

**Bullying: An approach to its repercussions in the English learning  
process.**

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**El acoso escolar: Una aproximación a sus repercusiones en el proceso de  
aprendizaje del inglés.**

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## **Abstract**

Bullying and the subsequent verbal and emotional abuse have a big impact on academic performance when learning English as a foreign language. Although this problem has been noted in Colombian schools, it has not been handled properly. For this reason, this study takes place in a non-bilingual private school in Bogotá on EFL learning students from ninth grade. The objective is to investigate the effects of bullying over the academic performance of ninth grade students when learning English as a foreign language. Moreover, the following investigation carry out a mixed research approach that involves quantitative and qualitative data in which a questionnaire will be implemented along with class observations and interviews to collect the information needed to verify the experiences of the students who had been bullying victims at school and evaluate how this confrontation could have affected their EFL learning process. The results obtained are expected to corroborate the understanding on how bullying among classmates influences the academic performance of the students in the EFL learning process in order to provide new possible strategies for schools to create strong plans to deal with this problem.

*keywords:* bullying, academic performance, English as a foreign language.

## **Resumen**

El bullying y el subsecuente abuso verbal y emocional tienen un gran impacto en el rendimiento académico a la hora de aprender inglés como lengua extranjera. Si bien este problema se ha notado en las escuelas colombianas, no se ha

manejado adecuadamente. Por tal motivo, este estudio se desarrolla en un colegio privado no bilingüe de Bogotá en estudiantes de noveno grado que aprenden inglés como lengua extranjera. El objetivo es investigar los efectos del bullying sobre el rendimiento académico en estudiantes de noveno grado que aprenden inglés como lengua extranjera. Por otra parte, la siguiente investigación lleva a cabo un enfoque de investigación mixto que involucra datos cuantitativos y cualitativos en el que se implementará un cuestionario junto con observaciones de clase y entrevistas para recopilar la información necesaria para verificar las experiencias de los estudiantes que han sido víctimas de bullying en la escuela y evaluar cómo esta confrontación podría haber afectado su proceso de aprendizaje de inglés como lengua extranjera. Se espera que los resultados obtenidos corroboren la comprensión de cómo el bullying entre compañeros de clase influye en el rendimiento académico de los estudiantes en el proceso de aprendizaje del inglés con el fin de proporcionar nuevas estrategias posibles para que las escuelas creen planes sólidos para enfrentar este problema.

*Palabras clave:* Acoso escolar, Rendimiento académico, Inglés como Lengua Extranjera.



## Chapter I

### Introduction

One of the most common situations that can be observed in schools in Bogotá, which may have a significant impact on the students' learning process of English as a Foreign Language is bullying, and the subsequent verbal and emotional abuse among classmates, triggering consequences that can affect their academic performance and therefore, their English Learning process. According to Mbah (2020) "Bullying is the act of intentionally harming someone, verbally, psychologically, or physically. Bullying is often repeated over time and involves an imbalance of power" (p.14). Based on this statement it is important to make clear that bullying itself is a very complex problem that does not show up at schools from no apparent reason, because there is intervention of individual, socioeconomic, cultural and environmental factors that, by interrelating as a whole, affect the appearance of this conduct and would explain the persistence of violent behavior (Rodney & Garcia, 2020).

Moreover, bullying itself is an act of violence at school which not only affects the students, but also the class and school environment itself, since the misbehavior of the bullies can be disruptive to the organization of classes and the way teachers deliver their lessons. Fandiño (2018), adduces that:

Definitely, it was seen that violence in the classroom was happening very often and it interrupts any learning process. Specifically, the consequences affected everything; first of all, all students are altered,

then the students' environment which might be very tense, the learning/teaching process and finally, teachers who are obliged to address bullying concerns instead of the lesson as such. (p.14)

This means that bullying brings consequences that interrupt the learning process of students and the environment in which classes take place.

Therefore, this study aims to investigate the effects of bullying over the academic performance of the students and how it is affecting their English learning as a foreign language.

### **Statement of the problem**

It is considered how bullying can affect the academic performance of students in high school because there are some beliefs and misinformation regarding the relationship between bullying and the academic achievement in the English Foreign Language learning process of students, wrongly believing that both contexts are not related at all. As AlBuhairan et al. (2017) mention, "there are important negative consequences to victims, perpetrators, schools, families and communities at large" (p.62). For instance, all the people involved in the learning process of the student, have a role in the student's life, so it is possible that both contexts are related. Moreover, Muluk et al. (2021) say that:

In English as a foreign language classroom, the possibility of bullying behavior can be said quite high as students need to learn and practice a new language, thus error and mistakes are common things that often

occur during the teaching and learning process. This situation opens a space for bullying accidents. (p. 2)

This means that when learning a language, it is common to make many mistakes such as pronunciation errors, grammar mistakes, erroneous comprehension of texts, words or listenings, etc, and this can create a space for bullying. In addition, in this population it can be evidenced some negative conducts between students and low performance in English classes. Moreover, students avoid class participation saying among them that they do not like making mistakes in front of many people because their peers could make jokes about these mistakes. Therefore, it could be identified that there was a relation between bullying and the EFL process and this may affect the academic performance of the students. Consequently, this section explores the consequences of the students from a private non-bilingual school in Bogotá, Colombia, regarding their personal experiences at school, taking into account their relationship with their classmates and how different situations of bullying in the classroom can exert influence on their educational achievements for good and bad. The statement of the problem displays the following aspects: first, a research question and a research objective for our investigation. Secondly, the context and the population in which we are going to work in, the needs analysis and the rationale. And at last, the strategy we are going to implement to gather data directly from the students based on a questionnaire, observations and interviews.

First, we proposed one question and one objective for our research:

**Research question:**

How does bullying affect the academic performance of EFL students in ninth grade?

**Research objective:**

To understand how bullying interferes in the academic performance of the students when learning English as a foreign language.

Second, this research takes place at a private non-bilingual school which is located in Bogotá D.C. This Educational institution has an operating license for the Preschool, Elementary and High School levels in which there are almost 700 students enrolled, which belongs the most to middle-high social and economic levels. In this institution we can evidence some negative behaviors between classmates; some of them mocks their classmates by calling them with offensive nicknames, pushing aside new students or making fun of each other when someone makes a mistake in class.

**Rationale**

Researchers like Haroon (2018), Muluk et al. (2021) and Werf (2014) have shown and talked about the influence that bullying has on the educational achievement of students and the importance to study more about this problem. In this section, we will show the importance of understanding the influence that bullying has on the academic performance of students when they learn English as a foreign language. For this purpose, this part of the text will explain the impact that

bullying has on the academic performance of the students, how this study benefits different contexts and mention some research about this topic.

Firstly, bullying has a big impact on academic performance and when learning English as a foreign language. Haroon (2018) concludes that “students who faced bullying most of the time in school had the greatest risk of low achievement” (p.9). This means that bullying negatively influences students’ performance in school. Also, Muluk et al. (2021) affirms that “victims will be difficult to focus on their school projects and may result in poor academic performance” (p.4). Therefore, students who suffer from bullying tend to lose concentration on their educational obligations and thus affect their academic achievement. In addition, Bello and Sanchez (2016) say that it is common to observe that in English classes those who have more knowledge of this language usually participate and those who do not, participate very little. This is due to two situations: the first is social, which is the teasing of the partner in his oral or written participation since pronunciation or spelling errors are made. The other is personal where, having no knowledge and feeling attacked by classmates, participation is avoided. In other words, when learning a new language, students make many mistakes in order to learn. However, one is exposed to ridicule from classmates, therefore participation is avoided and interest in the study is lost. Thus, there is an interest in this topic since we consider that it is necessary and pertinent to try to understand more in-depth how bullying can affect the performance of adolescents to give more knowledge about this situation and to open a discussion about how to deal with this to improve English learning processes.

Secondly, this study can benefit education in our country, abroad, in our community, the school, and even the students. This research may help because it can open different possibilities to other researchers to find solutions or alternatives to face this kind of problem. Besides, it may help professors and researchers to understand the reasons why students may have low performance in their classes, and at the same time, understand how bullying can affect English learning throughout their education. Moreover, it can be useful for educational institutions in our country and abroad to understand this phenomenon a little more and to try to design strategies to deal with this problem and therefore improve language education. On the other hand, it is important to consider that negative results can be found since there are many other factors than bullying that affect academic performance. However, this should not be seen in a negative way since these results help to better understand the situation and therefore to seek appropriate solutions, as Weintraub (2016) says that "by publishing negative data or results that contradict the establish way of thinking, we may more quickly come to a new understanding of the situation, whatever it may be" (p. 2). Thus, this research will contribute significantly to the understanding of this problem regardless of whether the results are negative or positive, so that other researchers can use them to propose solutions to it.

Thirdly, there are several studies about this proposal. Mbah (2020) concluded in his research that "bullying in schools creates an insecure environment for students, which negatively impacts the ability to conform to class activities, hence causing poor performance in class" (p.58). In addition, Viuni (2019) concluded in his research that verbal bullying has an influence on the students'

achievement because the students' victims of bullying had a decreasing grade achievement. These researches showed that bullying is a behavior that may cause low performance in school and affects the class's environment. Also, Rusteholz et al. (2021) say that one of the principal conclusions of their research is that "it confirms the negative relationship between bullying and students' academic performance" (p. 34). However, in Latin America, studies on bullying are very few and of the few that exist, Colombia is noted as one of the countries with the greatest involvement of bullying (López et al, 2017). For instance, "according to researcher Chaux, studies indicate that in Colombia one in five students is a victim of bullying in all its forms" (Contreras, 2013, p.3). This shows that bullying is a behavior that occurs frequently in Colombian schools. Consequently, it can be said that bullying has negative impacts on academic achievement; however, there are not many studies related to bullying and English learning in Colombia, which is the important reason for this research.

In conclusion, it is significant to take into account how bullying between students can affect their academic achievement and therefore their learning of English as a foreign language. Consequently, this research aims to contribute to improving education and raising awareness among parents and teachers about this type of problem in our country and, therefore, improve the learning process of adolescents in secondary school. Finally, it is intended to enrich the existing literature to understand the repercussions of bullying to develop strategies to deal with it, firmly believing that it has a great impact on the process of learning foreign languages in adolescents and on their academic performance.

## **Chapter II**

### **Theoretical Framework**

The theoretical framework that supports this research will allow readers to know the basic concepts and some aspects related to each construct for the understanding of this project. First, it will start with some definitions of bullying and some types of bullying. Second, it will mention how the school environment influences the academic achievement of the students, the different definitions of academic performance, how it is evaluated and how this term is understood by teachers. Finally, it will mention the importance of the English language in society, some strategies and factors that help and affect learning English as a foreign language and the significance of attitudes and perceptions towards learning a language. All these tools will be useful to understand this investigation and its importance.

#### **Bullying**

Firstly, bullying is not an unknown problem that a lot of students have experienced at school or another type of educational establishment, no matter how severe and prolonged it has been and the consequences it may have triggered. Having said that, bullying can be defined as

aggressive acts that are meant to hurt another person, that happen repeatedly, and that involve an imbalance of power (...) including saying mean and hurtful things or making fun of him or her; ignoring or excluding him or her from their group of friends; hitting, kicking, pushing, or shoving; and telling lies or spreading false rumors. (Kowalski and Limber, 2013, p.3)



For this reason, bullying is a pattern of behavior as it occurs intentionally and repeatedly against a victim where an imbalance of power exists or is perceived and where the victims also feel vulnerable and impotent to defend themselves (UNESCO, 2017). In addition, it is important to mention that “bullying is perpetrated by other students, teachers and other school staff” (UNESCO, 2017, p. 9). This way, it is possible to establish that bullying is not an isolated bunch of incidents perpetrated by students, teachers and other school staff, but a chain of aggressions and violent attitudes that subdues the bullies’ victims.

For these reasons, it is possible to affirm that bullying can be considered as an antisocial attitude. Antisocial attitude can be defined as any behavior that reflects a violation of social rules or an act against others as it happens when someone is a bullying victim (Garaigordobil, 2016). This means that students presenting an antisocial attitude have a lack of empathy, problems maintaining a conversation with others, do not self-regulate their emotions and act with more coping behaviors (Cardozo, 2021). Thus, it can be accepted that bullying is an aggression, an antisocial attitude and behavior that goes against the usually accepted behavior patterns as it coincides with its typical characteristics, including attacking or aggressing someone else.

Nevertheless, there are different perspectives to this concept. For instance, some people consider that bullying is exclusively related to physical harassment and some teachers even point out that there are types of verbal harassment that should not be considered bullying (Sanders, 2004). However, most of the authors agree that bullying can manifest itself in different ways. Schott & Sondergaard (2014) say that “much bullying is not carried out by

physical means but is instead verbal, involves the use of offensive gestures or social exclusion” (p.27). Furthermore, Holmgren et.al (2011) say that:

bullying can take on many different forms from actually physically attacking someone else by hitting, kicking, or pushing them, verbally abusing them by saying mean things, or teasing and leaving people out and not including them in a group or activity. (p. 38)

Consequently, bullying has many meanings and considerations. However, in this research, bullying is defined as an aggression or a negative behavior that can be seen in different ways from offensive comments, teasing, exclusion, etc, to violent physical reactions.

In addition, considering what was previously mentioned, it is important to say that there are different types of bullying. Mbah (2020) says that “there are five types of bullying, which include physical bullying, verbal bullying, social bullying, reactive victims, and cyberbullying” (p.15). The types of bullying that occur most among students are physical, verbal, and cyberbullying. Physical bullying is defined as hitting, pushing, and hitting the victim (Mbah, 2020). Verbal bullying involves making fun of others, making teasing comments, and humiliating the victim, and cyberbullying is aggression that occurs online and is repeated (Mbah, 2020). On the other hand, reactive victims refer to people who are victims and at the same time perpetrators. They make fun of bullies and bully others. Finally, social bullying is when someone tries to exclude the victim from their social connection. Therefore, taking into account that there are different types of bullying, it allows us to understand the different ways in which aggression between students can occur and also give an approach to its possible causes.

On the other hand, there are many studies related to bullying that have an impact on education. For example, Al-Raqqad et.al (2017) say in their investigation that:

bullying at school affects academic achievement since bullied children feel fear and weak and at the same time it affects students' personality traits and self-confidence. Therefore such a situation makes bullied students unable to follow or to pay attention to their study well and even they might not like to go to school". (p.1)

Also, an investigation done by Yadav et.al (2021) concluded that "bullying has a negative impact on academic success. The ambition of a pupil to learn can suffer as a result of bullying, which can result in a variety of psychological problems" (p.5). Taking this into account it could be said that bullying has a great impact on their emotions and consequently makes students not concentrate to study, thus affecting their academic performance. Also, it is relevant to mention that these studies influence the perspectives of educational establishments and teachers about this topic since both say that schools need to establish programs to deal with and prevent this issue to avoid these negative consequences on learning.

### **Academic performance**

Academic performance is another relevant construct for this research as it is important to mention how the school environment affects the academic achievement of the students. First, it is significant to say that a good school context is a key to having a positive school performance since it has been found that children with an adequate school environment make a greater effort to fulfill their

school obligations. (Harinarayanan & Pazhanivelup, 2018). This expresses the importance of creating a safe atmosphere for the development of classes. As Harinarayanan & Pazhanivelu (2018) states:

Learning takes place effectively only when a proper and congenial environment is provided for children in the classroom. Their learning environment plays an inherent role in molding the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. (p.2)

For this reason, it is relevant to understand that the school environment and specifically the classroom environment significantly influences the learning of each student, especially when students are learning English as a foreign language since they need all the skills in the classroom to carry out this process in the best way. For example, when there is bullying, this environment is affected. Chandran et al. (2018) say that "studies show that bullying affects the bullied person as he does not concentrate in the class and they also feel afraid to attend classes because of this very same reason" (p. 4). Thus, it is important to mention the relevance of the school environment in the classes to understand how it can affect the academic performance of students and therefore their learning process.

But what can be understood as academic performance? Kumar et al. (2021) say that this term can be defined as "the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period" (p.2). This signifies that academic achievement is all the knowledge learned by the student and that at some point is evaluated to check if the established objectives were achieved. However, it does

not only refer to knowledge but other important aspects since “academic performance can be defined in terms of gaining knowledge; acquiring skills and competencies; securing high grades and similar academic achievements; securing a progressive career; and intention and persistence towards education” (Kumar et al., 2021, p.3). Consequently, this term can be understood as the knowledge, skills, and good grades obtained in a learning process that is assessed to show whether the pre-established objectives were achieved.

In addition, academic performance can be evaluated in different ways. Homework, class participation, exams, projects, etc, are ways that students can demonstrate their understanding of something. These ways are mostly evaluated with qualifications since “academic achievement is almost entirely measured with grades” (York et al; 2015, p. 8). This means that “grades are intended to measure learning or knowledge; in other words, they are proxy measurements intended to capture attainment of learning objectives and acquisition of skills and competencies” (York et al; 2015, p.7). Therefore, the academic performance of students is mostly measured through grades that are given according to some outcomes such as evaluations, papers, presentations, etc.

Something important to mention is the meaning that teachers have about academic performance. On one hand, Armstrong (2015) says that this concept refers to how the teacher can define their students; however, most teachers do this through quantitative terms. It means that the numbers define how well the students have developed their skills or reached the proposed achievements. On the other hand, it should be more than a quantitative point, as Afungmeyu et al. (2018) say that it can also be determined qualitatively. This is derived from the assumption

that a learner's academic performance is future-oriented. In other words, it prepares the learner for the challenges that occur in the distant future. It means that each person or teacher has their perception of what academic performance is, and according to Afungmeyu et al. (2018) "It should be able to determine whether or not a person has an opportunity to continue with studies at a higher level, such as a university or college" (p.24). However, both aspects should be taken into consideration, before determining how the academic performance of the students is.

### **English as a Foreign Language**

Another important construct in this research is English as a Foreign Language. English has become the most important language around the world, as Getie (2020) mentions:

These days, English is taken as the common language in all parts of the world. It may be a foreign language, but international in its significance.

The English language is spoken, read, and understood in most parts of the world. Because of this language, people of the world communicate and belong to the whole shares of the world. It is widely accepted that English has become the language of choice for many international scholarly journals. (p.2)

It means that as the universal language, people need to learn to speak English to communicate with other people around the world, even in the same place where they live. In fact, around the world, many people speak English for different purposes and goals. As Rezalou & Yağiz (2021) mentions "basic conversations

are used for making friends or for social contact with other people, or just engaging in a friendly chat with close friends” (p.112). Therefore, people use English not just to communicate, but also to develop themselves in society. This way, it can be seen the importance of learning English as a Foreign language since it will allow students to learn about other cultures, communicate with others and even develop their personalities.

On the other hand, it is significant to mention that teaching English as a Foreign Language is commonly focused on 4 main skills: listening, speaking, writing and reading. These four skills are “related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message” (Aydogan, 2014, p.3). This way, when practicing one of these skills, at the same time others are practiced due to their connection. Speaking and writing has an important role in education because they help to transmit information, ideas, and thoughts, and share anecdotes and feelings that students and teachers have. In addition, listening and reading are relevant too since they help students to know, learn, understand about other cultures, other knowledge, receive a lot of information and help improve their pronunciation. Consequently, learning English as a Foreign language is significant since it helps students to express themselves and also learning many aspects of other cultures or knowledge by practicing speaking, writing, listening and reading skills.

Moreover, to achieve a good development of English in the classroom, teachers must have in mind different strategies; however, there are some aspects that interfere with learning. For instance, Bello & Sanchez (2016) say that in

English classes, students' participation is affected due to teasing from classmates or it is avoided when they feel attacked by other students. Thus, according to Alcántara (2014) there are two types of strategies when learning a Foreign Language: Learning strategies and Communicative strategies. Learning strategies are "actions carried out by students to accomplish the different tasks in the learning process throughout the association of previous knowledge and autonomous work, using different tactics in order to be successful in the use of the language" (Alcántara, 2014, p. 15). In other words, these strategies are the actions that the student performs to learn autonomously and independently. Therefore, the teacher must guide the student to select or search for those learning strategies that are useful for him or her. On the other hand, communicative strategies "deal with communication problems, i.e. they aid students to create effective conversations in the foreign language" (Alcántara, 2014, p. 17). This way, teachers must create significant spaces and activities that allow students to express themselves in the language they are learning. Nevertheless, other aspects do not allow students to reach fluid English as a foreign language. According to Rezalou & Yağiz (2021) developing their language skills in a context where the mother tongue is not English, can interfere with the fluency that students want. Another aspect may be that there is not a good background where students have practiced English from a younger age. Hence, when designing strategies, it is important to consider these aspects that influence English learning to create environments where students can practice and learn in the best ways.



On the other hand, an important aspect is students' attitudes and perceptions towards learning a language. According to Rezalou & Yağiz (2021) "attitudes can affect students' success and failure in their learning process" (p. 3). For instance, "if the learners have favorable attitudes towards language learning, they will experience satisfaction in the learning process. Positive attitudes lead to improved language proficiency" (Rezalou & Yağiz, 2021, p.3). Therefore, the perception students have towards learning is important since it affects their performance during class. Rezalou & Yağiz (2021) say that "perception means individuals' beliefs and opinions toward events, situations, and things" (p.3). This is important since "having positive perceptions toward language learning leads the students to successful learning" (Rezalou & Yağiz, 2021, p.3). Thus, attitudes and perceptions toward learning a language are relevant to achieving learning objectives.

In fact, this theoretical framework defines the important concepts of our research and mentions other important data. First, it discusses some definitions and aspects of bullying concluding that bullying is aggressive behaviors that occur repeatedly such as teasing, exclusion, hitting, spreading false rumors, etc. Also, it can be evidenced different types of bullying such as verbal, physical, social and cyberbullying and the impact on educational establishments and personnel staff that some studies have had. Second, it establishes that academic performance is the knowledge, skills, and grades obtained in a learning process assessed by different ways such as projects, homeworks, exam, etc, and how the school environment influences the academic achievement of the students since this is where the learning is carried out. Finally, it identifies the importance of the

English language nowadays and shows the importance of attitudes and perceptions towards learning a language since these influences having an excellent or bad academic achievement.

### **Chapter III**

This chapter describes the instructional design and the methodology which is going to be implemented on this investigation, including participants, population, criteria for participant selection, type of study, data collection procedures and instruments.

#### **Participants**

There is a total of nineteen (19) ninth graders from a private school in Bogota participating in this study, all of them students of English as a foreign language in ages 14 -15 years old, from social stratum 3 to 5.

As to their socio-cultural context, they are involved in different growing environments. There are students who live with their parents but most of them are accompanied by babysitters who help them with their homework, and they do not usually spend quality time with their parents or family because their work does not allow them to do so. Also, there are students that might live in a familiar sphere where they receive support from their parents on their educational process and students which are not well supported by them as well.

Finally, taking into account their personality, the students in this study share different values and in addition, most of them are inclined to Catholicism, because the school has ideological and religious affinities with that branch of

Christianity. Also, they try to follow the rules proposed by the school, without objections, because they consider that these rules are suitable for their own environment.

### **Criteria for participant selection**

Ninth-grade students between the ages of 14 and 15 were selected for this research because within this population, there is a major percentage of bullying as it was evidenced in a RedPapaz study in Colombia, which involved 50,000 young people and showed that those who were most affected by this problematic were boys in grades five (elementary school) and ninth (high school) (Fundación Universitaria San Martín, 2019).

### **Type of study**

A mixed research approach is implemented in this study, which is “an approach to an inquiry involving collecting both quantitative and qualitative data” (Creswell, 2014, p.32). In addition, it is defined as a “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry” (Tashakkori & Creswell, 2007, p.3). This method is appropriate for the study because it allows exploring the experiences that students have had regarding bullying and how it has affected their academic performance when learning English as a foreign language. In addition, it allows collecting data with different instruments such as questionnaires, observation of classes, interviews to be able to answer the research question.

Moreover, a mixed- method research will help us to gather data in a more precise way. As Dawadi et al. (2021) mentions:

Mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods. A mixed-methods design can integrate and synergize multiple data sources which can assist to study complex problems. (p.27)

Therefore, we consider that studying such a problematic as bullying requires more precision on the data that is going to be gathered, because it is essential to understand how frequent and serious it is and what repercussions it may be causing, beyond the mental, physical and social sphere, but also the academic one.

Also, an explanatory sequential design was used during this research. An explanatory sequential design is “one in which the researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research” (Creswell, 2014, p. 44). This design is relevant to this research because it allows for collecting information quantitatively and qualitatively and they compensate for each other, as well as Creswell (2012), says that “this design captures the best of both quantitative and qualitative data to obtain quantitative results from a population in the first phase, and then refine or elaborate these findings through an in-depth qualitative exploration in the second phase” ( p. 566). Finally, this design allows us to analyze quantitative and qualitative data to better answer our research question.

## **Data collection procedures**

The population will be informed that an investigation is being carried out for our degree project. It will be mentioned that it is related to bullying and the academic performance in English classes as a foreign language. In addition, it will be explained what our roles as researchers will be, how the topic of confidentiality of the information will be handled, and how it will protect the anonymity of all their answers.

On the other hand, to analyze and organize the information, a descriptive statistical analysis will be used for quantitative data. In descriptive statistics, as Creswell (2012) says, the general trends in the data are indicated, such as mean, mode, median. In this investigation, the answers to each question of the questionnaire will be taken in mind, analyzing their frequency and percentage. This will be useful to describe and understand the characteristics of the data collected, since this type of statistics offers brief summaries of the sample. This will allow us to get closer to the answer of how bullying affects academic performance.

In addition, to analyze the qualitative data, the information collected will be codified in categories. Coding as Creswell (2012) says is "the process of segmenting and labeling text to form descriptions and broad themes in the data" (p. 266). Categories or topics will be identified by examining the topics that participants talk about most frequently or by behaviors or actions that we see in the observation. Then, a description or summary of the results found will be made to understand more about this behavior and suggest some educational solutions to it.

## **Instruments**

It has been chosen three different types of instruments for this research project, considering them all useful to reach the goal of collecting the data necessary to give the foundations and arguments necessary to support our investigation.

## **Questionnaire**

Questionnaires may be useful in our research project because we can gather information more easily. Questionnaires, as Patten (2017) mentions, provide an efficient way to collect data. It is because we gather information easy to analyze and at the same time it is easy to tabulate. However, it takes more time to prepare. According to Burns (1999) “researcher needs to be confident that the questions can be interpreted independently as well as easily and unambiguously” (p.129). It means that designing a questionnaire requires more preparation than an interview or another instrument, and to reach this objective, it is important to choose the words carefully. This instrument was chosen since it is useful for a large number of people, while we analyze and distribute the information gathered and we can answer our research question with the data collected with this instrument.

## **Observation**

We can define observation as the action of collecting data by seeing the behaviors that a group of people has. According to Burns (1999) “The term of observation is being used here in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to

the issues or topics being investigated” (p.80). In addition, people act more naturally if people do not know that they are being observed. However, this instrument may have some disadvantages, according to the Department of health and human services (2018) “Susceptible to the “Hawthorne effect,” that is, people usually perform better when they know they are being observed, although indirect observation may decrease this problem” (p.2). It means that it can affect the results gathered in our research process, but there are some strategies that will be implemented to avoid this. First, the observation will be carried out in the students' classroom; therefore, since it is a natural and daily environment for them, this will minimize this effect. In addition, students will be informed that all information collected will be anonymous so this will allow them to feel freer to be honest, authentic and therefore not affect their behavior during data collection. Finally, the first observation time interval will be discarded to allow students to get used to being observed. This way, the Hawthorne effect will be minimized or eliminated. On the other hand, it is relevant to mention one of the benefits of this instrument is collecting data when the action is happening since it allows us to gather information effectively. In conclusion, this instrument can help this research project in the way that it can be seen how bullying works and affects (or not) the academic performance when students are learning a foreign language.

### **Interviews**

Interviews are useful in this investigation since they help us to understand in depth the experiences students have had related to bullying. A qualitative interview “occurs when researchers ask one or more participants

general, open-ended questions and record their answers” (Creswell,2012, p. 240). Therefore, a focus group interview will be used which is “ is the process of collecting data through interviews with a group of people, typically four to six” (Creswell, 2012, p. 241). This instrument is relevant because it allows us to delve into the experiences that students have regarding bullying and thus learn more details and descriptions about this behavior and its consequences.

### **Instructional design**

Nine sessions will be held in which the different instruments will be implemented. First, the questionnaire will be implemented, then the observations will be made and finally the interviews will be carried out.

### **Questionnaire**

At the beginning of the research, a questionnaire will be implemented, which will contain a total of ten (10) questions about the experiences participants have had related to bullying. There are different types of response items used in questionnaires; in the questionnaire of this research will be used the close item response which basically is “where informants are asked to select from fixed alternatives” (Burns, 1999, p. 27). We selected to implement the questionnaire in Spanish since this is the mother tongue of students and it may allow them to answer the questions better.

### **Pilot test**

The pilot test is used to improve or avoid the different issues that the real questionnaire can have. According to van Teijlingen and Hundley (2002)



One of the advantages of conducting a pilot study is that it can give advance warning about where the main research project could fail, where research proto-cols might not be followed, or whether proposed methods or instruments are inappropriate or too complicated. (p.1)

For these reasons, we decided to implement the pilot test, which is the main questionnaire, so we can identify how we can improve it and then apply it in a correct way. This pilot test was applied to 23 eighth grade students, who is a similar population to which the actual questionnaire will be applied. The students took a short time to answer the questionnaire and they looked comfortable with it. We can say that they took the questionnaire in a serious manner, it allowed us to discover how the questionnaire drew attention to the students, at the same time it allowed us to get a closer understanding about the problematic behavior in the classroom, which is the subject matter. On the other hand, the pilot test allowed us to improve the questionnaire and correct and rephrase some questions that students did not understand very well. Also, we formulated more questions because we found we needed more information to get closer to our goal. Finally, we do consider that it was a good approach to get information for our project, because it could give us a view of what happens when students have to work with English as a foreign language.

### **Observation of classes**

Observing the different behaviors that arise in the classroom when learning English, such as communication between students, their participation, will be taken into account, and notes will be taken. Fifty (50) minutes of class

will be observed in each session. Researchers will have the role of non-participant observers “who visits a site and records notes without becoming involved in the activities of the participants” (Creswell, 2012, p. 238).

Descriptive and reflective field notes will be used in the observation format. On one hand, descriptive field notes “record a description of the events, activities, and people” (Creswell, 2012, p. 20). On the other hand, reflective field notes “record personal thoughts that researchers have that relate to their insights, hunches, or broad ideas or themes that emerge during the observation” (Creswell, 2012, p.20). These types of notes will be useful to have a better understanding of classroom dynamics.

## **Interviews**

Finally, a number of participants who want to participate will be interviewed, taking into account that is the widely used means of collecting qualitative data through different participant combinations: teacher to teacher, teacher to learners, learner to learner, researcher to teacher, teacher to researcher or research to students. (Burns, 1999).

Since then, it is important to remark that the interviews that are going to be implemented will be from the researchers to the students with groups of interviewees. Moreover, during the interview, it is going to take into account the use of audio recording. This in order to capture the verbal responses of the students so that the researchers will be able to listen to them very carefully because according to Burns (1999) audio recording during the interview “leaves the interviewer free to participate in a more spontaneous way” (p.21). On the

other hand, a format will be used to properly conduct the interview and write down briefly the answers of the students or their reactions. This format lists the date, time, interviewees and interviewers, and has spaces to write keywords about student responses. It also has written instructions on how the interviews should be carried out, that is, explain to the students what the project is about, its objective, how the confidentiality of their answers will be handled, and at the end of the interview, thank them for participating. Finally, it is important to say that researchers will have pre-establish roles to carry out the interviews. Two of them will ask the questions and conduct the interviews and one of them will be in charge of filling out the format and recording the interviews.

**Table 1**

*Sessions*

<b>Sessions</b>	<b>Time</b>	<b>Topic</b>
<b>1</b>	50 minutes	Questionnaire
<b>2</b>	50 minutes	Observation of the class
<b>3</b>	50 minutes	Observation of the class
<b>4</b>	50 minutes	Observation of the class
<b>5</b>	50 minutes	Observation of the class
<b>6</b>	50 minutes	Observation of the class
<b>7</b>	50 minutes	Interviews
<b>8</b>	50 minutes	Interviews

## **Chapter IV**

### **Data analysis and findings**

In the previous chapters, it was mentioned that the main objective of this study is to investigate the effects of bullying on the academic performance of students in their English learning process. The participants were nineteen ninth graders of ages 14-15 from social stratum 3-5 at a non-bilingual private school in Bogotá D.C. In this institution some negative behaviors have been noticed among students, which may affect their academic performance in class and therefore affect their English learning process. Taking this into account, a mixed research approach was conducted, which implies “an approach to an inquiry that involves collecting both quantitative and qualitative data” (Creswell, 2014, p.32). The quantitative data was collected using questionnaires (Annex A) and the qualitative data was collected using class observations (Annex B) and interviews (Annex C). In addition, an explanatory sequential design was used in which we carry out the quantitative research first, analyzing the results and then qualitative research is used to further explain in detail. This type of design captures the best of both data (Creswell, 2014, p.44), for a more reliable study.

On the other hand, the constructs of this study are bullying, academic performance, and English as a foreign language. First, bullying is the action of bothering people that usually are younger than the people who do it. Second, academic performance is about the measurement of achievement of a student in different subjects, and last but not least, English as a foreign language is the study by non-native speakers in environments where English is not the mother language.

In this chapter, we are going to have a deeper understanding of the results. As Creswell (2012) mentions “the first step is to prepare the data for

analysis” (p.192). Once the data was collected through questionnaires, observations, and interviews, it was organized. Data from the questionnaires were organized on boards in the way that the questions were divided to analyze them one by one. The percentages were assigned according to the number of answers collected in the questionnaires, so we could discover how the population selected for the study had different answers according to their own experiences. Furthermore, the type of analysis used in the quantitative research was a descriptive statistical analysis, in which the data collected was summarized in tables, considering that Creswell (2012) explains that “One advantage of using tables is that they can summarize a large amount of data in a small amount of space” (p.196). So, this kind of representation helps to understand the information collected in an orderly way.

On the other hand, the data collected from the observations and interviews were coded to form themes to organize the information and use the most relevant for our objective. Creswell (2012) says that “codes are labels used to describe a segment of text or an image” (p.267) and this process allows us to identify the most important information. Themes will be identified by examining the behaviors or actions that were seen most in the observations and interviews. Then, a description or summary of the results found will be made to interpret the data.

Finally, to compare the results among the three instruments, triangulation will be implemented, so we can understand the results in a better way. According to Heale and Noble (2019)

Triangulation is a method used to increase the credibility and validity of research findings. Credibility refers to the trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated.

(p.67)

This is important for the research because it is necessary to get an important validation in the data collected, and the triangulation allows us to understand the results and compare them to have a better understanding of the problem.

It is important to take into account that the three different instruments have three different functions and they were applied in different ways. That is the reason why triangulation takes place in the research because we started to compare the different results obtained to carry out the explanation of the research findings.

**Table 2**

*Answers of the questionnaires of each student in each question*

Results											
Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
1	B	B	A	A	B	D	E	A	C	A	E
2	C	C	A	A	B	D	E	E	A	A	A
3	B	B	A	A	B	E	E	E	A	D	E

4	A	B	B	B	A	D	E	E	A	E	E
5	A	C	B	B	B	E	E	E	A	E	E
6	A	C	A	B	A	E	D	D	A	D	E
7	A	B	A	A	A	E	E	D	A	E	E
8	A	C	B	B	A	E	D	E	A	E	E
9	B	C	A	B	B	D	C	C	A	C	E
10	C	C	A	B	B	C	C	D	A	C	E
11	B	A	A	A	B	B	E	B	A	A	E
12	B	A	A	A	A	D	B	A	A	E	D
13	B	B	A	A	A	B	D	D	C	A	A
14	C	C	A	B	A	C	C	D	A	C	D
15	C	C	A	A	A	A	C	D	A	E	A
16	B	B	A	A	A	B	D	E	D	C	E
17	A	B	B	A	A	E	E	E	A	D	E
18	C	A	A	A	B	E	A	A	C	A	A
19	B	C	A	A	A	A	C	B	A	A	A

**Table 3**

Question 1

¿Cómo es la relación con tus compañeros de clase?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Excelente (A)	6	0,31	31%
Buena (B)	8	0,42	42%
Regular (C)	5	0,26	26%
Mala (D)	0	0	0%
	19	0,99	99%

In the first question 73% of the students responded that they had an excellent and good relationship with their classmates. This may indicate that there is an affinity and good correlation between most of them. On the other hand, 26% of the students responded that their relationship with their classmates was regular. This may indicate that some students do not have a strong affinity and good relation as the majority. According to Protivnak and McRoberts (2011) “Abusive partner relationships are a societal problem that occurs within secondary schools that crosses socioeconomic levels, and racial lines” (p.50). It means that there are some differences in the classroom that divide this 26% of students from the rest of the group and it can affect their relationship with their partners.

**Table 4**

*Question 2*



¿Te has visto involucrado en algún conflicto con un compañero en el que te hayas sentido afectado?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	3	0,15	15%
Una vez solamente (B)	7	0,36	36%
No (C)	9	0,47	47%
	19	0,98	98%

In the second question 15% of the students responded that they had been involved in a conflict with a classmate where they felt affected. 36% responded that this had only happened once. This can tell us that 51% of the students have been in a conflict or problem with a classmate at least once. On the other hand, 47% of the students answered that they had not been involved in a conflict.

Therefore, this can tell us that half of the class has had problems with their peers and the other half has not. Considering these results, we can say that there have been some problems among the students, and according to Shahmohammadi (2014) "Conflict refers to some form of friction, disagreement, or discord arising within individuals or a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group" (p.631). Moreover, there are different types of conflicts in which students may be involved and it affects them in a direct or indirect way, even if the conflict is not directly with one of them, he/she can feel affected by this.

**Table 5***Question 3*

¿Sabes si un compañero de tu salón de clases alguna vez ha agredido verbalmente (burlas, apodos, insultos, etc) o físicamente (¿golpes, empujones, peleas? etc) a otro compañero o compañera?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	15	0,78	78%
No (B)	4	0,21	21%
	19	0,99	99%

In the third question 78% of the students responded that they knew of a classmate who had attacked another classmate. 21% responded that they did not know of a classmate who attacked another. This may indicate that most students know classmates who harass other classmates in some way. It can be caused by the differences among the students, and according to Viuni (2019) physical bullying is more than punching or kicking which is a direct form. It can assume indirect forms, such as taking one's possessions or damaging property. It means that physical bullying is not just hits or something like that, but also attacks on your belongings that affect their attitude in the classroom. Moreover, verbal bullying is considered as one of the most common types of bullying among both boys and girls and it accounts for 70 percent of reported cases which can have an immediate impact (Viuni, 2019). According to this study, we can evidence how these results are very similar to our results obtained through questionnaires,

interviews and observations, it means that it is a very common occurrence in the classroom; however, it affects in a negative way the experience in that place.

**Table 6**

*Question 4*

¿Alguna vez has sentido que un compañero de clase te ha agredido verbalmente (burlas, apodos, insultos, etc) o físicamente (burlas, apodos, insultos, etc)?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	12	0,63	63%
No (B)	7	0,36	36%
	19	0,99	99%

In the fourth question 63% of the students responded that they had ever felt attacked by other classmates. 36% responded that they had not felt attacked by other classmates. Taking into account that more than 50% of students have been bullied, Different authors such as Otopa (2016) say that

Bullying is as old as humanity. Almost everyone may have been bullied at one time or another. Homes, schools and workplaces are always bombarded by various incidents of physical bullying. This behaviour has affected the society as a whole to the extent that one can no longer find safe places to hide away. (p.131)

Therefore, it can be seen as a normal behaviour in different places, including school. However, bullying gets students into awkward situations where they do not feel safe within the environment in which they develop.

**Table 7***Question 5*

¿Crees que ser agredido verbal o físicamente puede afectar tu rendimiento académico?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	11	0,57	57%
No (B)	8	0,42	42%
	19	0,99	99%

In the fifth question 57% of students responded that being verbally or physically assaulted can affect their academic performance. 42% of the students responded that this cannot affect their academic performance. According to Kibriya et al. (2015) students can have low academic performance due to being victims of bullying. This allows us to understand whether or not students relate their interpersonal relationships with their studies and how it could affect their academic performance.

**Table 8***Question 6*

¿Alguna vez has evitado realizar una actividad en tus clases de inglés para evitar que se burlen de ti o te falten el respeto?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %

Si (A)	2	0,10	10%
Muchas veces (B)	3	0,15	15%
Algunas veces (C)	2	0,10	10%
Pocas veces (D)	5	0,26	26%
No (E)	7	0,36	36%
	19	0,97	97%

In the sixth question 35% of the students stated that they had sometimes avoided doing an activity in English class to avoid being teased or disrespected. 26% of the students stated that they had hardly ever avoided carrying out an activity in this area for the reasons mentioned above. However, they responded that it was a few times. Finally, 36% responded that they had not avoided doing activities in this area for these reasons. Therefore, it can be interpreted that at least 61% of the students have once preferred to avoid carrying out activities not to be involved in harassing behavior towards them. Students who face bullying are at great risk of low achievement (Haroon, 2018, p.9). This may indicate that students who are afraid to partake in class activities due to bullying can have low academic performance in English classes.

**Table 9**

*Question 7*

¿Alguna vez has experimentado burlas hacia ti u otros compañeros en tu clase de inglés por la comprensión de lenguaje que se pueda manejar?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	1	0,05	5%
Muchas veces (B)	1	0,05	5%
Algunas veces (C)	5	0,26	26%
Pocas veces (D)	4	0,21	21%
No (E)	8	0,42	42%
	19	0,99	99%

In the seventh question 36% of the students responded affirmatively (yes, many times and sometimes) having experienced teasing or having seen teasing towards other classmates for understanding language that can be handled. 21% of students responded that this had happened a few times and 42% responded that they had not experienced teasing or seen this behavior towards others for this reason. Therefore, 57% of the students have at least once experienced these behaviors towards themselves or others, allowing us to understand that teasing due to the level of understanding that each student has is a behavior present in the classroom.

**Table 10**

*Question 8*

¿Alguna vez has sido objeto de burla por parte de tus compañeros en tus clases de inglés por tu forma de hablar, participar, o hacer trabajos?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	3	0,15	15%
Muchas veces (B)	2	0,10	10%
Algunas veces (C)	1	0,05	5%
Pocas veces (D)	6	0,31	31%
No (E)	7	0,36	36%
	19	0,97	97%

In the eighth question 30% of the students stated affirmatively (yes, many times and sometimes) that they had been teased by their classmates in English classes for their way of speaking, participating, or doing work. On the other hand, 31% of the students responded that this had happened a few times and 36% of the students responded that this had not happened. We can then say that 61% of students have at least once experienced this behavior. According to Rincón (2014), students get scared of being teased when participating in class. This could lead to less and less participation in students who are mocked or laughed at during classes.

**Table 11**

*Question 9*

Si estás en una exposición en inglés en la que puedes equivocarte al hablar o presentar tu tema y tus compañeros reaccionan con burlas o te faltan al respeto ¿cuál sería tu reacción?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
No ponerles atención (A)	15	0,78	78%
No seguir exponiendo (B)	0	0	0%
Responder con burlas (C)	3	0,15	15%
Reirme de mis equivocaciones para quedar mejor (D)	1	0,05	5%
	19	0,98	98%

In the ninth question 78% of the students responded that their reaction to this situation would be to not pay attention to them. 15% of the students responded that they would respond with teasing as well and 5% of the students responded that they would laugh at their mistakes to make themselves look better. This tells us that in this particular case most of the students will ignore these behaviors towards them and continue presenting. However, reactions towards bullying may be influenced by members of the class and therefore may not express how students feel as Menesini (2019) says:

individual emotional reactions to bullying can be moderated by class norms, even at a higher extent as compared to the 'injunctive norms', i.e. the behaviours requested by influential members of the group (in our case by popular students in the class). (p. 9)



Thus, it is important to delve into this question in the interviews because they can continue presenting but they should be asked if this would affect their way of speaking, pronouncing, presenting everything they prepared, etc.

**Table 12**

*Question 10*

¿Alguna vez se te ha dificultado poner atención en clase de inglés a causa de burlas o faltas de respeto por parte de tus compañeros?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	6	0,31	31%
Muchas veces (B)	0	0	0%
Algunas veces (C)	4	0,21	21%
Pocas veces (D)	3	0,15	15%
No (E)	6	0,31	31%
	19	0,98	98%

In the tenth question 52% of the students responded affirmatively (yes and sometimes) that they had difficulty paying attention in English classes because of teasing or disrespect from their classmates. 15% of the students responded that this had happened a few times and 31% said that this had not happened to them. Therefore, we can show that 67% of the students have been affected by teasing and disrespect at least once when they are learning English. Half of the students (52%) have experienced this more frequently, possibly affecting their learning.

Buhs et al. (2006) found that bullying leads to less participation in the classroom, which can lead to lower grades affecting academic performance. Therefore, it may be difficult for students to pay attention when these behaviors affect them.

**Table 13**

*Question 11*

¿Alguna vez has perdido el interés en aprender en tus clases de inglés a causa de burlas o faltas de respeto?

Answers	Frecuencia absoluta	Frec relativa	Frec relativa %
Si (A)	5	0,26	26%
Muchas veces (B)	0	0	0%
Algunas veces (C)	0	0	0%
Pocas veces (D)	2	0,10	10%
No (E)	12	0,63	63%
	19	0,99	99%

In the eleventh question 26% of the students answered that they had lost interest in learning in English classes due to these behaviors towards them. 10% of the students said that this had happened a few times and 63% said that this had not happened. We can say that most of the students have not lost interest in learning due to these behaviors; however, 36% have felt this sensation and it is an aspect that could affect their academic performance due to a lack of motivation and interest to learn. Samara et al. (2021) claim that “cognitive–

motivational factors such as academic motivation and aspirations play an important role in explaining academic achievement” (p. 2). This means that motivation and interest are aspects that may influence academic achievement. Consequently, these results may say that bullying between students affects some of them to be interest and motivation to learn English; therefore, their academic performance in classes could be lower as Samara et al. (2021) say that “students who have suffered bullying victimization present lower academic motivation, reduced perceived academic competence and lower educational aspirations in comparison to their non-bullied peers” (p.3).

Data was coded from the different instruments and three categories were identified. The three categories are the topics that participants talk about most frequently, the behaviors we saw the most and the answers of the different questions of the questionnaire.

### **Teasing and its relation in the EFL process in high school students**

The first category we found was teasing. Teasing is a bullying behavior that takes place at most ages in life. Teachers, parents, and students think that it is unavoidable; however, it affects the different processes in which people are involved. Taking into account the academic performance of students and its various implications, Cornell and Lacey (2013) explain to us that the presence of teasing in schools affects the engagement of the students in the other classes or activities proposed in the classroom. That is the reason why this event directly affects the process of academic performance in EFL students. Cornell and Lacey (2013) say that “Pervasive teasing and bullying in a school may create a noxious

school climate that induces school avoidance, disengagement, and poorer academic performance” (p.264). Even when the students have to deal with a foreign language, if they do not feel comfortable with the environment in which they are, they are going to feel ashamed when they need to participate in English as a foreign language.

Teasing was present during the observation of the classes 1 and 2. It is provoked by classmates who feel they have a good performance in English as a foreign language against the others who do not. An example of this case is that during the observations, some students were teasing their classmates because they gave a wrong answer. For instance, in class observation number 2, one of the researchers expressed that one of the students said things such as “ay le quedó mal” and students started to laugh:

Excerpt 1: Class 2

A student tells one of his classmates “oh, you did it wrong” and students laugh at his participation. (translated from the source material)

Another example is when researchers observed in class observation number 2 that some students laugh at mistakes their classmates made:

Excerpt 2: Class 2

Students make fun of one of a classmate’s answers by saying that empty means empathy. The classmate stays silent and the teacher tells them the meaning. (translated from the source material)

So taking into account these examples, we can notice that students tease their classmates in their English classes due to different mistakes that they make.

Furthermore, it is important to mention that through the questionnaire, we were able to discover that students have experienced teasing towards them because of their comprehension in EFL. For example, in question number 7, 57% of the students answered that on at least one occasion they had experienced teasing due to their understanding of the language they handled. Therefore, we can evidence that teasing has been present in their English classes and may affect their academic performance since it influences the way students develop the activities in class.

Moreover, in the interviews it was found that many students feel teased by their peers because of mistakes in pronunciation and that this affected them from wanting to participate in English activities. Analyzing the interviews, we could notice that one of the students said that sometimes they feel they could not do anything more because of the tease due to their mistakes:

Excerpt 3: Interview 3 Session 7

**Researcher 1:** “Have you ever felt that you performed poorly in an English class due to some form of aggression from a classmate? (1:15)

**Student 3:** Yes.

**Researcher 1:** Can you describe or think of a more specific situation (pause) that has happened?

**Student 3:** Something that happened, well, let's say a mistake in pronunciation or something, and then they start teasing.

**Researcher 1:** And how did you feel when that happened, or how do you feel when it happens?

**Student 3:** It feels really bad, like, yeah, there comes a point where you can't focus much and think that you can't do any better" (1:37)  
(translated from the source material)

Another example was when one of the students said that there were jokes when they exchanged notebooks to help the teacher grade and they did not like this because of the teases:

Excerpt 4: Interview 11 Session 8

**Researcher 1:** "Have you ever not submitted a project or assignment in your English class because you were afraid of how your classmates would react or what they would say? (1:07)

**Student 11:** Yes.

**Researcher 1:** Yes, why?

**Student 11:** Well, umm (silence) the teacher rarely asks us to switch notebooks there.

**Researcher 1:** Switch notebooks?

**Student 11:** Yes, so that we can help her grade faster.

**Researcher 1:** Ah, okay.

(silence)

**Researcher 1:** So, what happens then? You don't like it or...?

**Student 11:** Well, I do like it, but at the same time, I don't.

**Researcher 1:** Why?

**Student 11:** That's because of what others think, whether I did well or not, and then they make fun of me" (1:45) (translated from the source material)

In this part, we can identify how their peer's opinions are important or valid for students, since they do not feel confident when another student is going to check their notes or work in class, because constantly they feel ashamed or fear of being ridiculed for the possible mistakes made. Hofman et al. (2020) says that "One form of verbal bullying is academic teasing, which occurs when students ridicule their peers for making mistakes" (p.113). Therefore, this can tell us that this kind of bullying may have an impact on their academic process because the students do not feel safe when developing some activities in English classes.

To conclude, we can say that teasing is not just a behavior in the classroom, it is maybe the beginning of a series of behaviors in which students are going to build self-confidence or quite the opposite, they can build insecurities themselves and then, they are going to avoid learning English because they feel afraid. Consequently, their academic achievement in English classes is probably going to be poor.

### **Low class participation in English classes**

On the other hand, another category we found was low class participation. Wonder (2021) says that "in the language classroom, participation is frequently associated with vocalized oral contributions (p. 3). Also, class participation may mean "the use of response cards and hand-raising" (Bekkering & Ward, 2021, p.3). Therefore, low class participation may be the little or no oral contribution that students make in class and the little intention they show when doing so, such as raising their hands.

Taking this concept in mind, the data collected shows the low class participation students have and its possible relation with bullying behaviors. It could be noticed that some students do not feel interested in participating in English class because of the bullying that they can receive if they make a mistake. For example, during the observations, it could be evidence that some students do not participate in class activities and the teacher had to choose who will do it.

Excerpt 5: Class 2

No one participates in the listening activity. The teacher must choose at random. Some of the students speak in low voice when participating.

(translated from the source material)

Also, in observation 4, the students were socializing the answers of a workshop. The teacher allowed the students to participate voluntarily; however, few students did it. Therefore, the teacher had to choose the student who participated and teasing was generated around the participation:

Excerpt 6: Class 4

Teasing in pronunciation is generated when students socialize the answers or when they do not understand what the teacher asks. (translated from the source material)

Excerpt 7: Class 4

None of the students wants to participate. The teacher must choose who answers the questions. (translated from the source material)

Moreover, it is important to mention that in the questionnaire, in question number 8, 61% of the students answer that they have experienced at least one time being teased by their classmates in English classes for their way of speaking,



participating, or doing work. Also, in question number 6, 61% of the students have experienced at least one time preferred to avoid developing some activities to avoid harassing behavior towards them. Taking this into account, Ugur (2021) explains to us that "several studies have revealed that class participation is positively correlated with academic achievement whereas non-participation causes poor academic outcomes" (p. 149). This means that participation may influence a positive or negative academic performance. Also, Abdullah et al. (2012) said that one aspect that influences students to participate in class is the perception of their peers. Consequently, we can evidence that students have avoided participating in English activities because of the reactions their classmates may have towards them and thus they have poor academic outcomes.

In addition, in the interviews students told us that they sometimes prefer to avoid participating in some English activities because of making mistakes and feeling teased by their classmates. For example, one of the students said that sometimes she preferred to avoid not participate because of bullying behavior:

Excerpt 8: Interview 4 Session 7

**Researcher 1:** "Do you feel that you have ever performed poorly in an English class because of some kind of aggression or bullying behavior from a classmate? (1:34)

**Student 4:** (silence) Well, no, but there are times when one is afraid to participate, because of what others say, right? So if I say, well, they might laugh and say uy no, how silly

**Researcher 1:** and then you sometimes prefer to avoid participating?

**Student 4:** Yes" (1:58) (translated from the source material)

Also, another student said that she has noticed that sometimes her classmates stop participating because of teases and even she has done it:

Excerpt 9: Interview 16 Session 8

**Researcher 1:** “Have you noticed that a classmate's academic performance is affected by bullying behavior? (35)

**Student 16:** Yes

**Research 1:** Yes? What have you noticed?

**Student 16:** Well, uh, sometimes they make fun of the pronunciation and then he does not participate anymore and so on.

**Researcher 1:** Ok. Do you feel that you have ever performed poorly in an English class because of some type of aggression from a classmate?

**Student 16:** Yes

**Researcher 1:** Yes? Has it happened to you? What happened to you?

**Student 16:** Well, let's say there is someone who says it is not like that, it has to be like that, you did it wrong and well, you already feel bad and well, I'll leave it like that” (1:03) (translated from the source material)

Taking this into account, Mustapha (2010) concluded that “factors like impatient lecturers, disruptive classmates, and uncomfortable surrounding were identified as factors that discourage participation (p.7). Thus, we can say that there is low participation because of the bullying that they can receive in their interventions during class and the environment where they are. It could be evidenced from the questionnaires, observations and the interviews previously shown that students have preferred to avoid saying their thoughts and opinions

and even do not some homework in English classes to avoid bullying behaviors towards them. This may affect their academic performance and its English learning since participation is “active classroom involvement helps students learn not just by sitting in class listening to lecturers talking, but by talking about what they are learning, writing about it, relating to past experiences and applying it to their daily lives” (Mustapha, 2012, p.1).

In conclusion, it can be said that bullying may affect students' academic performance when learning English because it makes students avoid participating in class since they feel afraid of being ridiculed by their classmates and it is relevant to recall that participation has an important role in their learning process.

### **Performance setbacks in EFL class**

In addition, the last category found was performance setbacks in EFL class. Firstly, performance can be defined as “the result of learning, prompted by the teaching activity by the teacher and produced by the student” (Lamas, 2015, p. 3). Also, Lamas (2015) states that “performance varies according to circumstances, organic and environmental conditions that determine skills and experiences” (p.4). This means that this term is the learning that the student obtains after an activity in class and also the performance of each student can vary according to different circumstances including the environment in the classroom. These circumstances are linked to the setbacks, which can be defined as problems that delay or prevent a process from developing the way it was expected to be carried out; therefore, performance setbacks are circumstantial complications the students may encounter in EFL classes.

The data collected shows that performance may be affected by bullying behaviors students have against other classmates. In observation 1 was evident that a complication in understanding the activity affected the outcomes of a student in the class and in other classes since the students starting to tease her:

Excerpt 10: Class 1

A student asks a question about the activity because she is lost. Her classmates laugh and explain to her, but she still does not understand. Then their classmates say to her "noo you just have to write the answer" shouting at her. (translated from the source material)

In addition, in observation number 2, the same student has problems in understanding what she has to do and students laugh at her:

Excerpt 11: Class 2

There is a student who is lost and does not know what page of the book they are on. The students laugh at her and explain where she is several times. She does not ask the teacher to solve her doubts about the activity.

The same student from observation 1. (translated from the source material)

Taking this in mind, Gao (2008) agrees that students are afraid to be ridiculed or mocked when it comes to participating in class, all this due to the fact that students might feel ashamed of speaking their minds and giving their opinions. Also, Lailatul et al. (2022) mentions that making mistakes is a big concern for the students since they lack confidence or feel ashamed at the time of stating an answer. In other words, the way that others' opinions about one's performance can have a great impact on how each student works in class. This also could be evidenced in one of

the interviews where a student mentions that sometimes he has not handed in his homework because he was afraid of making mistakes:

Excerpt 12: Interview 8 Session 7

**Researcher 1:** “Have you ever in your English class not submitted a paper or homework for fear of how your classmates will react or say? (1:00)

**Student 8:** (silence), Yes. But it has been a long time

**Researcher 1:** Why or how was it?

**Student 8:** Because I was embarrassed to present a piece of work that I did not understand and thought was poorly done

**Researcher 1:** and did you present it or how did it go or what did you do?

**Student 8:** no, I did not present it” (1:20) (translated from the source material)

Another student also said that he has not presented homework because of being afraid of making errors:

Excerpt 13: Interview 19 Session 8

**Researcher 1:** “Have you ever not presented a paper or homework in your English class for fear of how your classmates will react or say? (0:55)

**Student 19:** Yes

**Investigator 1:** Yes? Has it happened to you? Can you describe what happened?

**Student 19:** Well, it could be more like the fear of making a mistake or that they think it is something stupid for having done it that way” (1:09)  
(translated from the source material)

Another example is when one of the students said that he was not good in English and sometimes he does not understand what the teacher said but he preferred to avoid asking to avoid teasing:

Excerpt 14: Interview 17 Session 8

**Researcher 2:** “How is your participation in English class? (0:11)

**Student 17:** mmm I do not participate much

**Researcher 2:** and why do not you participate?

**Student 17:** because uh, I am also afraid of making mistakes and that my classmates will make fun of me, besides, I am not good at English so many times I don't understand what the teacher says and if you ask the teacher sometimes they make fun of it” (0:23) (translated from the source material)

It could be seen in both observations and interviews that students behave differently to avoid negative behaviors towards them in class. Moreover, in question number 10 from the questionnaire 52% of the students answered they have had problems paying attention in English classes because of bullying behaviors. Furthermore, in question number 11, 26 % of the students responded that sometimes they have lost their interest in learning in English classes due to behaviors such as teasing or disrespect. Therefore, having all this data in mind, it could be said that bullying may affect their attention and interest in class, not presenting homework and even avoid asking the teacher for instructions or to solve doubts. In a few words, negative behaviors between classmates affect the way students act, behave or are engaged in class. This may affect their English learning since the cognitive skills of the students rise when they are engaged in the activities and taking part in these ones is also relevant in acquiring a foreign

language (Ugur, 2021). These aspects then have a result of some performance setbacks such as poor academic outcomes and thus interfering with the English learning process.

To summarize, bullying may affect the academic performance of students when learning English as a foreign language. First, teasing is a bullying behavior present in English classes that may cause students to be afraid of making mistakes and therefore avoid doing some things in class such as participating. This leads us to the second category we identified, low class participation in English classes. Students sometimes do not participate to avoid being ridiculed by their classmates and this may affect their English learning process because engagement has an important role in classes. The last category we identified was performance setbacks in EFL class and it is related to the way students perform in class. It could be evidenced that bullying behaviors may affect their way they act in class, their attention and their interest. Therefore, it is relevant to take these results in mind to create classroom environments where the students feel comfortable. The findings in our investigation allowed us to identify the main problem and then try to set out a possible solution to the problem in future investigations.

## **Chapter V**

### **Final Chapter**

#### **Conclusions**

“How does bullying affect the academic performance when learning EFL in students from ninth grade?” is our research question in this study, which was answered through a mixed research approach, including both qualitative and

quantitative data. The participants were ninth graders of ages 14-15 from social stratum 3-5 at a non-bilingual private school in Bogotá D.C.

Firstly, to carry out this study, a descriptive statistical analysis was conducted to organize the quantitative information gathered in the questionnaires (Annex A). To analyze and organize the qualitative data gathered by observations (Annex B), and interviews (Annex C) we codified the information into categories. These ones were further explained in detail taking into account both the instruments used and the support of authors.

In addition, our main objective was to investigate how bullying affects the academic performance in students, specifically their English learning process; this objective was achieved through the collection of data using the instruments mentioned above. In consequence, when implementing the sessions, three key categories arose: 1) Teasing and its relation in the EFL process in high school students, 2) Low class participation in English classes, 3) Performance setbacks in EFL classes. In the first category, teasing was observed among students, for instance, by making fun of each others' wrong answers and making it difficult to feel at ease to freely participate inside the classroom. Also, students did not feel comfortable in English classes due to knowing the types of comments that the person who makes a mistake receives from other students. In the second category there was almost no intention to participate in class due to possible bullying behaviors. Lastly, in the third category we could notice how the students' performance was affected, meaning that their productivity was low because they did not want to be laughed at so they preferred staying quiet even if they knew the correct answer. Therefore, these three categories are linked to the main



issue: bullying and its repercussions when studying EFL, which was our principal objective.

Overall, according to the data collected through the implemented instruments, we concluded that: first, bullying does affect academic performance during the EFL learning process since it causes a negative effect in the students' outlook, hence, making it difficult for them to showcase their skills and overall potential inside and outside the classroom. Second, we concluded that bullying affects their engagement, interest and attention in English classes since the environment in which they find themselves is neither safe nor comfortable for them, which influences their process of learning English as a foreign language. This was mentioned in the literature in chapter two, where the importance of having a safe environment to develop classes was stressed, since learning is effective in this way. Also, bullying interferes in the way students act because sometimes they do not present homework or activities to avoid teasing. Finally, it can be concluded that one of the most influential effects of bullying on the academic performance of students in the EFL process is on their participation in class. This is affected to the point that students do not want to express their opinions, thoughts, answers, ask questions and therefore prefer to remain silent. In other words, bullying behaviors discouraged students from participating. It is relevant to mention that class participation is a fundamental factor to develop their abilities and improve their communication skills in the language, so it is important to take action in these situations to improve their learning processes.

### **Pedagogical implications**

Based on the results and conclusions obtained above, researchers present some guidelines to improve and/or apply in the classroom to avoid bullying when students are learning EFL. Before giving these guidelines, it is important to mention that we as teachers find it hard to give classes where there is an environment with bullying, it is because we need to promote respect and equality in the classroom, but at the same time, we must be focused in giving the lesson.

It is relevant to give students and teachers instructions to enhance the environment in different classes throughout all stages in their lives. Moreover, it is important to provide pieces of training to parents who feel the necessity of avoiding this problem from home, promoting respect for everyone, and tolerance. Also, it is meaningful to bear in mind that students who have more difficulty learning EFL than others, are more exposed to bullying by their peers, according to results gathered by researchers in this study.

We, as researchers, have seen different attitudes toward learning English in the classroom, especially if students feel uncomfortable in the environment where they are. In that case, it is important to count on different entities who can help with the problem. In other words, to go against bullying, teachers do need to have a complete body of support.

As we mentioned before, one strategy to use can be educational speeches. This is not only to make students aware of the consequences of bullying when students are learning English as a foreign language, but also to make them

understand that each person is different and each learning process is different from others.

### **Further research**

On the other hand, further research is important since there are not many investigations related to bullying in EFL teaching educational contexts. Therefore, it is recommended to do research with different populations according to their age range and at the same time to do it in other types of educational settings such as public schools in order to improve the reliability of the study. In addition, this study counted only on the perception and observation of the students, more research is needed to know the influence of other actors in this theme such as teachers, parents, etc. Furthermore, it is recommended to carry out more sessions with the population to better understand the class context of the students in their English class in order to improve the accuracy and reliability of the results since this research only counted with eight sessions. Finally, it is necessary to consider some questions for further research such as: What are some strategies that EFL teachers can employ in the classroom to handle situations in which some students tease their peers as a result of mistakes they have made? And, how to raise awareness about bullying among students to prevent generating bullying behaviors in EFL classes?

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## Annexes

### Annex A. Questionnaire

**Responde las preguntas marcando la casilla que mejor describe tus experiencias relacionadas al tema.**

1. ¿Cómo es la relación con tus compañeros de clase?

- A. Excelente
- B. Buena
- C. Regular
- D. Mala

2. ¿Te has visto involucrado en algún conflicto con un compañero en el que te hayas sentido afectado?

- A. Si
- B. Una vez solamente
- C. No

3. ¿Sabes si un compañero de tu salón de clases alguna vez ha agredido verbalmente (burlas, apodos, insultos, etc) o físicamente (golpes, empujones, peleas, etc) a otro compañero o compañera?

- A. Si
- B. No

4. ¿Alguna vez has sentido que un compañero de clase te ha agredido verbalmente (burlas, apodos, insultos, etc) o físicamente (burlas, apodos, insultos, etc)?

A. Si

B. No

5. ¿Crees que ser agredido verbal o físicamente puede afectar tu rendimiento académico?

A. Si

B. No

6. ¿Alguna vez has evitado realizar una actividad en tus clases de inglés para evitar que se burlen de ti o te falten el respeto?

A. Si

B. Muchas veces

C. Algunas veces

D. Pocas veces

E. No

7. ¿Alguna vez has experimentado burlas hacia ti u otros compañeros en tu clase de inglés por la comprensión de lenguaje que se pueda manejar?

A. Si

B. Muchas veces

C. Algunas veces

D. Pocas veces

E. No

8. ¿Alguna vez has sido objeto de burla por parte de tus compañeros en tus clases de inglés por tu forma de hablar, participar, o hacer trabajos?

A. Si

B. Muchas veces

C. Algunas veces

D. Pocas veces

E. No

9. Si estás en una exposición en inglés en la que puedes equivocarte al hablar o presentar tu tema y tus compañeros reaccionan con burlas o te faltan al respeto, ¿cuál sería tu reacción?

A. No ponerles atención

B. No seguir exponiendo

C. Responderles con burlas también

D. Reirme de mis equivocaciones para quedar mejor

10. ¿Alguna vez se te ha dificultado poner atención en clase de inglés a causa de burlas o faltas de respeto por parte de tus compañeros?

A. Si

B. Muchas veces

C. Algunas veces

D. Muy pocas veces

E. No



11. ¿Alguna vez has perdido el interés en aprender en tus clases de inglés a causa de burlas o faltas de respeto?

- A. Si
- B. Muchas veces
- C. Algunas veces
- D. Muy pocas veces
- E. No

#### **Annex B. Observation format**

<b><i>Observation format of classes</i></b>		
<b><i>Class Number:</i></b>	<b><i>Date:</i></b>	<b><i>Time:</i></b>
<b><i>Observational role:</i></b>		
<b><i>Descriptive notes</i></b>		
<b>Activities developed in class</b> (worksheets, presentations, role plays, dialogues, games, readings, etc)		
<b>Interactions between students</b> (how they talk to each other, their collaboration, the type of vocabulary they use, etc)		
<b>Students' performance</b> (participation in class and development of activities)		

<b>Students' attitudes towards English class</b> (mood, feelings)	
<b>Reflective notes</b> (personal thoughts related to what we saw, our perceptions):	

<b>Comportamientos relacionados con el bullying</b>	<b>Si</b>	<b>No</b>
Poner apodos		
Insultar		
Realizar acciones de exclusión		
Bromas insultantes y repetidas		
Gestos desagradables		
Ignorar		
No dejar participar al compañero en clase		
Falta de empatía		
Ejercer control ante sus compañeros		
Agresiones físicas		

## Annex C. Interview

Fecha:

Lugar:

Entrevistadores:

Entrevistados:

(Primero describirles el proyecto y su propósito, cómo será la entrevista y qué se hará con los datos para proteger la confidencialidad de cada uno).

1. ¿Cómo es tu interacción con tus compañeros en clase de inglés?
2. ¿Cómo es tu participación en clase de inglés?
3. ¿Cómo es tu desarrollo de actividades y tareas en la clase de inglés?
4. ¿Has notado que el rendimiento académico de un compañero o compañera de tu clase se vea afectado a causa del acoso escolar?  
¿Cómo fue que lo notaste?
5. ¿Sientes que alguna vez te has desempeñado mal en alguna clase de inglés a causa de algún tipo de agresión por parte de un compañero? (Si su respuesta es afirmativa, preguntar si puede describir alguna de esas situaciones en más detalle y cómo se sintió en ese momento)

6. ¿Alguna vez en tu clase de inglés no has presentado un trabajo o tarea por miedo a cómo reaccionen o que digan tus compañeros?

7. ¿Cuál es tu reacción o cómo te sentirías si al realizar una tarea determinada en tu clase de inglés, tus compañeros reaccionan negativamente?

8. ¿Qué tan de acuerdo estás con las siguientes declaraciones?

“No me gusta participar en las clases de inglés por pena a equivocarme frente a mis compañeros”

*Opciones:* Muy de acuerdo - De acuerdo- Ligeramente de acuerdo- No estoy de acuerdo. Preguntar en más detalle por qué eligió esa respuesta.

“Si mis compañeros me molestan al realizar alguna actividad de inglés en clase no me afecta”

*Opciones:* Muy de acuerdo - De acuerdo- Ligeramente de acuerdo- No estoy de acuerdo

“Las opiniones y reacciones de mis compañeros de clase respecto a mis trabajos, tareas, presentaciones son importantes para mí”

*Opciones:* Muy de acuerdo - De acuerdo- Ligeramente de acuerdo- No estoy de acuerdo

(Agradecer a las personas por su participación en esta entrevista.

Asegurarles de nuevo la confidencialidad de las respuestas).

**Annex D. Parent's letter**

Bogotá, Agosto 30, 2022

Señores

PADRES DE FAMILIA

White House School

Bogotá,  
D.C.,

Cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en el proyecto de investigación "Bullying: Verbal and emotional abuse in High School. An approach to its repercussions in the academic performance during the English as Foreign Language learning process in students from ninth grade.", a cargo del grupo conformado por Leidy Andrea Sarmiento y Angie Natalia Buitrago

Dicho proyecto cuenta con las siguientes características:

Objetivo:

Identificar cómo el bullying entre los estudiantes afecta o impacta el rendimiento académico en el aprendizaje del inglés como lengua extranjera.

Responsables:

Angie Natalia Buitrago, Leidy Andrea Sarmiento, Universidad El Bosque.

Procedimiento: Previa autorización de la institución y consentimiento informado por parte de los padres y el (la) adolescente, debidamente firmado, se procederá a aplicar los siguientes instrumentos de manera anónima: Entrevista, cuestionario y observación de manera indirecta, cuya duración es aproximadamente 9 semanas. Para la realización de este proyecto se requiere la participación de mínimo 15 estudiantes de 12 a 14 años de edad de la ciudad de Bogotá, D. C.

La información recogida será manejada con confidencialidad y discreción de acuerdo a la ley 1581 de 2012, que expresa “Derechos de los niños, niñas y adolescentes. En el Tratamiento se asegurará el respeto a los derechos prevalentes de los niños, niñas y adolescentes. Queda proscrito el Tratamiento de datos personales de niños, niñas y adolescentes, salvo aquellos datos que sean de naturaleza pública. Es tarea del Estado y las entidades educativas de todo tipo proveer información y capacitar a los representantes legales y tutores sobre los eventuales riesgos a los que se enfrentan los niños, niñas y adolescentes respecto del Tratamiento indebido de sus datos personales, y proveer de conocimiento acerca del uso responsable y seguro por parte de niños, niñas y adolescentes de sus datos personales, su derecho a la privacidad y protección de su información personal y la de los demás.

Agradeciendo su atención,

Cordialmente,

Angie Natalia Buitrago

Tel: 3142928103

Andrea Sarmiento

Tel: 3142499498

FORMATO DE CONSENTIMIENTO INFORMADO

Nosotros: \_\_\_\_\_, identificado(a) con la cédula de ciudadanía número \_\_\_\_\_ de \_\_\_\_\_, en calidad de progenitor(a)\_\_\_ tutor(a) legal \_\_\_\_, y \_\_\_\_\_, identificado(a) con la cédula de ciudadanía número \_\_\_\_\_ de \_\_\_\_\_, en calidad de progenitor(a)\_\_\_ tutor(a) legal \_\_\_\_, de \_\_\_\_\_, deseamos manifestar a través de este documento, que fuimos informados suficientemente y comprendemos la justificación, los objetivos, los procedimientos y las posibles molestias y beneficios implicados en la participación de nuestro hijo(a), en el proyecto de investigación: “Bullying: Verbal and emotional abuse in High School. An approach to its repercussions in the academic performance during the English as Foreign Language learning process in students from ninth grade.”, que se describe a continuación:

### Equipo De Investigación

El equipo lo conforman: Andrea Sarmiento y Natalia Buitrago de la Facultad de Educación de la Universidad El Bosque.

### Procedimiento:

Contestar unos cuestionarios de manera anónima y confidencial, permitir que sean observados en las clases sin ningún tipo de contacto y proceder con una serie de entrevistas, procedimientos que duran aproximadamente nueve (9) semanas. Nuestro hijo se compromete a contestar sinceramente para que la investigación arroje resultados válidos.

La participación de nuestro hijo(a) en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún problema, ni tendrá consecuencias a nivel institucional, ni académico, ni social. Si lo desea, nuestro hijo(a) informaría los motivos de dicho retiro al equipo de investigación.

### Confidencialidad

La información suministrada por nuestro hijo(a) será confidencial. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación. Se mantendrán los cuestionarios y en general cualquier registro en un sitio seguro. En bases de datos, todos los participantes serán identificados por un código que será usado para referirse a cada uno. Así se guardará el secreto profesional de acuerdo con lo establecido en la Ley 1581 de 2012, la cual hace alusión a la extrema prohibición de tratamiento de datos personales de niños, niñas y adolescentes, a menos de que sean datos de conocimiento público.

Así mismo, declaramos que fuimos informados suficientemente y comprendemos que tenemos derecho a recibir respuesta sobre cualquier inquietud que mi hijo(a) o nosotros tengamos sobre dicha investigación, antes, durante y después de su ejecución; que mi hijo(a) y nosotros tenemos el derecho de solicitar

los resultados de los cuestionarios y pruebas que conteste durante la misma. Considerando que los derechos que mi hijo(a) tiene en calidad de participante de dicho estudio, a los cuales hemos hecho alusión previamente, constituyen compromisos del equipo de investigación responsable del mismo, nos permitimos informar que consentimos, de forma libre y espontánea, la participación de nuestro hijo(a) en el mismo.

Este consentimiento no inhibe el derecho que tiene mi hijo(a) de ser informado(a) suficientemente y comprender los puntos mencionados previamente y a ofrecer su asentimiento informado para participar en el estudio de manera libre y espontánea, por lo que entiendo que mi firma en este formato no obliga su participación.

En constancia de lo anterior, firmamos el presente documento, en la ciudad de \_\_\_\_\_, el día \_\_\_\_\_, del mes \_\_\_\_\_ de \_\_\_\_\_,

Firma \_\_\_\_\_

Nombre \_\_\_\_\_

C. C. No. \_\_\_\_\_ de \_\_\_\_\_

Firma: \_\_\_\_\_

Nombre \_\_\_\_\_

C. C. No. \_\_\_\_\_ de \_\_\_\_\_

### **Annex E. Student's letter**

Bogotá, 30 de Agosto, 2022

Estudiantes:

Grado Noveno



**Asunto: Aprobación para participar en una investigación académica**

Cordial saludo,

Por medio de la presente, los investigadores de la Universidad El Bosque de noveno semestre de Licenciatura en Bilingüismo con énfasis en la enseñanza del inglés, invitamos a los estudiantes del noveno grado a que participen en nuestra investigación de tesis de grado, con el fin de analizar el impacto que tiene el acoso escolar en el rendimiento académico a través de un cuestionario, una entrevista y observaciones.

La información recogida será manejada con confidencialidad y discreción de acuerdo a la ley 1581 de 2012, que expresa "Derechos de los niños, niñas y adolescentes. En el Tratamiento se asegurará el respeto a los derechos prevalentes de los niños, niñas y adolescentes. Queda proscrito el Tratamiento de datos personales de niños, niñas y adolescentes, salvo aquellos datos que sean de naturaleza pública. Es tarea del Estado y las entidades educativas de todo tipo proveer información y capacitar a los representantes legales y tutores sobre los eventuales riesgos a los que se enfrentan los niños, niñas y adolescentes respecto del Tratamiento indebido de sus datos personales, y proveer de conocimiento acerca del uso responsable y seguro por parte de niños, niñas y adolescentes de sus datos personales, su derecho a la privacidad y protección de su información personal y la de los demás.

- Si quiero participar en la investigación.
- NO quiero participar en la investigación.

De antemano agradecemos su atención prestada y quedamos atentos a una pronta respuesta.

Andrea Sarmiento  
Natalia Buitrago

**Annex F. School's letter**

Bogotá, D.C, Agosto 30 de 2022

Señores:

Colegio Casablanca  
Bogotá, Colombia

**Asunto: Permiso para la aplicación de instrumentos de proyecto de grado**

Cordial saludo,

Por medio de la presente, los investigadores de la Universidad El Bosque de noveno semestre de Licenciatura en Bilingüismo con énfasis en la enseñanza del inglés, solicitamos a la gerencia, rectoría, coordinación y orientación del Colegio Casablanca; a que nos conceda el permiso para realizar nuestra investigación de tesis de grado en el curso noveno. El objetivo de esta investigación es identificar cómo el bullying entre los estudiantes afecta o impacta el rendimiento académico en el aprendizaje del inglés como lengua extranjera.

La información recogida será manejada con confidencialidad y discreción. Los procesos a realizar son:

- Un cuestionario con preguntas que nos permitan analizar y/o conocer si los estudiantes son agredidos o agreden de manera verbal o física (ejerciendo bullying) y cómo este hecho afecta en su proceso académico en inglés como lengua extranjera.
- Observación indirecta, donde no habrá ninguna interacción entre los estudiantes y los investigadores.
- Entrevistas a algunos de los estudiantes que accedan a esta.

La información recogida será manejada con confidencialidad y discreción de acuerdo a la ley 1581 de 2012, que expresa “Derechos de los niños, niñas y adolescentes. En el Tratamiento se asegurará el respeto a los derechos prevalentes de los niños, niñas y adolescentes. Queda proscrito el Tratamiento de datos personales de niños, niñas y adolescentes, salvo aquellos datos que sean de naturaleza pública. Es tarea del Estado y las entidades educativas de todo tipo proveer información y capacitar a los representantes legales y tutores sobre los eventuales riesgos a los que se enfrentan los niños, niñas y adolescentes respecto del Tratamiento indebido de sus datos personales, y proveer de conocimiento acerca del uso responsable y seguro por parte de niños, niñas y adolescentes de sus datos personales, su derecho a la privacidad y protección de su información personal y la de los demás.

De antemano agradecemos su atención prestada y quedamos atentos a una pronta respuesta.

Att:

Andrea Sarmiento  
Natalia Buitrago