to our existing mental frameworks. It is important to note that perception is a subjective process and can vary from person to person. Each learner brings their unique set of internal factors and biases, resulting in different perceptions even when exposed to the same stimuli or situation.

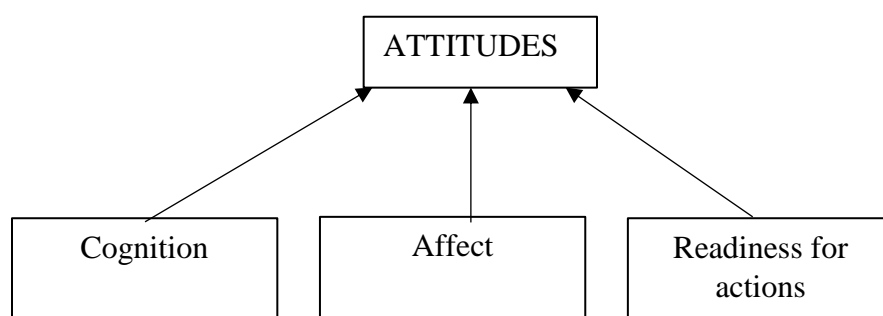
Attitude

Baker (1992) refers to this concept as a hypothesis used to explain the motivation of beings to direct and persist into determined behavior. According to Baker (1992) the original use given to this concept was born in painting and drama when a certain posture is adopted to carry out these tasks. However, it derives from the Latin word 'actus' (aptitude) and the Italian word 'atto'; meaning together 'aptitude for action'. Another influential concept was made by Allport

(1935, as cited in Baker p.11, 1992), who describes attitude as a ‘mental or neural state of readiness’ which are disposed or organized through experience, which in turn influences the individuals’ responses to objects or situations in which they are related. Meanwhile, Gardner (1985) manages this concept as evaluative reactions (beliefs, actions and opinions) of the learners towards specific referents he proposed in his research. If we look at these three general concepts, they are well summarized in conclusion by Baker (1992) as shown in Figure 2.

Figure 2

Attitudinal Components (Baker, 1992, p.13)



Note: Baker established three concepts as main parts of attitudes, which are Cognition, Affect and Readiness for actions.

Attitudinal Factors in the Language Learning Context

In the previous section, we saw the concept of attitude in a general way, however it is essential to understand it in the context of language learning. As mentioned in Pham (2021), attitudes are those aspects that influence students’ success or failure in their learning (Kudo, p.7, 1999, as cited in Pham, 2021). They play an important role in language learning since they determine how well students learn and behave. For Gardner (1985), there exists some divisions according to: 1) attitudes toward the language; 2) interest in foreign languages; 3) attitudes toward the target language spoken community; 4) evaluative reactions toward the teacher and 5)

evaluation of the course. He also proposed that attitudes towards the culture associated with the target language are essential since it allows learners to incorporate themselves into another culture. In conclusion, attitudinal factors refer to an individual's attitudes, beliefs, and opinions that influence their behavior and decision-making. In the context of language learning, attitudinal factors can include a student's attitude towards the language they are learning, their motivation to learn it, and their beliefs about their own ability to succeed in learning the language.

In the same vein, although a study by Mustafa et al., (2015) lacks specific guidance on the implementation of motivating language in instructional strategies, it underscores the crucial role of teachers in influencing student motivation. The authors emphasize that teachers' instructional choices can positively impact student motivation and suggests that the use of motivational strategies in language instruction can be effective for this purpose. Consequently, it can be inferred that incorporating appropriate and motivating language into instructional strategies is a potential avenue for enhancing student motivation, even though the study does not provide explicit instructions on how to achieve this.

Academic Performance

Academic performance as found in an encyclopedia ("Academic performance," n.d.) refers to the level of achievement or success that a student demonstrates in their educational pursuits. It is a measure of how well a student performs academically in various subjects or areas of study. Academic performance is typically assessed using different benchmarks, indicators, and measures, which may vary depending on the educational institution or system. Common indicators of academic performance include: 1) Grades: This is a widely used measure that indicates a student's performance in individual courses or subjects. Grades are usually assigned based on assessments, such as tests, quizzes, assignments, and projects, and they provide a

quantitative or qualitative evaluation of a student's knowledge, understanding, and skills. 2)

Standardized Tests: These are formal assessments that measure a student's knowledge and abilities in specific subjects, typically administered across a larger population. Examples include state-mandated standardized tests, college entrance exams (such as the SAT or ACT), or international assessments like the Programme for International Student Assessment (PISA). 3)

Graduation Rates: This indicator measures the percentage of students who successfully complete their education and receive a diploma or degree. It reflects the overall academic performance of a school or educational system in terms of students' ability to meet the requirements for graduation. 4) **Attendance and Absenteeism:** Regular attendance and minimal absenteeism are often considered important factors in academic performance.

Pearson High attendance rates indicate active engagement and participation in the learning process, while frequent absences may impact a student's ability to keep up with coursework and negatively affect their overall performance. 5) **Course Completion and Advancement:** This measure looks at the successful completion of courses or the progression to more advanced levels of study. It assesses a student's ability to meet the necessary requirements and demonstrates their academic progress. Finally, 6) **Other Indicators:** Depending on the educational context, additional indicators may be considered for measuring academic performance. These can include factors like participation in extracurricular activities, research projects, community service, or awards and honors received.

It's important to note that academic performance is a multifaceted concept, and different stakeholders, such as educators, administrators, policymakers, and researchers, may emphasize different indicators or measures based on their specific goals and priorities. The choice of indicators can also evolve over time as educational systems adapt and refine their assessment

methods to capture a more comprehensive understanding of student performance. It is common to categorize academic achievement in positive or negative and high or low depending on different factors established by institutions or community. Jamil et al., (2016) closely relate the term academic performance as an important indicator for a successful future, and it is normally measured by the educational system at the end of a course or subject by means of a final grade which indicates how successful the learner was during a period.

Academic Performance in English Learning

Regarding academic performance in English learning, below some concepts that help support this research are introduced, allowing the researchers to dig into the importance and relevance of this concept in the current study.

According to Lamas (2015), in the field of educational psychology, academic performance is an indicator of individuals' performance in an academic setting. The current understanding of academic performance is based on the criterion of productivity, considering it as the final result of a process that reflects the quality of a product. Efforts to achieve goals and objectives are associated with adequate academic performance. This term “academic performance” has its etymological roots in Latin, specifically from the word "reddere" meaning "to give back." Over time, the concept has become more complex, and it has been linked to terms such as efficiency and effectiveness. Efficiency refers to achieving a specific result using minimal resources, while effectiveness is directly associated with achieving the desired effect. The concept of performance originated from industrial societies, where evaluating human work in terms of efficiency, effectiveness, and the quality of the final product became essential.

On the other hand, the concept of academic performance in education focuses on how individuals perform and the quality of their results, including passing, failing, graduating,

dropping out, or repeating. This multidimensional concept encompasses the quantity and condition of the results attained in teaching and learning processes (Stover et al., 2014). Thus, the assessment of academic performance can be categorized in strict and broad senses, with the former considering grades as indicators of acquired knowledge and the latter encompassing factors such as successful completion, delays, or dropout rates. Considering both categories allows for the assessment of the effectiveness and efficiency of the educational process. The aim is for students to achieve curriculum objectives and make the most of their individual and collective resources (Stover et al., 2014).

According to Agreement No. 005-22 (2022) of the San Francisco de Asis Highschool, through which the Integrated Student Assessment and Promotion System is adopted; it is the mechanism through which procedures for the assessment and promotion of student learning are established. This document regulates the levels of learning that students must achieve to pass or fail the knowledge areas of their curriculum, among other processes. In this regard, the document stipulates the following institutional evaluation scale:

Table 1

San Francisco de Asís High School Evaluation Scale

Institutional assessment scale	Equivalence with national assessment scale
From 4,6 to 5,0	Very high academic performance
From 4 to 4,5	High academic performance
From 3 to 3,9	Moderate academic performance
From 1 to 2,9	Low academic performance

Note. Institutional scale to grade students' academic performance.

English Quality Standards

The quality standards of English in Colombia go hand in hand with educational policies governed by the Ministry of National Education. Among the essential documents are basic competence standards and the National Bilingual Plan. The document that governs the basic quality standards of English, in public establishments of primary and high school, is well known as guide No. 22. Below, we will mention the aspects addressed in this guide regarding the basic standards of English foreign language in Colombia.

The competence standards in the English foreign language, constitute “clear and public criteria that allow to establish what are the basic levels of quality to which boys and girls of all regions of Colombia are entitled” (Min Educación, 2006, p. 3).

These standards are elaborated in order to improve the quality of the education system and adapt it to the needs of the different current and future contexts of the country, preparing students for the globalized world. With this, it is intended to consider that good English levels facilitate labor and educational offers, making the most competent and competitive people. The standards determine specific and public criteria that specify the basic levels of quality to which the country's children are entitled. With these standards, it is intended to have the educational community and parents informed about what students must learn at the end of each of their school levels, what they should be able to do with what they learned, so that they can have a better performance in the academic and labor world.

Similarly, English standards provide essential guidance for English teachers, school administrators, and parents to have a clear understanding of the communicative skills expected to be developed by children in Basic and Intermediate levels. This is to help them achieve the goal set forth in the Vision Colombia 2019 document. This goal aims for students in Grade 11 to

reach an intermediate level of English proficiency (Level B1 according to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment). This level will enable them to communicate in the language, acquire knowledge, and effectively utilize it in real communication situations.

Additionally, the Common European Framework of Reference for Languages (CEFR) is a widely recognized framework that provides a common basis for describing language proficiency levels. It was developed by the Council of Europe and has been widely adopted as a standard for assessing and comparing language abilities across different languages and educational systems. The CEFR is based on a six-level scale, ranging from A1 (beginner) to C2 (proficient), and it describes what language learners can do at each level across four language skills: listening, speaking, reading, and writing (Cambridge University Press & Assessment, 2001).

Thus, Colombia has implemented its own framework called the "National Bilingualism Program" (Programa Nacional de Bilingüismo) to promote bilingual education throughout the country. This program aims to improve English language proficiency among Colombian students and increase the number of bilingual professionals in the country. The program focuses on integrating English language learning into the national curriculum, providing professional development opportunities for teachers, and fostering international partnerships to enhance language education.

While the CEFR is not directly utilized in Colombia's bilingualism program, it provides a widely recognized reference for language proficiency levels. The CEFR's proficiency levels (A1, A2, B1, B2, C1, C2) are commonly used internationally to assess language skills. In this context,

the CEFR can serve as a useful reference point for evaluating English language proficiency in Colombia, although it is not officially integrated into the program's framework.

Rationale of the Research Study on the Literature

This research study aims to establish the relationship between teachers' perceptions of students' attitudes in English learning and its impact on academic performance. Our research is grounded in the understanding that attitudes significantly influence language learning outcomes and that teachers' beliefs and perspectives play a crucial role in shaping classroom practices. By reviewing and integrating various international and Colombian studies, our research aims to bridge the gap between theoretical insights and practical implications, ultimately contributing to enhancing English language education in Colombian public high schools.

As researchers, we found the need to understand how teachers' perceptions of students' attitudes influence their academic performance in English learning. This research is driven by the goal of improving English language education by bridging the gap between theoretical insights and practical classroom implementation in San Francisco de Asís High School. Our research project also recognizes the significance of attitudes in language learning, the complex interplay of various influencing factors, and the pivotal role of teachers in shaping these attitudes.

Introduction to the Research Design

The purpose of this chapter is to inform the reader about the methodological process which is a descriptive case study with a mixed approach; used to interrelate the variables of the study including the teachers' perceptions about the attitudinal factors that influence students' English academic performance in San Francisco Asis High School in the city of Putumayo, Colombia. Furthermore, the description of the sample is mentioned as well as the procedure carried out to implement the instruments for collecting data which were suitable for this study.

Methodological Design

Research Method

To answer the research questions, this study used a case study method; which according to Woodside (2010) is a research method used to examine a current event or situation within its genuine environment, especially when it is challenging to separate the event from its surroundings. Moreover, Yin (2018) states that a case study typically involves collecting detailed information and insights about the chosen individual or community and how their experiences, behaviors, or circumstances have evolved over time within their specific context.

In the same vein, Cohen (2017), explains that case studies excel at demonstrating causal relationships by examining outcomes within authentic settings. They acknowledge that the context in which events occur significantly influences both the factors leading to those events and their subsequent consequences. Regarding the individual unit, Denzin & Lincoln (2011) claims that it may be studied in different ways, such as qualitatively, or quantitatively, analytically, or hermeneutically, or by mixed methods.

With respect to the previous, the tools selected for the data collection were an online questionnaire, a teachers' interview, and an observation grid for class observations. The first

instrument applied was the online questionnaire, since it allowed us to obtain quantitative information and then corroborate it with the qualitative information obtained from the interviews. The third instrument implemented during this research was the non-participant class observation grid. During this class observation, it was intended to observe and take notes about some aspects such as the teaching practices, strategies used by the teacher and some attitudinal aspects of the students, without intervening in the class interaction.

Research Approach

This study used a mixed approach; which according to Sampieri (2014, p. 536), refers to a set of rigorous and reflexive research procedures that involve the collection and analysis of both quantitative and qualitative data. These data are then combined and evaluated together to draw inferences that encompass all the information collected.

By following a mixed approach, three instruments were used: one questionnaire, one semi-structured interview and class observation which were suitable to triangulate information when interrelating the variables, a) teacher's perceptions regarding the attitudinal factors affecting students' academic performance; and b) attitudinal factors related to academic performance in English learning. The researchers sought to provide a deeper understanding of the phenomenon under investigation. It required the involvement of four participants specifically chosen since they oversee teaching English for the entire secondary level of the school.

This type of research design offers valuable opportunities to enhance our understanding of the connections and contradictions between qualitative and quantitative data. Moreover, it enables researchers to explore diverse avenues of investigation, resulting in a more comprehensive and in-depth analysis. The incorporation of mixed methods also encourages

scholarly interaction and enriches the overall research experience by shedding light on various aspects of the studied issues (Shorten et al., 2017).

On the other hand, the qualitative data was analyzed by using the Atlas.ti tool, which according to Hwang (2008) allows the researchers to make the qualitative research more credible and it serves to save time and can be more effective.

For the online survey, the participating teachers were presented with a series of characterization questions, questions about attitudinal factors on a linear scale of 1 to 5 in which "1 was strongly disagree and 5 was strongly agree" and finally, from their perception, the participants chose the students' attitudinal factors from the least influential to the most influential in academic performance. Similarly, during the interview, inquiries were made about their perceptions of students' overall performance, the impact and importance of attitudinal factors on their academic performance, and some recommendations for improving students' attitudes.

Finally, observation was made to contrast the responses and categories found in the application of the first two instruments. (See table 1 for reference the classification of the research methodology)

Table 2

Classification of the Research Methodology

Methodology	Method	Technique	Instrument	Data Elicitation
Descriptive research design	Case study with a mixed approach	Online survey	Online questionnaire with Likert scale	Primary

	Face to face semi-structured interview guide.	Primary
Interview		
	Combining: open-ended questions.	
Observation	Observation grid	Primary

Note. The table shows how the researchers structured the methodology for this research.

Context of the Research

Population and Sampling Procedures

In this research, four teachers belonging to the English teaching area in high school specifically participated in the data collection, their knowledge and primary contact within the situation already explained in previous chapter, were essential to study their perceptions. This research employed a mixed-methods approach, which according to Cresswel et al., (as cited in Hernandez-Sampieri, p. 534, 2014) involves the utilization of various types of evidence, such as numerical, verbal, textual, visual, symbolic, and others, to comprehend issues within the realm of science; incorporating at the same time, both qualitative and quantitative principles.

The main goals of the study are to accurately assess the beliefs of teachers, compare and contrast their perceptions of the attitudinal factors influencing students' academic performance in English, and provide recommendations and strategies for improving English performance.

The research utilized the analysis made by SPSS software and, the software Atlas.ti was used to analyze the involved categories obtained from an online survey, conducting interviews,

and making observations as part of the data collection process. For this study, a population of forty-eight teachers in total who strengthen the processes of the students of the San Francisco de Asís school was considered, by using a non-probability sampling technique of a purposive type. According to Hernandez (2014) the sample is chosen thanks to the decisions of the researchers, given the specific characteristics of the research, the study approach, design and contribution. The four teachers were chosen since they oversee the different English levels of high school, which is the focus of this study.

Purposive sampling is often employed to engage individuals who possess specialized knowledge on specific matters. These individuals typically have a deep understanding due to their professional positions, influence, network connections, expertise, or extensive experience in a particular field (Ball, as cited in Cohen, p. 115, 2017). Also, as explained in Cohen (2017), researchers are aware that this sample does not accurately reflect the broader population; it only reflects itself. This is common in small-scale studies, such as those involving one or two schools, a few groups of students, or a particular set of teachers. In such cases, the aim is not to generalize in the subject matter.

Most teachers taking part in the sample were English language teachers, with different postgraduate training. Their professional features include English graduate with emphasis in French, a Professional in foreign languages, and a graduate in English language teaching. It is necessary to highlight that within the sample there was a fourth teacher who does not hold a professional degree in English teaching, but in Primary School Teaching. This happens considering some institutional and administrative policies regarding the lack of teaching staff which force the institution to distribute the academic courses assignment among the available professionals.

Researcher's Impact

Regarding the researchers' impact, Williams (2008) claims that the researchers' role as a non-participant researcher maintains a stance of objectivity and neutrality throughout the study. This means that they do not actively participate in the activities or experiences of the research subjects. Instead, researchers observe and collect data without directly influencing the research context. This approach aligns with the principles of objectivity and non-interference in research, ensuring that the data collected accurately reflects the participants' natural behaviors and interactions. It allows for a more genuine representation of the phenomena under investigation, which is essential for maintaining the integrity and validity of the research process. (Williams, 2008)

Our role as researchers had to consider two different aspects, the first one, the data collection and the second one, the analysis that was performed on the results. Regarding the collection process of the quantitative data; the questionnaire was submitted and answered online by the participants; therefore, the gathering and the analysis of the quantitative information did not have any impact or influence by the researchers since it was done through the software SPSS.

Regarding the qualitative data, the collection and analysis of those results was assessed considering the interpretation of the researchers according to the categories obtained by using the Atlas.ti tool. Nevertheless, the role of researchers during the direct observation was non-participant, which according to Ciesielska et al., (2018), non-participant observers maintain a distance from the activities of the group they are studying and avoid becoming actively involved or becoming a member of the group. Through direct non-participatory observation, researchers can immerse themselves in the research field while maintaining the stance of an outsider or a visitor (Kostera, as cited in Ciesielska et al., 2018).

This distinction clearly delineates the researcher's identity and role, yet it offers ample room for interpretation. The researchers of this study opted to remain inconspicuous, minimizing their impact and allowing individuals to almost overlook their presence. This approach creates an environment conducive to observing from a distance and making detailed notes. On this regard, there was a slight influence by part of the researchers. Nevertheless, there existed a high degree of responsibility on the part of the researchers to collect and analyze the data for this study.

Ethical Protocol

Taking into account the focus of the research, the essential considerations to calculate were considerations when designing and carrying out the proposal. This is guaranteed through the constant reviews that we have had and will continue to have throughout the presentation of the thesis, since this will allow the transparency that ethics requires. Thus, Luño (1993) mentions in his book that Habeas data represents a pivotal legal concept within the realm of data privacy and protection. Rooted in principles of individual autonomy and privacy, it is a fundamental right that empowers individuals to assert control over their personal information. This right encompasses the ability to access data held by organizations or government entities, understand how it is utilized, and request modifications or deletions when necessary.

Similarly, Ekmekdjian & Pizzolo (2003) claims that Habeas data is a critical safeguard in the digital age, where the collection and processing of personal data have become ubiquitous. It aligns with broader international efforts to protect individuals from unwarranted intrusions into their privacy, ensuring that data controllers are transparent in their practices and that individuals retain agency over their own information. The recognition and application of habeas data are integral to the evolving landscape of data protection laws and regulations worldwide, underpinning the principles of accountability, consent, and data subject rights.

In the context of research projects, it is imperative to delineate the principles of objectivity, privacy, and confidentiality as integral components of the ethical framework governing the research process. The National Academies of Sciences, Engineering, and Medicine (2017) ensures that objectivity underscores the paramount importance of impartiality and the avoidance of personal bias in all phases of research, from data collection to analysis and reporting. Upholding this principle ensures the credibility and integrity of the research findings.

Privacy, on the other hand, is defined by Turilli (2020) as a fundamental right that necessitates the safeguarding of participants' personal information and protection from unwarranted intrusions. A robust privacy policy entails informed consent, secure data handling, and stringent controls on data access. Following this, before approaching to the sample, the authorization of the administrative party of the school was obtained (See Appendix 1) and the participants were provided by the informed consent (See Appendix 2), in hand, due to the easy access to the sample, but avoiding any physical or mental harm and they were also informed about the objectives and steps of the study assuring that their participation is voluntary.

Finally, considering confidentiality policies, Kang & Hwang (2021) ensures that it further fortifies this ethical edifice, stipulating that participants' data and identities are treated with utmost discretion and are not disclosed to unauthorized individuals or for unintended purposes. The meticulous adherence to these ethical policies serves to build trust between researchers and participants, safeguard participants' rights, and preserve the research's ethical and academic integrity. According to this, and following the confidentiality policies in research, The names of the participants will not be published or informed during the socialization of the results. Thus, anonymity and confidentiality throughout the study was assured, from the collection of information and the publishing of the results. No names, surnames or other details such as the

grade level will be revealed or published, furthermore, all participants were offered with such treatment of data. This study is also adhered to the principles of the Publication Manual of the American Psychological Association (2019), the APA code of ethics, including the use of codes or numbers, and other tools that protect the identities of the participants.

Data Collection Techniques

Description and Rationale of the Instruments

To gather comprehensive and reliable data on English teachers' perceptions regarding attitudinal factors towards students' English academic performance in San Francisco de Asis High School, a combination of data collection instruments was utilized: an online questionnaire, semi-structured interviews, and a class observation grid.

Questionnaire: The questionnaire is a structured survey instrument designed to gather quantitative data from a large number of participants efficiently. According to Chasteauneuf (as cited in Hernandez, 2014, p. 217) a questionnaire is a series of questions about one or more traits or characteristics that are intended to be measured. For the purposes of this research, it consisted of a Likert scale and multiple-choice questions that measured teachers' perceptions and beliefs towards attitudinal factors and their influence on students' academic performance. By employing a standardized questionnaire, we could ensure consistent data collection and facilitate statistical analysis. The questionnaire provided valuable insights into the overall trends and patterns of teachers' perceptions within the study population which are described in the following chapter.

The online survey methodology offers several advantages in terms of convenience. Firstly, respondents have the flexibility to answer the survey questions at a time that suits them best. Secondly, they can take as much time as necessary to respond to each question, ensuring thoughtful and accurate answers. Additionally, the online format enables respondents to

complete the survey in multiple sessions if needed. (Regmi et al., 2016). This tool allows to measure the teachers' beliefs about the importance of attitudinal factors when learning English as a Foreign language, as well as categorize the variables of the study for measuring them and subsequently analyze this information.

Interviews: An individual interview was conducted to gather in-depth qualitative data on teachers' perceptions, experiences, and underlying reasons behind their attitudes towards attitudinal factors and students' English academic performance. According to Sewell (as cited in Adhabi et Anozie, 2017), interviews in qualitative research aim to grasp the perspective of the subject, revealing the significance of individuals' experiences and uncovering their lived reality prior to seeking scientific explanations.

The interview was semi-structured, allowing for flexibility to explore different aspects and delve into specific areas of interest. Probing questions were used to elicit detailed explanations and uncover nuanced perspectives. As mentioned by Hernandez (2014), semi-structured interviews are based on a guide of predefined topics or questions, where the interviewer has the flexibility to add complementary questions with the purpose of clarifying concepts or obtaining more detailed information.

Besides, interviews provide an opportunity to capture rich and contextual information that may not be easily captured through a questionnaire. By engaging in one-on-one conversations, we could gain deeper insights into teachers' experiences, personal beliefs, and the factors that shape their perceptions. The qualitative data from interviews complemented and enhanced the understanding gained from the quantitative questionnaire data, providing a more holistic picture of teachers' perceptions.

Class Observation Grid: The class observation grid served as an objective tool for observing and recording teachers' instructional practices and classroom dynamics. It documented aspects such as teacher-student interactions, student engagement, use of positive reinforcement, and overall classroom climate. The observation grid provided systematic and standardized data collection during classroom observations. Observations allow researchers to collect real-time data directly from naturally unfolding social scenarios. (Cohen et al., 2017)

Direct classroom observation allows for the collection of objective data on teachers' implementation of attitudinal factors in their instructional practices. By observing in a non-participant role, the actual classroom environment, interactions, and teaching strategies, we could gain insights into the alignment between teachers' perceptions and their classroom practices. The objective data collected through the class observation grid complemented the self-reported data from questionnaires and interviews, providing a more holistic understanding of the role of attitudinal factors in the classroom.

The combined use of these instruments questionnaire, interviews, and class observation grid—provides a comprehensive and triangulated approach to data collection. It allows for the integration of quantitative and qualitative data, which strengthens the validity, reliability, and depth of the research findings. By employing this mixed method approach, the researchers could obtain a thorough understanding of English teachers' perceptions regarding attitudinal factors and their influence on students' English academic performance in this public school. To do this, the unit of analysis of this study is the perceptions because that corresponds to the data collected from teachers.

Validation Procedures

This case study used three data collection instruments, an online questionnaire, a semi-structured interview and an observation grid; which were created by the researchers themselves to answer the two research questions, considering the research objectives, the characteristics of the methodological design and, in addition, the constructs obtained from the literature review.

According to Cohen et al., (2017), ensuring validity in research is crucial for the researcher, since it allows to have trust in the various components of the research plan, including data collection, processing, analysis, interpretation, and subsequent evaluation. For this reason, some procedures were carried out to ensure the validity of the instruments.

Also, another way to confirm that an instrument accurately assesses its intended concepts is through a pilot test (Sajjad, 2016). According to Morgan and Hoffman (2018), it is recommended to conduct a pilot test with a small group of up to four individuals who won't be part of the main sample but share similar characteristics. This enables the researcher to assess the format and content of the interview questions and survey.

Validation Process. Three stages were implemented to carry out this process. In the first stage, the validation instrument was given to the experts in the field of research. After the validation, for the second stage, the observations made by the experts were considered, the pertinent corrections were made and finally for the third stage, the two teachers for the pilot test were contacted remotely because they were in other cities different from the place of study and the online questionnaire, and the interview were applied.

Expert validation: For the validation instrument (See Appendix 3) six indicators were taken into account (clarity, objectivity, consistency, coherence, relevance and adequacy) according to Useche et al., (2019), which indicates that content validation should cover all or a

large part of the content, context or areas where the variable to be measured is developed and the calculation technique should be validated by a judge or expert. In the case of this research, the researchers opted for expert validation in terms of the unit of analysis.

After the instruments were created, two UNAD teachers were selected to evaluate them. This selection was made taking into account their professional experience in the research area, their level of education and their availability. They were contacted and the instruments were validated. Finally, some corrections were made as a result of the experts' analysis.

Pilot test: According to Useche et al., (2019), the reliability of an instrument refers to how consistently it yields the same results when applied repeatedly to the same respondents under similar conditions. This means that the measurement is not affected by changes or variations among raters or observers in relation to the variable in question. To ensure reliability, it is necessary to conduct an initial test, known as a pilot test, where the instrument is applied to a group of respondents who share similar demographic characteristics (such as age, profession, educational level and any other property relevant to the study) that are specified in the research.

In this study case, the two teachers who voluntarily agreed to participate in this pilot test, and who share similar characteristics to the teachers who are the subject of this research, were applied in the survey and the interview (See Appendix 4). At the end of the exercise, they were asked to provide comments and feedback for the improvement of the instruments.

Introduction to Data Analysis and Findings

This chapter unfolds the insights derived from the analysis of data collected during the course of the research journey. In this section, the researchers bring to light the results that provide answers to the main research questions guiding the research study. The results are presented by means of an analysis of the instruments applied: a survey, an interview, and a class observational grid which belongs to the mixed approach. Furthermore, this chapter shows detailed information regarding the categories and subcategories emerged during the analysis of the data collected.

Data Management Procedures

In this section, we provide a comprehensive overview of the data management procedures employed in our research, encompassing the instruments used: survey, semi-structured interviews, and a class observation grid, all applied to teachers. This mixed research implied both qualitative and quantitative data which according to Sampieri (2014) refers to a set of rigorous and reflexive research procedures that involve the collection and analysis of both data.

Quantitative Data

The survey instrument was administered as the initial data collection method. It involved the distribution of a structured online questionnaire with closed questions to the participating teachers. The survey data collection process included clearly defined start and end dates to ensure data uniformity. The structure employed for the survey adheres to a conventional Likert scale with five levels, encompassing responses ranging from "Agree" to "Strongly disagree". Typically comprising five points, the Likert scale offers respondents a spectrum to articulate their level of concurrence or discord with specific statements (Edmondson, 2005). It serves as a

tool for individuals to convey the intensity of their agreement or sentiment towards a given question or assertion, providing a nuanced gauge of their viewpoint.

The questionnaire consisted of twenty questions divided into three main sections, which asked for the characterization of the participants, their perceptions about the attitudinal factors and finally how they considered in a scale from one to eleven the attitudinal factors influence on their students' academic performance.

Once the results from the survey were obtained, the data was imported to an Excel file to be organized. The Likert scale responses, originally phrased in qualitative terms like "extremely important", "very important", and "important", were quantified for data entry purposes within the software. This numerical transformation facilitated systematic analysis and computation within the research framework (Morgan, 2004), and then uploaded to the SPSS software to be analyzed. From this exercise, some tables and percentages were obtained regarding the teachers' perceptions and the analysis of influence by level for each of the attitudinal aspects presented in the survey; which were clued to give an answer to the research questions.

Qualitative Data

Given the limited sample size of four participants, the research team opted to pursue a thematic analysis employing an open coding approach for the analysis of the qualitative information from the interview and the observation grid. This process, according to Clarke et al., (2015), is a systematic approach used to detect, arrange, and provide valuable understanding of meaningful patterns (referred to as themes) within a given set of data. Thematic Analysis also allowed researchers to extract meaningful patterns and insights from the qualitative data. The six phases of thematic analysis were carried out according to Nimehchisalem (2018), which were:

familiarization with the data, generation of initial codes, examination of codes, review of themes, definition and naming of themes and finally, the compilation of the final report.

First, the interviews were audio recorded and then transcribed verbatim to capture the nuances of participants' responses. Transcription of the interview data was a crucial step, performed meticulously to maintain data accuracy. The notes taken from the observations were treated with an emphasis on consistency and uniformity in the data entry process.

The information gathered from both the interviews and the questionnaire was then systematically organized using coding matrices (See Appendix 5) within a word processing program. Subsequently, an initial round of coding, conducted on a line-by-line basis, was carried out. This initial phase was intended to establish a starting point, which remained open to various potential theoretical interpretations of the data, as outlined by Charmaz (2014). Throughout this phase, various preliminary codes were generated through a combination of inductive reasoning and deductive reasoning.

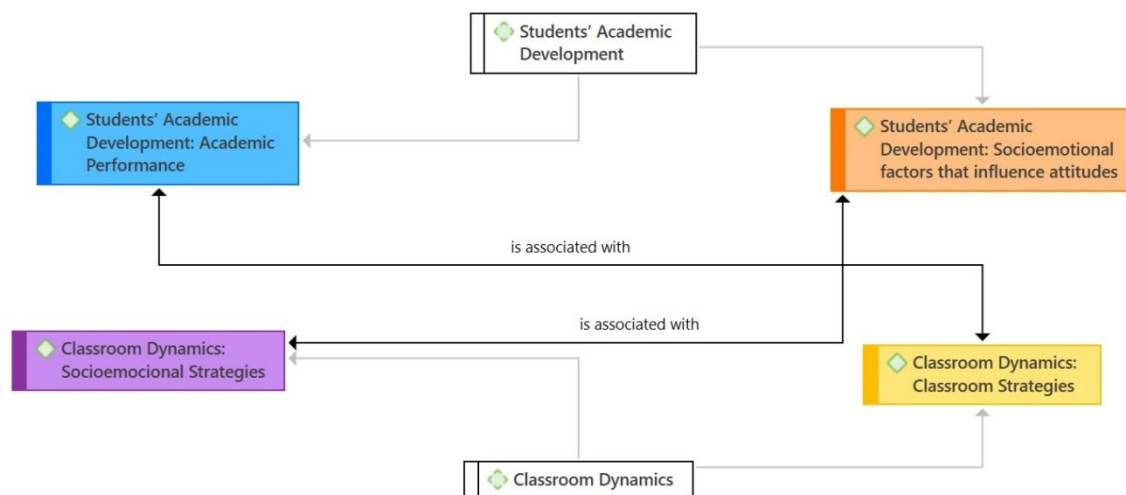
Subsequent to the independent generation of initial codes, a comprehensive review of themes was undertaken. This process involved a reorganization and renaming of certain codes, alongside the emergence of new ones, while others were deemed extraneous, resulting in eight codes for observational data and eleven codes for interview data. Following this, the collated information underwent further analysis, incorporating axial coding. This method, informed by pre-existing knowledge, streamlined the final categorization of the data and expedited the delineation of the ensuing emergent categories, as expounded upon in the work of Valdés (2016).

Lastly, a comparison and analysis using the Atlas.ti tool (see Appendix 6) was carried out for a greater veracity of the categories and similarities found, which made it possible to establish the categories described below.

Categories

This study is grounded in a comprehensive research methodology that combines thematic reading for the analysis of the data collected, open coding, and axial coding techniques. This approach, advocated by renowned authors in the field of qualitative research such as Charmaz (2014), Braun and Clarke (2015), has allowed for the identification and structuring of categories and subcategories relevant to understanding the factors influencing academic performance and attitudes of students in the context of English language learning.

Within the framework of this methodological process, key categories and subcategories emerged that align with the research objectives. The dynamics of the classroom are broken down into socio-emotional strategies and class strategies, reflecting the importance of the environment and pedagogical tactics in the educational process (Charmaz, 2014). Regarding students' academic development, the focus was on academic performance and socio-emotional factors that impact attitudes, highlighting both internal and external elements that influence students' disposition and commitment (Clarke et al., 2015). This analytical framework provides a solid foundation for the detailed examination of teachers' perceptions and practices regarding students and their performance in the context of English learning at San Francisco de Asís High School. See appendix 7 Emerging categories chart

Figure 3*Relationship Between the Categories and Subcategories*

Note. The figure above shows the categories, the subcategories, and how they are related between them. Source: Authors.

Discussion of Categories*First category, Academic Development of Students*

The first category that arose was *Academic development of students*. This category refers to the progress and performance of students in their academic pursuits according to their teachers' perceptions. It also includes aspects such as what their teachers believe their achievements, goals, and efforts in their learning are, particularly in the context of English language learning. According to Donohoo et al., (2017), what teachers believe play an important role in shaping their behaviors towards students. Consequently, these actions have a direct impact on students' perceptions of their own capabilities.

Inside the analysis of the categories and subcategories to follow, the researchers could evidence four of the five important variables mentioned by Tejedor (2003) when talking about

the academic development and the factors that influence it, which were psychological, pedagogical, academic and socio-family variables.

Academic Performance

A subcategory from the first category emerged was *Academic performance*, which serves as a fundamental cornerstone of our research, encompassing the relationship between academic performance and the attitudinal factors students bring to the classroom. This subcategory highlights the direct and tangible connection between students' attitudes and their academic achievements according to their teachers' perception.

The participants in this study offered their subjective evaluations of the academic performance exhibited by high school students at San Francisco de Asis High School, noting a predominance of performance falling within the lower-basic range. Strikingly, no educator articulated a belief in the influence of IQ (intelligence quotient) as a determinant of student performance at this institution. This observation aligns with the findings posited by Duckworth et al., (2007), who assert that instructors identify the pursuit of personal objectives as a salient indicator for achieving commendable or superior academic outcomes.

In the context of our study, as gleaned from the perspectives of educators, students' primary objectives encompass personal objectives which set the attainment of linguistic proficiency, averting academic underperformance, and enhancing communicative aptitude; social and economic objectives are also included. A solitary educator conveyed a lack of familiarity with the specific educational objectives set forth by their students. (See Table 3). The provided passage is a segment from one of the study participants in its original Spanish language. The direct translation into English is provided by the research underneath.

A pesar de todas las adversidades que enfrentan muchos de los estudiantes, puedo rescatar el empeño que le ponen algunos. Aunque hay muchas deficiencias en ellos, sí

existen estudiantes que les gusta el inglés y se esfuerzan por aprender. También existen otros que no les gusta tanto, pero que se esfuerzan por no reprobar la asignatura, entonces responden medianamente bien a las actividades y compromisos académicos. (Participant 4. Interview, question #2.)

In spite of all the adversities that many of the students face, I can rescue the effort that some of them put in. Although there are many deficiencies in them, there are students who like English and make an effort to learn. There are also others who do not like it so much, but who make an effort not to fail the subject, so they respond moderately well to the activities and academic commitments. (Participant 4. Interview, question #2.)

Table 3

Teachers' Perceptions Regarding Students' Interests in Learning English

	¿Qué tipo de interés poseen sus estudiantes para aprender inglés?							
	Sixth - Seventh		Eighth - Ninth		Tenth - Eleventh		Total	
	N	%	N	%	N	%	N	%
Social - Personal - Económico	0	0%	1	100%	0	0%	1	25%
Profesional - Personal - económico	0	0%	0	0%	1	100%	1	25%
Sociales	1	50%	0	0%	0	0%	1	25%
No lo sé	1	50%	0	0%	0	0%	1	25%

Note. Type of interest students have for learning English according to the teachers' perceptions.

Furthermore, the teachers' responses also underscored the pivotal role of these objectives in influencing students' academic performance. On certain occasions, according to the teachers, instances were observed where students initially exhibited subpar performance but exhibited notable improvement by the culmination of the academic term. This phenomenon aligns with the theoretical framework elucidated by Ryan and Deci (1994) in their self-determination theory. According to this theory, various forms of extrinsic motivation engender distinct behavioral responses. In the context of this study

and according to the teachers' perceptions, external regulation is predicated upon the avoidance of rewards or penalties, representing volitional actions contingent upon controlled external situations (Ryan and Deci, 1994). Here is an excerpt from an interview that serves to exemplify the assertion. Translation is also provided by the researchers.

También presencié casos de estudiantes que, ... buscaban oportunidades adicionales de aprendizaje y dedicaban tiempo adicional a la práctica del idioma fuera del aula. Esto se tradujo en un notable progreso en su rendimiento académico y, en algunos casos, en una mejora significativa en sus calificaciones. (Excerpt from interview. Participant 2. Answer to question #6.)

I also witnessed cases of students who, ... sought additional learning opportunities and spent extra time practicing the language outside the classroom. This resulted in noticeable progress in their academic performance and, in some cases, significant improvement in their grades. (Excerpt from interview. Participant 2. Answer to question #6.)

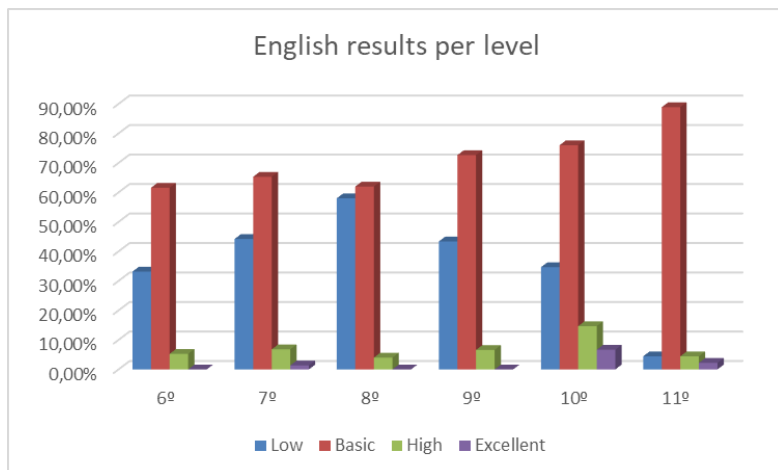
According to Singleton (as cited in Ozfidan et al., 2019), there exists a fundamental distinction in processing mechanisms between younger learners and older learners. They rely on cognitive maturity, where older learners possess the capacity for abstract thinking, a capability not yet fully developed in children. Different from children, older learners have instrumental motivation, characterized by the desire to get a job, to enroll in a university or raise qualifications. This in turn leads to self-awareness in adults which, according to Zhang (2009), facilitates learning and thus their improved academic performance.

It would be correct to be able to observe this type of situation in students from San Francisco de Asís High School; but on the contrary and based on the examination of final grades from the year 2022, it becomes apparent, when stratified by grade level, that a consistent pattern of performance is discernible. Notably, there exists a prevailing stability within the low and basic

proficiency tiers, with a notably marginal representation of high and excellent achievement observed in the ninth through eleventh grade cohorts. See figure 4.

Figure 4

Students' Academic Performance per Level. School Year 2022



Note. This graphic represents the academic performance of students during the scholar year 2022. Bars graphic illustrated from the “*Final year reports 2022*” provided by San Francisco de Asis High school Academic Coordinator.

Considering the above, a second subcategory emerged for the category *Academic Performance of students*, it is the subcategory of *Socioemotional factors that influence attitudes*. This subcategory leads us to explain how their attitudes influence academic performance according to their teachers' perceptions.

Socioemotional Factors that Influence Attitudes

Socioemotional factors that influence attitudes delve into the emotional, behavioral and psychological dimensions that underpin students' attitudes toward learning. According to Stern (as cited in Getie, 2020), the emotional and affective aspect is crucial in language learning since they determine language learning outcomes. This subcategory encompasses a spectrum of

internal and external factors, all of which significantly impact how students engage with their academic pursuits according to their teachers' perceptions. Our data underscores the role of socioemotional factors in shaping students' attitudes, which, in turn, ripple into their academic performance. This subcategory allows the researchers to recognize the profound influence of these factors in academic performance in language acquisition and it is divided into the two main factors for a better comprehension.

Internal Factors: These factors pertain to the individual, emotional, and psychological affinity students harbor towards the process of English language learning, coupled with the intrinsic motivation and perceived significance they attribute to linguistic proficiency (Ryan and Deci, 2000). According to the data provided by the participants, positive and negative attitudes on the part of students influence their academic performance in great manner. This assertion is aligned with Brown's (2000) theory of the Affective filter hypothesis, which establishes that negative attitudes reduce motivation and the willingness to learn the language. The following is an excerpt from an interview to validate the above information.

A veces hay actitudes positivas que influyen de manera general en el grupo, pero también encontramos que estudiantes con una actitud negativa que también inciden en el comportamiento y rendimiento de los de los jóvenes. Los chicos con actitudes negativas frente al idioma generan desorden e indisciplina y esto influye en sus compañeros.

(Excerpt from interview. Participant # 1. Answer to question no. 4)

Sometimes there are positive attitudes that have a general influence on the group, but we also find that students with a negative attitude also affect the behavior and performance of the young people. Children with negative attitudes towards language generate disorder and indiscipline and this influences their peers. (Excerpt from interview. Participant # 1. Answer to question no. 4)

Some other findings in the context of this study were that those attitudes also influence in the students' behavior, where it was evidenced during class observations that students who were

located in the back of the class or by the side of the classroom were easily distracted, some others did not show interest in the activities, using their cellphones to play or talking to their peers; generating in this way some disciplinary problems.

On the other hand, for teachers at the sixth through ninth grade levels, attitudinal factors are extremely important (75%) and for teachers at tenth and eleventh grade levels are very important (25%), and these in turn significantly influence students' academic performance. See table 4. So then, regarding one of the internal factors that most influences attitudes towards learning English, which is intrinsic motivation (Ryan and Deci's, 2000), since this is connected to the personal importance that students give to learning the language; we can observe, among the results obtained in this research, that 75% of the teachers interviewed consider that their students do not have intrinsic motivation at the moment of developing the activities in the English class. In this regard, it could be said that it is necessary to consider some teaching strategies in which the development of intrinsic motivation would be one of the main objectives for the school's teachers; including at the same time, strategies to enhance self-confidence, due to the results from teachers from seventh to ninth level (50%) who believe their students do not have self-confidence and teachers from sixth, tenth and eleventh level (50%) believe their students do have self-confidence when they develop different activities in class.

According to the teachers' responses, all the above is also reflected on the degree of commitment on the part of the students towards the completion of the tasks and activities in class; which, according to their perceptions, it is average (for 50%) and low (for 50%).

Table 4*English Teachers' Perceptions Regarding Students' Attitudinal Factors*

		English teachers' perceptions regarding attitudinal factors							
		Niveles de Bachillerato						Total	
		Sixth - Seventh		Eighth - Ninth		Tenth - Eleventh			
N	%	N	%	N	%	N	%		
¿Que importancia tienen los factores actitudinales en rendimiento académico en inglés?	Muy importante	0	0%	0	0%	1	100%	1	25%
	Extremadamente importante	2	100%	1	100%	0	0%	3	75%
Los factores actitudinales influyen significativamente en el rendimiento académico?	Muy de acuerdo	2	100%	1	100%	1	100%	4	100%
Cuentan con Motivación Intrínseca al momento de ingresar a la clase de inglés?	Si	0	0%	0	0%	1	100%	1	25%
	No	2	100%	1	100%	0	0%	3	75%
La motivación intrínseca desempeña un papel crucial en su rendimiento académico.	Neutral	1	50%	0	0%	0	0%	1	25%
	De acuerdo	1	50%	0	0%	1	100%	2	50%
	Muy de acuerdo	0	0%	1	100%	0	0%	1	25%
Considera que los estudiantes poseen Auto-confianza al momento de realizar las diferentes actividades durante la clase de inglés?	Si	1	50%	0	0%	1	100%	2	50%
	No	1	50%	1	100%	0	0%	2	50%
La Auto-confianza de los alumnos al momento de realizar las diferentes actividades de clase influye.	Neutral	1	50%	0	0%	1	100%	2	50%
	De acuerdo	1	50%	0	0%	0	0%	1	25%
	Muy de acuerdo	0	0%	1	100%	0	0%	1	25%
El interés de los estudiantes por aprender inglés,	Neutral	1	50%	0	0%	0	0%	1	25%
	De acuerdo	1	50%	0	0%	0	0%	1	25%

influye en su rendimiento académico.	Muy de acuerdo	0	0%	1	100%	1	100%	2	50%
¿Con qué frecuencia se ve reflejado el interés de los estudiantes por aprender inglés en su aula de clase?	Regularmente	1	50%	0	0%	1	100%	2	50%
	Algunas veces	1	50%	1	100%	0	0%	2	50%
¿Qué grado de compromiso y responsabilidad tienen los estudiantes con la asignatura de inglés?	Bajo	1	50%	1	100%	0	0%	2	50%
	Promedio	1	50%	0	0%	1	100%	2	50%
El compromiso de los estudiantes durante el desarrollo de la clase contribuye a su rendimiento académico.	Neutral	1	50%	0	0%	0	0%	1	25%
	De acuerdo	1	50%	0	0%	1	100%	2	50%
	Muy de acuerdo	0	0%	1	100%	0	0%	1	25%
Las actitudes de los estudiantes hacia la realización de tareas en casa, influye en su rendimiento académico.	Neutral	0	0%	0	0%	1	100%	1	25%
	De acuerdo	1	50%	0	0%	0	0%	1	25%
	Muy de acuerdo	1	50%	1	100%	0	0%	2	50%

Note. Teachers' perceptions regarding attitudes toward English learning.

Similarly, there are also external socioemotional factors that influence the attitudes of the school's students according to the perceptions of their teachers. These are described below.

External factors: There are different external variables that influence students' academic performance; among these and according to teachers' perceptions we found three main ones for San Francisco de Asís High School: the lack of technological resources, lack of family support and peer influence. Technology serves as a significant external factor influencing academic performance. The integration of technological tools has been shown to positively impact various aspects of student learning (Barak et al., 2006), including motivation, collaboration, interdisciplinary connections, problem-solving skills, and overall academic achievements.

Additionally, technology has the potential to create interactive learning environments that allow students to not only solve predefined problems but also identify and explore their own challenges. On the flip side, the availability and adequacy of technological resources represent a crucial determinant of how technology influences academic performance. Schools with limited access to technology may face challenges in fully realizing its benefits. The following are some excerpts from the interview to illustrate the findings. Translation is provided below.

En nuestro territorio incide la falta de medios tecnológicos para que ellos puedan instruirse más con esta área, que fuera aprender porque muchos de ellos ni celular tienen.” (Excerpt from interview. Participant # 1. Answer to question no. 3)

In our territory there is a lack of technological means for them to learn more in this area than outside learning because many of them do not even have a mobile phone. (Excerpt from interview. Participant # 1. Answer to question no. 3)

Ojalá ellos pudieran tener en todas sus aulas videobeam, computadores personales, o incluso todos pudieran tener celular y conexión a internet para poder hacer diferentes tipos de actividades con diferentes herramientas en línea.” (Excerpt from interview. Participant # 2. Answer to question no. 3)

I wish they could have videobeam in all their classrooms , personal computers, or even everyone could have a cell phone and internet connection to be able to do different types of activities with different online tools. (Excerpt from interview. Participant # 3. Answer to question no. 3)

Otro desafío es la falta de recursos tecnológicos, nuestros estudiantes no tienen computadores en casa ni en el colegio, muchas veces ni celular tienen. No podemos hacer actividades que incluyan uso de las TICs, y estas ayudan mucho al aprendizaje. (Excerpt from interview. Participant # 3. Answer to question no. 3)

Another challenge is the lack of technological resources; our students do not have computers at home or at school, many times they do not even have cell phones. We cannot do activities that include the use of ICTs, and these help a lot in learning. (Excerpt from interview. Participant # 3. Answer to question no. 3)

The data obtained also showed that family and peers are important factors in the academic development of students at San Francisco de Asís High School. According to Brown (2000); family, parents, another adults and peers can influence students' attitudes towards English learning, thus into academic performance. Tejedor (2003) also mentions the socio-family variable as a key factor influencing academic performance. The following are examples of the teachers' perceptions regarding these factors.

Otro desafío es la falta de apoyo familiar. Al ser población de estrato bajo, los padres no le ven la importancia al inglés, muchos chicos tampoco y esto se ve reflejado en su desempeño ya que no hacen tareas, no repasan en casa, etc. (Excerpt from interview. Participant # 1. Answer to question no. 3)

Another challenge is the lack of family support. Being a low-income population, parents do not see the importance of English, neither do many children, and this is reflected in their performance, since they do not do homework, do not review at home, etc. (Excerpt from interview. Participant # 1. Answer to question no. 3)

Muchas veces en la casa no hay apoyo, los padres de familia no se interesan mucho porque los estudiantes de verdad se esfuercen por aprender y obtener buenas calificaciones en inglés. Lo que he visto es que a los padres de familia no les interesa el inglés, no lo ven como algo positivo para sus hijos, por lo tanto, los estudiantes tampoco y no tienen apoyo en casa. (Excerpt from interview. Participant # 3. Answer to question no. 3)

Many times there is no support at home, parents are not very interested in students really making an effort to learn and get good grades in English. What I have seen is that parents are not interested in English, they don't see it as something positive for their children, therefore, neither do the students and they don't have support at home. (Excerpt from interview. Participant # 3. Answer to question no. 3)

According to the previous information, the socio-family factor is an essential part of this process, which coincides with the principle of growth mindset by Dweck (2017) who establishes that collaboration between educators and parents is key to encourage students to tackle

challenges with resilience, perceive effort to achieve mastery, and succeed academically, even during significant transitions among different grade levels.

As the data analysis has unveiled, teachers' perceptions encompass different aspects of internal and external factors that they believe influence in students' academic performance. Both cannot be separated or studied from apart since they are interrelated and dependent on the students' environment.

Second Category, Classroom Dynamics. Classroom dynamics emerged as a prominent category in our data analysis, shedding light on the intricate interplay of factors within the classroom environment. This category summarizes the relationships, the use of motivating and appropriate language, the implementation of motivating activities, charisma and activity of the teacher to guide learning, positive responses to the attitudinal aspects of students, good class mastery on the part of the teacher, and interactive elements that collectively influence the academic development of students.

Also, Marzano (2007) mentions that classroom dynamics effectively have influenced learning, claiming that these are synonymous with a conducive learning atmosphere. Furthermore, the author states that the strength of the bond between teachers and students, along with the liveliness of interactions in the classroom, notably influences both student engagement and academic success.

According to the results obtained from asking the teachers to grade from 6 to 11 the level of influence of the different students' attitudinal factors; it could be observed that teachers use different strategies to try to compensate the different situations presented during the development of the class. In Table 5, Table 6 and Table 7, the researchers took as important the three main

attitudinal factors that obtained the highest grade according to the teachers' perceptions, which are aligned to the classroom dynamics, strategies and situations observed.

Table 5

Teachers' Perceptions Regarding main Attitudinal Factors that Influence Academic Performance in Sixth and Seventh Grade Level

Analysis of the influence of attitudinal factors per high school level				
High school levels				
Sixth - Seventh				
	Recuento	% de N columnas	Media	% de N totales de tabla
Ansiedad	0	0%		
	1	50%		
	1	50%		
	2		9	50%
Grado de Influencia Empatía con el docente	1	50%		
	1	50%		
	0	0%		
	2		8	50%
Grado de influencia habilidades sociales	0	0%		
	1	50%		
	1	50%		
	2		7	50%

Note. Analysis of the three attitudinal factors that influence the most in English academic performance of sixth and seventh grade students according to their teacher's perceptions.

Table 6

Teachers' Perceptions Regarding main Attitudinal Factors that Influence Academic

Performance in Eighth and Ninth Grade Level

Analysis of the influence of attitudinal factor per high school level				
	High School levels			
	Eighth - Ninth			
	Recuento	% de N columnas	Media	% de N totales de tabla
Grado de Influencia Empatía con el docente	0	0%		
	1	100%		
	0	0%		
	1		9	25%
Grado de valor de influencia Relevancia para aprender inglés	0	0%		
	0	0%		
	0	0%		
	1	100%		
	1		8	25%
Grado de influencia Aprendizaje Autónomo	0	0%		
	0	0%		
	1	100%		
	1		7	25%

Note. Analysis of the three attitudinal factors that influence the most in English academic

performance of eighth and ninth grade students according to their teacher's perceptions.

Table 7*Teachers' Perceptions Regarding main Attitudinal Factors that Influence Academic**Performance in tenth and Eleventh Grade Level*

Analysis of the influence of attitudinal factor per high school level				
High School levels				
Tenth - Eleventh				
	Recuento	% de N columnas	Media	% de N totales de tabla
Grado de valor de influencia de motivación intrínseca	0	0%		
	0	0%		
	0	0%		
	1	100%		
	1		11	25%
Grado de Influencia Empatía con el docente	0	0%		
	0	0%		
	1	100%		
	1		10	25%
Grado de influencia habilidades sociales	0	0%		
	0	0%		
	1	100%		
	1		10	25%

Note. Analysis of the three attitudinal factors that influence the most in English academic performance of tenth and eleventh grade students according to their teacher's perceptions.

In the data collected with the participants, it could be noticed that this category plays an important role in students' English academic performance. During the class observation, the observer could notice that there were different indicators within this category that took place in the teaching-learning process. It could be evidenced that appropriate and motivating teachers' language during the class does have an impact on students' attitudes since they show themselves

to be very attentive to teachers' indications and information given during the class. The information mentioned above is supported by Mustafa et al., (2015), who argue that using appropriate and motivating language in language instruction could potentially enhance students' intrinsic motivation and academic achievement.

Within this category, we have identified two salient subcategories: Socio-emotional Strategies and Classroom Strategies.

Socio-Emotional Strategies

Socio-emotional strategies have proven to be a pivotal dimension of classroom dynamics. This subcategory encompasses the myriad techniques employed by teachers to foster a positive socio-emotional climate within the classroom. Considering Pekrun et al., (2010) achievement emotions can profoundly affect students' learning and performance. Thus, the relationship between achievement emotions and academic performance is mediated by several mechanisms, including students' motivation, strategy use, and regulation of learning, which is what is being analyzed in the current research.

According to the information mentioned above, and once having analyzed the data collected, it could be affirmed that socio-emotional strategies are immersed during the teaching-learning process. This is asserted taking into consideration that during the class observations, positive responses were evident regarding the attitudinal aspects of the students after they obtained appropriate and motivating language from the teacher. Also, the teachers evidenced during the interview some of the socioemotional strategies they used for the class development. As follows, some extracts that support the above are presented.

...ser creativo y lúdico para que ellos se emocionen y sientan ganas y deseos de seguir aprendiendo, no rechazarlos, no juzgarlos por su proceso sino apoyarlos corregirlos con cariño y con amor. Lo ideal es tener un ambiente un entorno positivo donde en todo lo

que se diga, todo lo que expresen, mensajes en inglés en carteleras, en murales, todo que tenga que ver con el área de inglés para que ellos puedan motivarse y se sientan en un ambiente diferente bilingüe. (Excerpt from interview. Participant # 1. Answer to question no. 10 and 11)

...to be creative and playful so that they get excited and feel the desire and willingness to continue learning, not to reject them, not to judge them for their process but to support them and correct them with affection and love. The ideal is to have a positive environment where everything that is said, everything that is expressed, messages in English on billboards, murals, everything that has to do with the area of English so that they can be motivated and feel in a different bilingual environment. (Excerpt from interview. Participant # 1. Answer to question no. 10 and 11)

Creo que primeramente debemos conversar con nuestros estudiantes saber cuáles son sus intereses y sus gustos, sus necesidades para así saber qué es lo que vamos a hacer. (Excerpt from interview. Participant # 2. Answer to question no. 11)

I believe that we must first talk to our students to find out what their interests and tastes are, their needs, so that we know what we are going to do. (Excerpt from interview. Participant # 2. Answer to question no. 11)

Para fomentar un entorno de aprendizaje significativo que promueva actitudes positivas hacia el aprendizaje del inglés en mi aula, aplico las siguientes estrategias: ...Relacionar el contenido con la vida cotidiana y los intereses de los estudiantes... Celebrar los logros y el esfuerzo de los estudiantes... Brindar apoyo emocional y estar disponible para escuchar a los estudiantes. (Excerpt from interview. Participant # 3. Answer to question no. 11)

To foster a meaningful learning environment that promotes positive attitudes toward learning English in my classroom, I apply the following strategies: ...Relate content to students' daily lives and interests... Celebrating student achievement and effort... Providing emotional support and being available to listen to students. (Excerpt from interview. Participant # 3. Answer to question no. 11)

Adame et al., (2011) state that socio-emotional strategies are techniques and approaches used by teachers to manage daily dynamics and resolve conflict situations in the classroom.

These strategies involve the use of emotional intelligence, empathy, and communication skills to create a positive and supportive learning environment for students. In the same vein, the authors emphasize the importance of socio-emotional strategies and techniques in the classroom, such as utilizing language that fosters socio-emotional development, offering warmth and support, fostering collaborative learning environments, guiding students in making responsible decisions, facilitating classroom dialogues, applying a well-rounded teaching approach, incorporating student-centered disciplinary methods, and exemplifying and coaching, among various other techniques (Villaseñor, 2017); can help create a positive and supportive learning environment for students. The use of these strategies can also help teachers manage daily dynamics and resolve conflict situations effectively.

Our analysis reveals that teachers who proactively address students' socio-emotional needs contribute significantly to their academic development. By creating an atmosphere of trust, respect, and emotional support, educators can enhance students' engagement, motivation, and overall well-being. Socio-emotional strategies not only influence students' attitudes toward learning but also fortify their resilience and self-efficacy, ultimately bolstering their academic performance.

Classroom Strategies

Classroom strategies form the cornerstone of effective teaching practices. Within this subcategory, we unearthed some pedagogical techniques and instructional methods utilized by teachers. As stated by Bruner (2006), pedagogical techniques refer to the procedures that give structure to classroom activities and materialize the selected didactic method; the structuring of these and the choice of methods influence the learning process. These strategies encompass a broad spectrum, from innovative teaching materials to interactive and participatory classroom

activities. As stated by Zulfikar et al., (2019) some behavioral aspects of attitudes in students included factors such as effective teaching strategies. The authors assured that students' attention and participation in English classes depended on the teaching methods used.

Regarding the above mentioned, and considering the analyzed data of this research study, it was very evident that class strategies greatly impact class development. During the class observations it could also be noticed that strategies such as implementing teaching materials to attract students' attention, continuous feedback, relevance and practical application of English in the classroom, had effect during the class time. Thus, it could be stated that Getie's (2020) claim with regards to suggesting strategies for educators to enhance student attitudes, is true.

During the interviews the participants mentioned implementing classroom strategies for enhancing students' motivation. Excerpts to exemplify their strategies are translated as follow:

...que ellos puedan cantar, que ellos puedan leer, que ellos puedan recitar, interpretar personajes, hacer recetas en inglés, ser creativo y lúdico para que ellos se emocionen y sientan ganas y deseos de seguir aprendiendo,...en medio de la lúdica, aplicando proyectos transversales, a través de actividades dinámicas dentro del aula con el juego, con el canto, con juego de palabras. (Excerpt from interview. Participant # 1. Answer to question no. 10 and 11)

...that they can sing, that they can read, that they can recite, play characters, make recipes in English, be creative and playful so that they get excited and feel the desire and desire to continue learning,... through playfulness, applying cross-cutting projects, through dynamic activities in the classroom with games, singing, word games.. (Excerpt from interview. Participant # 1. Answer to question no. 10 and 11)

Personalmente la estrategia audiovisual me ha funcionado en el ámbito de bachillerato. Ya que he tenido la oportunidad de llevar materiales más didácticos, ellos han podido ver videos, hemos podido hacer juegos de gamificación, aunque no se puede todas las clases, pero cuando se hacen juegos, considero que aprenden más ya que están más motivados. (Excerpt from interview. Participant # 2. Answer to question no. 11)

Personally, the audiovisual strategy has worked for me in high school. Since I have had the opportunity to bring more didactic materials, they have been able to watch videos, we have been able to play gamification games, although it is not possible in all classes, but when games are played, I believe that they learn more because they are more motivated. (Excerpt from interview. Participant # 2. Answer to question no. 11)

...en mi aula, aplico las siguientes estrategias: Fomentar la participación activa y el trabajo en equipo. Dar retroalimentación constructiva y alentar la mejora continua. Proporcionar recursos y actividades variadas que aborden diferentes estilos de aprendizaje. Establecer expectativas claras y metas alcanzables. Fomentar la autorreflexión y la autorregulación en el aprendizaje. (Excerpt from interview. Participant # 3. Answer to question no. 11)

...in my classroom, I apply the following strategies: Encourage active participation and teamwork. Give constructive feedback and encourage continuous improvement. Provide varied resources and activities that address different learning styles. Set clear expectations and achievable goals. Encourage self-reflection and self-regulation in learning. (Excerpt from interview. Participant # 3. Answer to question no. 11)

Therefore, a critical exploration of our data suggests that teachers who employ a diverse repertoire of classroom strategies tend to cultivate a more engaging and conducive learning environment. As stated by Marzano et al., (2003), setting up guidelines and protocols,

implementing impactful disciplinary measures, fostering positive relationships between students and teachers; cultivating an effective mindset and encouraging student accountability; are classroom strategies that foster extrinsic motivation thus academic achievement.

However, from the perspective of the participants, students' attitudes towards learning English as a foreign language often have nothing to do with class strategies but are also influenced by other factors. During the interviews, some teachers stated that they often fail to capture the student's attention no matter how many strategies they implement; there will always be other factors that affect their learning.

The complex and intricate web of factors that collectively shape the classroom dynamics and academic performance of students, has identified categories and subcategories that provide a robust framework for understanding the profound impact of socio-emotional dimensions on the educational journey. These insights not only enrich our academic understanding, but also have practical implications for educators, curriculum planners, and policymakers aiming to enhance the learning experiences and outcomes of students.

In addition to the findings acquired during the research, and as part of the research objectives, some recommendations for teachers and the institutions to improve students' attitudes towards English language learning and academic performance are presented below, which the researchers consider may be of help to continue with the process of the English learning and to complement the strategies already implemented by the teachers.

Among the results, it was evidenced that teachers consider that there is a lack of family support for the improvement of the academic level in English. As established by Gardner (as cited in Bempechat, 1992), the influence of parents has a causal effect on academic development, since they are the first to generate motivation and facilitate learning. As a recommendation, it may be necessary for the educational institution to be a bridge to promote communicative relationships between the teacher and the parents, where the teacher can express his/her concerns about the student's process and to promote study practices at home, which, in some cases, are unknown to the parents. Besides, the institution might involve parents in the use of school resources, tutoring or even guide parents to apply different home activities. As explained by Barth (as cited in Bempechat, 1992), when parents and schools are well-connected, and the relationship among parents and teachers become positive and when parents become more involved in children's school development; thus, discipline and academic progress improve.

Another situation presented during the interview as well as during the observations, was the arrangement of students' seat location due to the number of students in the classroom (forty or more); where it was evidenced that students who were in the back were easily distracted by their cell phones, did not pay interest in the activities, and generated indiscipline. It was also evidenced that some teachers chose not to pay attention to them, those students were not taken into account when interacting; and in one of the observations, it was evidenced that the teacher was upset by this situation. According to Mayer et al., (2009); when students feel disconnected from the learning environment, their motivation to exert effort and comprehend the presented material diminishes. Consequently, their performance on assessments measuring their learning tends to be suboptimal.

In terms of where students are seated in the classroom, research by Gremmen et al., (as cited in Blume et al., 2019) indicates that teachers typically prefer to separate students exhibiting disruptive behaviors and position those facing challenges in concentration, motivation, or learning closer to the teacher. While there is research supporting the aforementioned practices, it is crucial to emphasize that learning opportunities should be equitable for all students in the classroom. Therefore, it is recommended that teachers vary the seating arrangements, not solely in straight lines, to promote communication and face-to-face interaction among peers. Similarly, the teacher should be the one assigning seats to students to prevent potential disciplinary issues.

Besides, when students are working individually or in groups, it is crucial for the teacher to patrol, check the work, and walk around the classroom. This practice fosters concentration and prevents students from easily getting distracted (Granström, 1996).

Finally, another noteworthy finding pertains to the specificity outlined in national education policies for elementary school teachers in public institutions within the country.

According to Resolution No. 09317, dated May 6th, 2016, from the Ministry of National Education, teachers are mandated to plan, guide, and coordinate the learning processes across all subject areas in primary education, considering the basic competency standards for the country. This implies that elementary school teachers should be adequately equipped to instruct in all knowledge areas; however, the document does not explicitly include English.

Unfortunately, as per the information gathered from participants, San Francisco de Asís High School institution lacks licensed or trained teachers to teach English at the primary level. Moreover, primary teachers have discussed the fact of their lack of knowledge in the matter, by expressing they are not able to guide this subject. This circumstance has a direct impact on students, as they lack foundational knowledge and motivation upon reaching sixth grade, since they did not receive proper English instruction during primary, nor the teachers are motivated to learn the language to teach it. Consequently, this deficiency contributes to a prolonged learning process during high school compared to other educational institutions.

According to Brumfit (as cited in Sepyanda, 2017), learning English in young learners, from six years to twelve years old offers numerous benefits. Firstly, it facilitates communication for students with individuals from diverse countries and cultures in their daily lives through various media channels. Secondly, the critical period hypothesis suggests that Elementary School students, as young learners, can grasp a new language more effortlessly compared to older learners. Furthermore, initiating English instruction at a young age sets a foundation for students to comprehend English as a primary subject in subsequent academic levels.

To achieve success in English at primary level, it is recommended that the institution adopt a measured and gradual strategy, initially piloting programs in which English can be taught by professionals in the area and gaining expertise before undertaking rapid expansion. It is

crucial for teachers in charge of primary grade levels to receive adequate professional support from ministries and the administrative part of the institution to effectively guide the implementation process, as well as constant training in the English language. Additionally, educators must guarantee that every child receives the highest standard of early years learning teaching and assessment including English learning. This involves adhering to curriculum guidelines that outline clear objectives and expected results, employing appropriate teaching methodologies, and furnishing teachers with indicators of best practices to follow (Moon, 2005).

As a conclusion, these recommendations are designed to complement existing strategies and facilitate a more supportive and effective English language learning environment for students at San Francisco de Asís High School. Implementing these suggestions can contribute to positive outcomes in terms of student engagement, academic performance, and language proficiency, ultimately enhancing the overall quality of English language education in primary schools.

Reliability and Validity of Analysis and Findings

Regarding the reliability of the instruments, the quantitative questionnaire, the interview and the observation grid were validated by different techniques and procedures (see Chapter 4), and their design was also based under theoretical references. The information derived from qualitative tools was systematically arranged and examined using open coding matrices developed in word and Excel processors and confirmed using Atlas.ti tool, adhering to the guidelines outlined by Hernandez Sampieri. Besides, the quantitative data was analyzed by using the SPSS software. Moreover, the interpretation and analysis of the data were underpinned by theories and evidence elucidated in the study, as advocated by Cohen et al., (2017). These theoretical frameworks played a crucial role in aiding the researchers to comprehend the intricate

real-world data, mitigating biases and enhancing the reliability of the findings. Understanding how attitudinal factors influence academic development assisted the process of analyzing the data in different aspects.

The first one is related to the process of selection of the adequate information to be analyzed. In this stage, key concepts of the study allowed the researchers to create the data codes and categories according to the incidence of qualitative results and by reducing the repeated information to allow reliability and validation of the research. In the second step, Hernandez Sampieri (2017) triangulation methodology establishes meaningful insights for the data triangulation process of mix approach, which facilitated the examination of categories, the subtraction of subcategories to finally establish conclusions. Finally, considering teachers' perceptions has been of significance for the analysis; since it provided a different point of view on the subject matter and it allowed the integration of the proper results of this fieldwork under study.

This chapter presents the outcomes derived from the analyzed data, delving into the categories and subcategories that surfaced during the investigation. The discussion and elucidation of these findings draw upon concrete instances from both the data collected and the theoretical framework upon which the study is built.

Introduction to Discussion and Conclusions

Chapter 5 addresses the significance of the results, the pedagogical and the research implications for the field of study, the research limitations, recommendations for future research and the conclusions derived from the interpretation of data and the process carried out to answer the two main questions: What are the English teachers' perceptions regarding attitudinal factors towards students' English academic performance in San Francisco de Asis High School? and How do attitudinal factors affect English academic performance in students from San Francisco de Asis High School according to their teachers' perceptions?

Our inquiry into English teachers' perceptions of students' attitudes in learning English has resembled a nuanced narrative, exploring the intricacies of classroom dynamics, socio-emotional strategies, and academic performance. Our examination, guided by research questions probing attitudinal factors influencing English academic performance, has delved into educators' perspectives, scrutinizing their beliefs, instructional practices, and the complex dynamics within the classroom in the different grade levels of secondary at San Francisco de Asís High School. As we navigate the amalgamation of findings, theoretical frameworks, and practical implications, this chapter stands as the synthesis of our intellectual study. Here, we distill insights into a coherent narrative, extracting meaning from discerned patterns and arriving at conclusions that contribute to both theoretical comprehension and practical applications in English language learning.

Significance of the Results

The findings of this research project bear significant implications for the field of education, providing a nuanced understanding of the factors that shape students' attitudes and academic performance in English language learning in regards with teachers' perceptions. In

unraveling the complex web of internal and external elements at play, this study offers valuable insights for both academic researchers and practitioners in the realm of education.

One primary significance of these results lies in their contribution to our revealing of what the different types of interest students have to learn English according to their teachers' perceptions, which directly influence their academic performance; and thus, evolve in the socioemotional factors that influence students' attitudes toward learning English. As stated by Valdez et al., (2022) the instructional groundwork required to attain socio-emotional resilience can guide students toward realizing their optimal selves. Thus, by meticulously categorizing and examining internal factors like intrinsic motivation and self-confidence, the study delves into the emotional and psychological dimensions that underpin students' perceptions and engagement with language acquisition. The resonance of these findings with established theories, notably Brown's (2000) Affective Filter Hypothesis, not only enriches theoretical frameworks but also provides practical cues for developing targeted teaching strategies.

The identification of external socioemotional factors, encompassing issues such as the lack of technological resources, family support, and peer influence, adds a distinctive layer to the academic discourse. The revelation of insufficient technological means, as shared through teachers' narratives, emphasizes the urgent need for equitable access to technology. This finding carries immediate practical implications, urging policymakers to consider initiatives that bridge the digital divide and ensure all students have equal opportunities for enriched learning experiences. Regarding the findings on technological resources, it can be stated that these strategies also have a positive impact on the academic performance of students, as stated by Barak et al., (2006).

As mentioned in the previous chapter, for the institution, it is necessary to create closer and strong bonds among parents, teachers and the institution itself. In which the community can realize the importance of family support and communication to enhance better study practices; not only to improve academic performance, but also to change students' idea and personal goals about the English learning. Which, as researchers, we believe can make a difference in the future and lifestyle of the students in this institution. Adding to the above mentioned, what was established by Tejedor (2003) can be confirmed, who states that parental support has an influence on the academic performance of students. Furthermore, the study sheds light on the pivotal role played by family and peer influence in students' academic journeys. The socio-economic context, vividly portrayed through teachers' narratives, underscores the impact of family support and peer dynamics on students' commitment, homework completion, and overall engagement; as Tejedor expresses it with his fifth category on the socio-family, arguing that this factor also affects the performance of students. These insights challenge educators and policymakers to broaden their perspective to include socio-family variables in educational interventions, aligning with the growth mindset principle that underscores collaborative efforts between educators and parents.

Finally, peers' influence according to Brown (2000) somehow belongs to his Affective Filter Hypothesis, being this a factor that plays an important role in a learning environment that generates confidence and comfort for students, allowing them to feel more motivated, which influences their attitude towards learning a foreign language.

The exploration of classroom dynamics, encompassing socio-emotional and instructional strategies, significantly contributes to our understanding of effective teaching practices. Teachers' accounts of employing socio-emotional strategies, supported by relevant theories,

exemplify the practical application of emotional intelligence and effective communication in creating a positive and supportive learning environment. Thus, Adame et al., (2001) argues that when teachers use socio-emotional strategies, it boosts learning by creating a positive and encouraging classroom vibe. This not only sparks student interest and motivation but also aids in developing crucial socio-emotional skills like self-awareness, self-regulation, and social awareness.

The acknowledgment of the diversity of classroom strategies, coupled with their impact on students' attention and participation, aligns with existing literature, emphasizing the need for innovative and engaging teaching practices. In this part Adame et al., (2011) keep pointing out that teachers' emotional skills play a role, emphasizing that teachers who can handle their emotions well can provide better support for their students' socio-emotional growth. In a nutshell, using socio-emotional strategies makes learning better by crafting a safe, supportive space that nurtures both academic and socio-emotional development.

In essence, weaving together these discoveries holds significant implications not only for academic discussions but also for real-world educational settings. Beyond simply listing factors that impact students' attitudes and academic achievements, this research presents a comprehensive framework that guides thoughtful decision-making. By acknowledging the intricate links between internal and external aspects and providing practical insights into the hurdles educators encounter, this study becomes a valuable tool for shaping educational policies and interventions. Ultimately, it not only deepens theoretical comprehension but also provides practical guidance for educators, curriculum designers, and policymakers dedicated to improving the caliber and fairness of English language education.

Pedagogical and Research Implications for the Field of Study

In this research study at San Francisco de Asís High School, the threads of socio-emotional factors, intrinsic motivation, and classroom dynamics are intricately intertwined. Drawing from the insightful words of Brown (2000) and Dweck (2017), the study underscores the profound influence of these factors on students' attitudes and, consequently, their academic performance in English.

As we navigate the pedagogical landscape revealed by this research, we echo the sentiments of Mustafa et al., (2015), emphasizing that teaching goes beyond the transmission of knowledge; it's an art of inspiration. The stories shared by educators about students in the back of the class, distracted and disinterested, become not just anecdotes but a plea for connection and motivation (Getie, 2020). Socio-emotional strategies, as advocated by Pekrun et al., (2010), emerge not just as teaching tools but as acts of empathy, highlighting the need for a holistic approach to education.

The revelation about intrinsic motivation, discussed in the context of Ryan and Deci's (2000) Self-Determination Theory, is not merely an academic observation. It's a poignant call for educators to infuse lessons with the joy of discovery and the personal relevance of language. It beckons teachers to follow in the footsteps of Villaseñor (2017), creating not just a curriculum but a positive and supportive learning environment.

The acknowledgment of varying levels of self-confidence among different grade levels introduces a human touch to the academic narrative. This aligns with the emphasis of Adame et al., (2011) on socio-emotional strategies, urging educators not just to teach content but to nurture confidence and resilience. This recognition prompts a reconsideration of teaching strategies, urging educators to be not just mentors but builders of confidence.

Externally, the lack of technological resources and family support is illuminated through the lens of Barak et al., (2006). The call for video beams, personal computers, and internet connectivity is not just a technological plea; it's a call for equity and echoes the societal challenges discussed by Tejedor (2003). It beckons policymakers to ensure that every student, regardless of socio-economic background, has a fair shot at leveraging technology for their education.

The family factor, as discussed through the lens of Tejedor (2003), becomes a poignant part of the story. It's not just about academic support but about the dreams and aspirations that families hold for their children. The narrative about parents not seeing the importance of English resonates with the broader societal challenges. It's a call for educators, following the principles of growth mindset outlined by Dweck (2017), to not just teach English but advocate for its value in every household.

From a research standpoint, this study, as informed by Getie (2020), doesn't just add to the academic discourse; it adds voices to a larger conversation. The nuanced understanding of internal and external factors doesn't just inform future studies; it tells us where the heartbeat of English language education lies. The call for further investigations, resonating with Zulfikar et al., (2019), isn't just an academic formality; it's an acknowledgment that each student has a story worth exploring.

In conclusion, as we reflect on the pedagogical and research implications, let's not lose sight of the people in this narrative. The study, drawing from the wisdom of Mustafa et al., (2015), invites us to see beyond the classroom into the lives of students and teachers. It's a call for a more humanized approach to education, where data and statistics are not just abstract concepts but threads in the intricate tapestry of human stories. It's not just about English

language education; it's about the human journey of learning and teaching, a journey enriched by the diverse voices of educators and students alike.

Research Limitations on the Present Study

Several challenges and limitations have marked the trajectory of this research endeavor. The overarching constraint revolves around the intricate task of time management, particularly in the pursuit of a comprehensive written document. The expansive nature of the study, coupled with the exhaustive analysis required, posed a continual challenge in adhering to strict timelines.

Another significant limitation pertains to the temporal constraints imposed on the participants, affecting their capacity to conscientiously engage with the data collection instruments. The interviews and survey responses, crucial components of this study, were at times hindered by constraints on the participants' time. Consequently, the richness of data obtained faced restrictions, with some participants unable to provide clear and elaborate insights.

Moreover, a notable limitation arises from the size of the sample chosen for data collection. The relatively small sample, while allowing for in-depth exploration, raises concerns about the generalizability of findings. The diverse nuances of socio-emotional factors, attitudes, and classroom dynamics may not be fully encapsulated within the confines of this limited sample, necessitating cautious interpretation and application of the results.

In summary, while the research embarked on an earnest exploration of the multifaceted landscape of Teachers' perceptions regarding students' academic performance, the constraints related to time management, participant responsiveness, and the scale of the sample present notable limitations. These challenges, intrinsic to the research process, underscore the need for circumspection in extending the findings to broader contexts.

Recommendations for Further Research

The culmination of this research venture illuminates areas ripe for further exploration, offering a springboard for future inquiries into the intricate interplay of socio-emotional factors in English language education. As scholars navigate this terrain, it is paramount to consider the following recommendations.

Firstly, an expansive examination into the temporal dynamics of socio-emotional factors warrants attention. A longitudinal study, tracking students across various educational phases, could unravel the evolving nature of attitudes and their impact on academic performance. This extended temporal lens could provide nuanced insights into how socio-emotional factors unfold over time and shape students' trajectories in English language learning.

Secondly, a more expansive and diverse participant pool is essential to refine and extend the generalizability of findings. Incorporating participants from varied socio-economic backgrounds, educational settings, and cultural contexts could enrich the understanding of how socio-emotional dimensions manifest across diverse landscapes. Such an inclusive approach aligns with the broader aim of fostering educational practices that resonate across diverse student populations.

Furthermore, a more in-depth investigation into specific classroom strategies and socio-emotional interventions promises fertile ground for future research. Unraveling the efficacy of distinct pedagogical approaches and socio-emotional strategies could offer actionable insights for educators. This could involve a more granular examination of the strategies mentioned by educators in this study, such as the use of audiovisual materials, gamification, and fostering a bilingual environment, to assess their differential impact on student attitudes and performance.

Additionally, the incorporation of advanced technological tools in language education deserves heightened attention. Exploring how emerging technologies, such as virtual reality or artificial intelligence, can be leveraged to enhance socio-emotional dimensions in language learning could chart new frontiers in educational research. The integration of technology, when tailored to socio-emotional needs, might offer innovative avenues for promoting student engagement and motivation. Finally, the path forward involves a nuanced exploration of specific socio-emotional dimensions, a deeper interrogation of external factors, a finer understanding of classroom dynamics, and the implementation of targeted interventions. The collective efforts of researchers and educators in these directions promise to enrich our comprehension of the intricate web connecting socio-emotional factors and academic achievement in English language education.

Conclusions

The impact of attitudinal factors on academic performance is undeniable and extensively researched. However, this study addresses a small portion of the importance for teachers to understand the actual interests of their students to effectively plan and guide English language learning in vulnerable populations, as is the case in the San Francisco de Asís High School. This research highlights some challenges and obstacles to overcome, particularly in low-income populations in public institutions in this part of the country. According to teachers' perceptions, English language learning is often not viewed with the necessary importance by students and their families for personal and future development. In such scenarios, where language instruction is lacking from primary grades, behavioral issues, basic technology needs, and a lack of family support are evident, the implementation of unconventional strategies becomes necessary to articulate a better methodology for language teaching and learning. Consequently, there is a call for more extensive and comprehensive research that can contribute to understanding students' language learning needs, interests, and objectives in English learning. Additionally, exploring how external and internal factors influence their attitudes from their perspective is crucial.

As for the general objective of this research, it is evident during the previous narration, that the teachers' perceptions have been fully described regarding students' attitudinal factors that influence their English academic performance. As stated by Gilakjani et al., (2017), exploring teachers' beliefs is crucial, since they shape classroom dynamics and practices, which are clues in the teaching-learning process.

According to the first specific objective, the research demonstrated that there exist different beliefs about the importance of attitudinal factors affecting students' academic performance. The comparison among the teachers' perceptions from different educational levels

evidenced that for sixth and seventh level, teachers consider that anxiety is the attitudinal factor that most influences in students' academic performance. As stated by Roldán (2016), it is the result of past experiences, and the impact of negative attitudes. Meanwhile teachers' perceptions from eighth and ninth level indicate that empathy with the teacher is the factor that most influence in academic performance. This perception is aligned to Dewey's assumptions (as cited in English, 2019) , who establishes that empathy holds considerable importance in the realm of education as it enables teachers to comprehend the viewpoints and experiences of their students, thereby fostering the creation of inclusive and supportive learning environments. Integrating empathy into teaching practices involves actively listening to students, embracing their ideas and perspectives, and establishing avenues for meaningful dialogue and reflection. Furthermore, educators can instill empathetic skills in students by facilitating activities that cultivate intercultural understanding and promote respect for diversity.

On the other hand, and regarding the highest grade levels, tenth and eleventh; the teachers' perceptions report that intrinsic motivation is the attitudinal factor that most influence academic performance. Self Determination Theory by Ryan and Deci (2000) establishes that individuals characterized by authentic motivation exhibit heightened levels of interest, enthusiasm, and self-assurance. The heightened intrinsic motivation is reflected in improved performance, sustained perseverance, and increased creativity. Concurrently, authentic motivation is evident in elevated levels of vitality, self-esteem, and overall well-being. The teachers' perception is reflected in the results of the 2022 scores, where the tenth-grade groups achieved a 14.67% high performance and a 6.6% excellent academic performance. Similarly, the eleventh-grade groups obtained a 4.4% high performance and a 2.2% excellent academic performance. In comparison with other grades, the academic level of these two was superior.

These findings underscore the imperative for educational strategies that prioritize and nurture intrinsic motivation to enhance academic outcomes and promote holistic student development.

Although teachers demonstrated the implementation of various socioemotional and classroom strategies to boost students' motivation, participation, and engagement in diverse activities, the achievement of the third research objective opens avenues for additional recommendations. To further enhance teachers' strategies in the classroom and institutional efforts aimed at improving students' attitudes toward English language learning and academic performance, the following suggestions are proposed by following different theoretical support:

a) Establish initiatives to foster greater parental involvement in students' English learning process. This can include regular communication channels between teachers and parents, workshops on supporting language learning at home, and creating a collaborative environment where parents are informed partners in their children's education. B) Entrust teachers with the responsibility of assigning seats based on a thoughtful understanding of students' dynamics, learning styles, and potential peer interactions. This proactive approach can mitigate potential disciplinary issues and create a harmonious learning atmosphere. c) Provide primary and secondary teachers with targeted professional development opportunities focusing on innovative classroom strategies, socioemotional learning techniques, and effective classroom management approaches. This ongoing support can empower teachers to continuously refine their practices and cater to the evolving needs of students. c) Explore avenues for integrating technology into language learning processes. Platforms, applications, or digital resources that align with students' preferences and learning styles can add dynamism to language lessons, making them more engaging and relevant.

The synthesis of both, quantitative and qualitative data, yields the conclusion that attitudinal factors that influence students' English academic performance should be

acknowledged by the teachers. They constitute a set of diverse factors that cannot be isolated, and they need to be viewed from diverse perspectives. This entails the common work not only of the teacher-student, but also of the institution-teacher-parents communication and cooperation to enhance students' personal goals, progress, challenges, weaknesses, scopes, and opportunities for enhancement. Also, teachers are aware of the multidimensional nature of their students and the complex educational context, nevertheless it is necessary to continue endeavoring to surpass isolated the negative attitudes and situations with their interactions with students.

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Appendices

Appendix A

School's Principal Approval to Develop the Research

Puerto Asís, 10 julio de 2023

Especialista
FERNEY QUIÑONEZ CORTÉS
 Rector
 Institución Educativa San Francisco de Asís
 La ciudad

FQ
 Julio 10/2023

Reciba un afectuoso saludo;

En atención a nuestra conversación en días anteriores mediante donde le manifestaba que me encontraba realizando un proceso de investigación en el marco de la tesis de maestría titulada “*PERCEPCIONES DE LOS PROFESORES DE INGLÉS SOBRE LOS FACTORES ACTITUDINALES HACIA EL DESEMPEÑO ACADÉMICO DE INGLÉS DE LOS ESTUDIANTES DEL COLEGIO SAN FRANCISCO DE ASIS DE PUERTO ASÍS, PUTUMAYO – COLOMBIA*”, quisiera solicitarle de su amable colaboración en permitirme realizar un trabajo de la mano con sus docentes de inglés de la institución.

Lo anterior considerando que el proceso de investigación gira entorno a los docentes ya que su objetivo es conocer la percepción que tiene el profesorado respecto del desempeño académico de los estudiantes en el área de inglés y cómo diferentes factores han incidido y reflejado esta problemática en las pruebas ICFES de los últimos 5 años. Para esto es necesario, primeramente, aplicar unos instrumentos para la recolección de datos en apoyo de los docentes en términos de una encuesta, una observación de clase y una entrevista.

En caso de ser positiva su respuesta, agradecería facilitarme nombres y datos de contacto de los docentes. Sin otro particular, de antemano agradezco mucho su valiosa atención y su intención por permitir crecer la investigación en el departamento del Putumayo.

Cordialmente,


 LIZETH PAOLA TRUJILLO CUELLAR
 Maestrante UNAD
 Cel: 3102184430
 e-mail: lizeta620@gmail.com

V.O.
Faney Quiñonez

Adjunto: Formato de consentimiento informado para el tratamiento de datos

Appendix B

Teachers' Informed Consents

INFORMED CONSENT TO PARTICIPATE IN RESEARCH

Title of study: **ENGLISH TEACHERS' PERCEPTIONS REGARDING ATTITUDINAL FACTORS TOWARDS STUDENTS' ENGLISH ACADEMIC PERFORMANCE IN SAN FRANCISCO DE ASIS HIGH SCHOOL IN PUERTO ASÍS, PUTUMAYO - COLOMBIA**

Principal Investigator: Lizeth Paola Trujillo Cuellar
 Phone number: 3102184430
 Email: lizeta620@gmail.com
 Programme: Maestría en Mediación Pedagógica para el Aprendizaje del Inglés
 Institution: Universidad Nacional Abierta y a Distancia

Principal Investigator: Diana Milena Gomez Saavedra
 Phone number: 322 7815609
 Email: dmgomezsa@unadvirtual.edu.co
 Programme: Maestría en Mediación Pedagógica para el Aprendizaje del Inglés
 Institution: Universidad Nacional Abierta y a Distancia

INTRODUCTION

The present research aims at identifying which are the factors that affect students' English academic performance at public schools in Puerto Asís – Putumayo. The need for this research arises after analyzing the results of the ICFES exam from 2013 to 2020, which show very poor performance on students. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate or not is yours, if you decide to participate, please sign and date the last line of this form.

STUDY PROCEDURES

We will be looking at public English school teachers' collaboration with some instruments which will be applied during this research. These tools are presented by means of surveys, questionnaires and interviews. The first step to take is to apply a survey to all English teachers involved in students' learning process at the four schools in Puerto Asís. Then we will be applying an interview, and finally a questionnaire.

RISKS:

As in all research, there are some risks that may arise throughout the development of activities. In this case, some of the risks to be run could possibly be focused on causing any type of discomfort among participants due to any sensitive question or instrument found throughout their participation.

CONFIDENTIALITY

It should be clarified that your identity will be protected, and only the researcher in charge will have access to the data or may directly or indirectly identify a participant.

In proof of the foregoing, and after having read this document, you voluntarily agree to be part of this research, please sign, giving your consent. Thank you.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature Lina Chica Date 21 sept 2023

Investigator's signature  Date 21/09/23

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Participant's signature Nataly Diaz Date 21/09/2023

Investigator's signature  Date 21/09/23

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Participant's signature Milena Parra Date 21/09/23

Investigator's signature  Date 21/09/23

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Participant's signature *Stewart Mejia* Date 21/09/23

Investigator's signature *[Signature]* Date 21/09/23

Appendix C

Expert Validation Instrument

EXPERT OPINION REPORT OF THE RESEARCH INSTRUMENT

GENERAL INFORMATION:

- Surname and first names of the informant (Expert): Jonathan Alexander Delgado Ochoa
- Academic Degree: Masters of Arts in Applied Linguistics
- Profession: Teacher-researcher
- Institution: Universidad Nacional Abierta y a Distancia UNAD
- Position held: Course director, tutor and course designer
- Name of instrument:
- Author(s) of the instrument:
- Program: M.A. in Pedagogical Mediation for the Learning of English

VALIDATION OF THE OBSERVATION GRID

INSTRUMENT EVALUATION INDICATORS	CRITERIA Instrument items	Poor	Marginally acceptable	Acceptable	Good	Very good
		1	2	3	4	5
1. CLARITY	They are formulated with appropriate language that facilitates understanding.				x	
2. OBJECTIVITY	They are expressed in a measurable form.				x	
3. CONSISTENCY	There is a logical organization in the questions					x
4. COHERENCE	The contents are related to the problem question.					x
5. RELEVANCE	The information requested is appropriate in relation to the research question.					x
6. ADEQUACY	The quantity and quality of the items presented in the instrument are sufficient.				x	
PARTIAL SUMMATORY						27
TOTAL SUMMATORY						27

VALIDATION RESULTS

Observations:

It would be great if you specify what kind of positive attitudes you expect to find. For some people, students' chaos might be good because it demonstrates students' engagement, while for others, a positive attitude if that students remain silent and attentive. In parenthesis, you can tell us examples of attitudes that you understand as positive.

VALIDATION OF THE SURVEY

INSTRUMENT EVALUATION INDICATORS	CRITERIA Instrument items	Poor	Marginally acceptable	Acceptable	Good	Very good
		1	2	3	4	5
1. CLARITY	They are formulated with appropriate language that facilitates understanding.				x	
2. OBJECTIVITY	They are expressed in a measurable form.					x
3. CONSISTENCY	There is a logical organization in the questions					x
4. COHERENCE	The contents are related to the problem question.					x
5. RELEVANCE	The information requested is appropriate in relation to the research question.					x
6. ADEQUACY	The quantity and quality of the items presented in the instrument are sufficient.					x
PARTIAL SUMMATORY						29
TOTAL SUMMATORY		29				

Observations:

Revisen la ortografía de la pregunta de motivación intrínseca (en la definición).

En la pregunta "¿qué tipo de interés poseen sus estudiantes para aprender inglés?" Pongan la opción "No lo sé".

Me encantó la última escala que utilizaron. Sin embargo, para muchos profesores puede no ser claro qué es una estrategia de aprendizaje autónomo. Incluyan ejemplos en paréntesis.

VALIDATION OF THE INTERVIEW

INSTRUMENT EVALUATION INDICATORS	CRITERIA Instrument items	Poor	Marginally acceptable	Acceptable	Good	Very good
		1	2	3	4	5
1. CLARITY	They are formulated with appropriate language that facilitates understanding.					x
2. OBJECTIVITY	They are expressed in a measurable form.					x
3. CONSISTENCY	There is a logical organization in the questions					x
4. COHERENCE	The contents are related to the problem question.					x
5. RELEVANCE	The information requested is appropriate in relation to the research question.					x
6. ADEQUACY	The quantity and quality of the items presented in the instrument are sufficient.					x
PARTIAL SUMMATORY						30
TOTAL SUMMATORY						30

Muy Buena entrevista. Sugiero realizar una entrevista, analizar las respuestas y estar abiertas a posibles ajustes de ser necesario, teniendo en cuenta las respuestas de la primera vez que entrevisten.

VALIDATION RESULTS

Total quantitative assessment: 86/90

Opinion: FAVORABLE x MUST IMPROVE _____

NOT FAVORABLE _____

Observations: Please bear in mind my suggestions in the attached documents. They relate to the comments I wrote above.



Signature

Appendix D

Evidence of the Pilot Test

The screenshot shows a Google Meet interface. The main window displays a presentation slide with the following content:

Respetados Docentes:
Ustedes han sido invitados a participar de este proyecto de investigación, cuya denominación y propósito se describen abajo, por medio de la respuesta a esta entrevista. Agradecemos su tiempo y conocimiento.

Propósito de la entrevista	Reconocer de primera mano las percepciones de los docentes frente a los factores actitudinales y su influencia en el desempeño académico en la asignatura de inglés de los estudiantes de bachillerato del Colegio San Francisco de Asís de la ciudad de Putumayo.
Tema general de la entrevista	Percepciones Docentes
Perfil de las entrevistadoras	Licenciada en Inglés, Especialista en TIC para la Innovación Educativa. Licenciada en Lenguas Extranjeras, estudiantes de Maestría en Mediación Pedagógica en el Aprendizaje del Inglés.
Fecha/hora de la entrevista	
Duración de la entrevista	30 minutos.
Medio de la entrevista	

Three participants are visible in the meeting:

- HANS HUMBERTO OVIEDO...
- Henry Alvarez
- Lizeth Trujillo

The meeting controls at the bottom show the time as 8:15 PM and the meeting ID as bac-gdyyy-zkv. The system tray at the bottom indicates a temperature of 28°C and the date 11/09/2023.

Appendix E

Analysis and Coding Matrices

PARTICIPANTE 1	PARTICIPANTE 2	PARTICIPANTE 3	PARTICIPANTE 4	PALABRAS CLAVES
6º	8º	11º	7º	
<p>MOTIVATION: La docente usa un lenguaje apropiado con los estudiantes que le permite generar motivación y entusiasmo en los estudiantes.</p>	<p>El docente se muestra activo durante la clase. Demuestra actitud positiva frente a los estudiantes.</p>	<p>La docente muestra siempre disposición para dirigirse a los estudiantes.</p> <p>Muestra carácter. Los estudiantes participan con normalidad.</p>	<p>Se observa una excelente actitud por parte del docente hacia sus estudiantes, lo cual permite que ellos se contagien de la buena energía, estén atentos y participativos al inicio de la clase.</p>	<ul style="list-style-type: none"> - Lenguaje apropiado. - Actitud positiva - Buena disposición - Docente activo. - Genera disposición - Muestra carácter - Estudiantes atentos y participativos
<p>SELF-CONFIDENCE: Sus expresiones y forma de referirse a ellos genera confianza en ellos y en su gran mayoría se muestran participativos y motivados.</p>	<p>La interacción constante del docente y la disposición con los estudiantes permite que ellos se sientan cómodos de participar.</p> <ul style="list-style-type: none"> • Entusiasmo a los estudiantes a la participación manteniéndolos activos. • Los estudiantes prestan atención y responden efectivamente a la interacción con el docente. 	<p>La confianza que ya tiene la docente con los estudiantes y la práctica que ya han realizado de la actividad permite que participen activamente.</p>	<p>El docente presenta buena actitud y se evidencia bastante confianza y camaradería docente-estudiante. Los estudiantes se muestran muy activos y con mucha disposición para participar al inicio de la clase. Sin embargo, al cabo de 15 minutos se evidencia que los estudiantes empiezan a dispersarse y pierden concentración.</p>	<ul style="list-style-type: none"> - Expresiones positivas del docente. - Ss. activos y participativos - Interacción constante - Ss. cómodos - Confianza con el docente. - Buena interacción docente. - Estudiantes se dispersan.
<p>TEACHER'S REACTION: La docente no parece tener inconvenientes sobre los aspectos actitudinales con los estudiantes.</p>	<p>Responde bien a la mínima señal de indisciplina. Muestra carácter, pero no mal humor.</p>	<p>Demuestra carácter y mucha disposición para explicar.</p>	<p>Al momento del docente percibir desatención por parte de los estudiantes, procede a realizar llamados de atención</p>	<ul style="list-style-type: none"> - Buena rta. de parte del docente frente a las actitudes de los estudiantes. - Carácter

ANÁLISIS ENCUESTA					
CATEGORÍA	SUBCATEGORÍA	INDICADOR	KEYWORDS	RESPUESTAS	QUESTIONS
DESARROLLO ACADÉMICO DEL ESTUDIANTE	RENDIMIENTO ACADÉMICO	*Resultados evaluaciones	BASICO - BAJO	1 BAJO 2 BASICO-BAJO 3 MAYORÍA BÁSICO - GRAN NÚMERO BAJO 4 MAYORÍA BÁSICO, POCOS ALTO Y SUPERIOR, GRAN NUMERO BAJO	1
		* Objetivos personales *Participación en clases. *progreso a lo largo de los cursos.	Interés - esfuerzo	1 Objetivos personales para aprender 2 Resiliencia e interés para la realización de las actividades 3 Participacion activa en clases, interes por temas culturales y disposición para mejorar habilidades comunicativas 4 Empeño de los estudiantes, esfuerzo por aprender, esfuerzo por no reprobar	2
FACTORES EXTERNOS QUE INFLUYEN EN LAS ACTITUDES	ENTORNO SOCIAL, FAMILIAR Y ECONÓMICO	* Apoyo de los padres. * Ambiente de estudio en casa. * Estrato social *Problemas sociales y emocionales	Importancia del inglés, apoyo en casa, indisciplina, estrato social	1 Lengua nativa español, Falta de medios tecnologicos, casos de indisciplina 2. Falta de conciencia frente a la importancia del inglés, desinterés por el aprendizaje que viene desde casa 3. No hay apoyo en casa, ni interés, desafío lograr que los estudiantes se enamoren del ingles 4. Estrato social bajo, problemas emocionales, psicologicos, problemas que vienen desde casa. Escasos recursos, excluidos socialmente. Percepción pobre sobre el aprendizaje de una lengua extranjera. Desconocimiento del valor del inglés para su futuro.	3
			Motivacion intrínseca, factores emocionales	1. Voluntad para aprender, estudiantes con actitudes positivas y negativas 2. Factores socioemocionales-personales, motivación intrínseca, interés personal, inteligencia emocional, ambiente escolar, tiempo de estudio. 3. Motivación intrínseca y empatía con el docente. 4. Problemas emocionales, problemas psicológicos.	4

Appendix F

Atlas.ti Analysis of Qualitative Information

Análisis cualitativo de entrevistas 2 - ATLAS.ti - Sin licenciamiento

Análisis código-documento

Archivo Inicio Buscar & Codificar Analizar Importar & Exportar Herramientas Ayuda

Mostrar listas Tabla Sankey Barra de cambios Ajustes Comprimir Exportar a Excel Imagen

Explorador del proyecto

Buscar

Análisis cualitativo de entrevistas 2

- Documentos (4)
 - D 1: Entrevista 1 (17)
 - D 2: Entrevista 2 (17)
 - D 3: Entrevista 3 (16)
 - D 4: Entrevista 4 (11)
- Códigos (4)
- Memos (0)
- Redes (1)
- Grupos de documentos (0)
- Grupos de códigos (2)
- Grupos de memos (0)
- Grupos de redes (0)
- Transcripciones de multimedia (0)

Comentario:

Haga clic para editar el comentario

Buscar códigos

Nombre	Enraizamiento
<input type="checkbox"/> Estrategias de clase.	10
<input type="checkbox"/> Factores que influyen en...	40
<input type="checkbox"/> Rendimiento académico	30
<input type="checkbox"/> Respuesta docente frent...	18

Buscar grupos de códigos

Nombre	Tamaño
<input type="checkbox"/> Desarrollo Académico de los e...	2
<input type="checkbox"/> Dinámica del aula de clase	2

Selecciona códigos o grupos de códigos en combinación con documentos o grupos de documentos.

Conoce más sobre el análisis código-documento

Buscar documentos

ID	Nombre	Citas
<input type="checkbox"/> D 1	Entrevista 1	17
<input type="checkbox"/> D 2	Entrevista 2	17
<input type="checkbox"/> D 3	Entrevista 3	16
<input type="checkbox"/> D 4	Entrevista 4	11

No hay grupos de documentos

(0 códigos + 0 grupos de códigos) x (0 documentos + 0 grupos de documentos) = 0 celdas

EUR/COP -1,17%

Búsqueda

ESP LAA 22:11 14/10/2023

Analisis observaciones - ATLAS.ti - Trial Version

Document

File Home Search & Code Analyze Import & Export Tools Help Document Tools View

Create Free Quotation Apply Codes Code In Vivo Quick Coding Search & Code Focus Group Coding AI AI Summaries Rename Delete Unlink Reverse Relation Link Edit Comment Word Frequencies Concepts Opinion Mining Search Document Edit Print Synchronized Scrolling Edit Timestamps Add Timestamp

Explore

Search

- Analisis observaciones
 - Documents (4)
 - D 1: PARTICIPANTE #1_6° (14)
 - D 2: PARTICIPANTE #2_8° (15)
 - D 3: PARTICIPANTE #3_11° (14)
 - D 4: PARTICIPANTE #4_7° (9)
 - Codes (2)
 - Desarrollo Académico de los estudiantes (31-0)
 - Factores socioemocionales que influyen en las actitudes (20-0)
 - Rendimiento Académico (15-0)
 - Dinámica del aula de clase (39-0)
 - Estrategias de clase (21-0)
 - Estrategias socioemocionales (23-0)
 - Memos (0)
 - Networks (0)
 - Document Groups (0)
 - Code Groups (2)
 - Memo Groups (0)
 - Network Groups (0)
 - Multimedia Transcripts (0)

B I U S [Icons]

Click to edit comment

Aspects to observe	1	2	3	4	5	Observations
1. Attitudinal Factors						
Motivation: the teacher enhances students' level of motivation, enthusiasm and interest in the English learning.			x			Se observa una excelente actitud por parte del docente hacia sus estudiantes, lo cual permite que ellos se contagien de la buena energía, estén atentos y participativos al inicio de la clase.
Self-confidence: the teacher promotes students' level of self-confidence in their language abilities and willingness to participate.						El docente presenta buena actitud y se evidencia bastante confianza y camaradería docente-estudiante. Los estudiantes se muestran muy activos y con mucha disposición para participar al inicio de la clase. Sin embargo, al cabo de 15 minutos se evidencia que los estudiantes empiezan a dispersarse y pierden concentración.
The teacher reaction towards students' attitudinal aspects						Al momento del docente percibir desatención por parte de los estudiantes, procede a realizar llamados de atención de manera respetuosa y con mucha seriedad.
2. Classroom Environment						
Classroom Management: the strategies used by the teacher to manage the group foster positive attitudes towards the English learning.						La temática abordada durante la clase fue <i>propositions of place</i> , la cual la docente dirigió por medio de una actividad que permitía la interacción docente-estudiante haciendo preguntas directamente a ellos. Se evidenció buena actitud en las respuestas de los participantes.
Learning resources: the teacher uses different resources during the class to promote a positive learning environment.						El docente hizo uso de ayudas audiovisuales, imágenes, audios y preguntas abiertas tipo: Where is the cat? Los estudiantes respondían: the cat is on the tree.
The classroom environment is healthy and positive towards the English learning.						Al inicio de la sesión se pudo evidenciar completo orden y disposición por parte de los estudiantes. Pero a medida que avanzaba la clase, se empezó a evidenciar los problemas disciplinarios de los estudiantes; algunos hablaban, otros hacían chistes, otros se distraían por las ventanas. También se evidenció que los estudiantes que no participan (los callados) y los extrovertidos (los indisciplinados), se ubican a los extremos del salón o en la parte de atrás. Al finalizar la clase, aproximadamente a un 40% de los estudiantes se les vio activos, atentos y participativos.
3. Teacher-student Interactions						
Teacher Feedback: the teacher provides students with constant feedback to promote positive attitudes and enhance good academic performance.						Se evidenció constante retroalimentación por parte del docente, en el momento en el que los estudiantes cometían errores o se confundían con las proposiciones de acuerdo a las imágenes presentadas.
Encouragement: the teacher						Todo el tiempo. A veces era un poco tenso el

4:1 Se... 4:2 El docem... 4:3 A... 4:4 La tem... 4:5 El... 4:6 Al inicio de la sesión s... 4:7 Se e... 4

ATLAS.ti

14°C Party sunny

Search

ENG LAA

7:10 PM 3/11/2023

Appendix G

Emerging Categories Chart

	CATEGORY	SUBCATEGORY	INDICATOR
What are the English teachers' perceptions regarding attitudinal factors towards students' English academic performance in San Francisco de Asis High School?	Academic Development of students	Academic performance	Mostly basic and low. • Personal objectives for English language learning. • Evidence of progress throughout the courses. • Students' efforts to avoid failing.
		Socioemotional factors that influence academic performance	Internal Factors: Intrinsic Motivation, Behavioral Problems, Engagement with Assigned Tasks. External Factors: Limited Technological Resources, Lack of Family Support, Peer Influence.
How do attitudinal factors affect English academic performance in students from San Francisco de Asis High School according to their teachers' perceptions?	Classroom Dynamics	Socio-emotional strategies	Use of motivating and appropriate language. • Implementation of motivating activities. Teacher's charisma and activity to guide learning. Positive responses to students' attitudinal aspects. Strong classroom management by the teacher.
		Classroom strategies	

			<p>Use of didactic materials to capture students' attention.</p> <p>Need for the use of ICT (Information and Communication Technology).</p> <p>Continuous feedback activities.</p> <p>Relevance and practical application of English in the classroom.</p>
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Appendix H

Resumen Analítico en Educación (RAE)

Tipo de Documento	Proyecto de Investigación
Acceso al Documento	Proyecto de investigación para optar al título de Magister en
Programa	Mediación Pedagógica del Aprendizaje del Inglés
Título del Documento	English Teachers' Perceptions Regarding Attitudinal Factors Towards Students' English Academic Performance In San Francisco de Asís High School In Puerto Asís, Putumayo – Colombia
Autores:	Lizeth Paola Trujillo Cuellar, Diana Milena Gómez Saavedra
Publicación	2023
Palabras clave	<i>Student attitudes, academic performance, socioemotional strategies, intrinsic motivation.</i>
Description	<p>The objective of this research is to describe the perceptions of teachers regarding the influence of attitudes on the academic performance in the subject of English of high school students of the San Francisco de Asís school in the city of Putumayo (Colombia). This research had different phases. The first was the analysis of the final grades for the subject of English for the year 2022. In which it became evident that the students of the institution are mostly at a basic and low level. Therefore, the researchers wanted to investigate the perceptions of teachers regarding the problem. The second phase was the design and application of the data collection instruments, taking into account the type of research methodology. Finally, after obtaining the categories, we proceeded to the analysis and interpretation of the data. The type of study is described as a mixed approach of quantitative and qualitative research based on a case study, with descriptive design, using an online questionnaire, a semi-structured interview and classroom observations. Thus, data analysis was performed using SPSS software for quantitative data, and for qualitative data a thematic reading with open coding was performed and compared with the analysis in Atlas.ti software.</p> <p>In conclusion, after the analysis of the data, it was evidenced that there is</p>

an undeniable impact of students' attitudes on their academic performance, where anxiety, empathy with the teacher and intrinsic motivation stand out among the other factors; the latter being aligned with the Self-Determination theory of Ryan and Deci (2000). Likewise, teachers' perceptions vary according to the grade level; and some recommendations are presented to create a more collaborative and dynamic environment in the institution that can fulfill the diverse needs of the institution's population.

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Content

The document compiles and provides the following structure: cover page, RAE (analytical

summary of the document), abstract, table of contents, list of tables, list of appendices, introduction, statement of the problem, justification, objectives, literature review (state of the art, theoretical and conceptual framework), methodological design, analysis and interpretation of the information, results, conclusions, and recommendations, references and appendices.

Methodology

This research employed a case study method to investigate attitudinal factors affecting students' English academic performance at San Francisco de Asís High School. The case study approach, as defined by Woodside (2010) and Yin (2018), involves examining a current event or situation within its genuine environment when separating the event from its surroundings is challenging. Data collection tools included an online questionnaire, teachers' interviews, and non-participant class observations to gather both quantitative and qualitative information. The mixed research approach, combining quantitative and qualitative data analysis, aimed to provide a more comprehensive understanding of the attitudinal factors influencing academic performance. The four selected participants, responsible for teaching English at the secondary level, contributed to triangulating information and offering a deeper insight into the phenomenon under investigation. The qualitative data was analyzed using the Atlas.ti tool, enhancing credibility and efficiency in qualitative research. The questionnaire, interviews, and class observations were designed to explore teacher perceptions and attitudinal factors affecting academic performance, allowing for a more nuanced analysis. This mixed-methods approach, facilitating a holistic exploration of the research questions, contributes to a more comprehensive understanding of the complex interplay between attitudinal factors and students' English academic performance.

Results

As a result of this research process, it is possible to understand the various types of interests that the students of the San Francisco de Asís school have in learning English, which directly influence their academic performance and contribute to shape their attitudes towards learning the language. In this sense, Brown's (2000) Affective Filter theory goes hand in hand with what was evidenced during the observations, where positive attitudes allowed for a more meaningful interaction between teacher and student. On the other hand, the study identified some external factors that significantly influence academic performance in English. This included lack of technological resources, family support, and peer influence.

Consequently, the necessity to create initiatives and policies to provide equal conditions for the students of the institution and to strategically involve the family in the process of learning English was identified. As expressed by Tejedor (2003). Finally, the exploration of classroom dynamics revealed that teachers apply different strategies to promote effective communication and the creation of a positive learning environment. Adame et al., (2011) emphasizes the socioemotional skills of teachers to promote academic achievement. Overall, these findings have substantial implications for both academic discussions and real-world educational settings, as they guide decision making and offer practical insights for educators, curriculum

designers, and policy makers dedicated to improving English language instruction.

Conclusions

As a conclusion of this research study, the impact of attitudinal factors on the academic performance of high school students of the San Francisco de Asis school is undeniable. Among the factors that influence attitudes are anxiety, empathy with the teacher and intrinsic motivation as the main factor for perseverance, creativity and responsibility of the students. Similarly, it is concluded that according to the teachers' perceptions, which vary depending on the academic grade, for sixth and seventh grade, anxiety is the most influential; for eighth and ninth grade, empathy with the teacher; and finally for tenth and eleventh grade, intrinsic motivation. On the other hand, the recommendations presented are intended to provide a guide for the creation of a more collaborative and dynamic space that meets the needs of the students of the institution.
