

**SOCIO-EDUCATIONAL FACTORS AFFECTING UIS STUDENTS'
PARTICIPATION IN THE ENGLISH PROGRAM AT UIS**

RESEARCH INTERNSHIP FINAL REPORT

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**UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE IDIOMAS
LICENCIATURA EN INGLÉS
BUCARAMANGA
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**Research Internship Report
An Internship Report Submitted In Partial Fulfillment
Of The Requirements for the Degree Bachelor of Arts
In Teaching English as a Foreign Language**

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GLOSSARY

Attitudes toward the Learning Situation (ALS): Attitudes toward any aspect of the situation in which the language is learned. These can be directed toward the teacher, the course in general, classmates, the course materials, extra-curricular activities associated with the course, etc.

Attrition: Voluntary withdrawal from higher education academic programs due to the fact that higher education is not compulsory. It involves issues such as the family background, individual attributes and pre-college schooling.

Cultural Domain: A category of cultural meaning that includes other smaller categories. Cultural Domains are categories of meaning (Spradley, 1980).

EFL: This acronym stands for *English as a Foreign Language*. It refers to the English language teaching- learning in a process in a non-English speaking country.

GILAE: Spanish acronym which stands for Grupo de Investigación en Lingüística Aplicada y Educación registered in CIVILAC, COLCIENCIAS, 5215.

Instituto de Lenguas UIS: Language institute of the Universidad Industrial de Santander, in charge of offering language courses for the university and external students.

Integrativeness (INT): Socio-educational aspect proposed by Gardner that reflects a learner's genuine interest in learning the second language in order to come closer psychologically to the second language community.

L1: Acronym used in the area of Second Language Acquisition to refer to the mother tongue acquired by a person in a natural setting.

L2: Acronym used in the area of Second Language Acquisition to refer to the second or foreign language learned by a person in a natural or formal setting.

Motivation (MOT): Impetus to create and sustain intentions and goal-seeking acts.

Research Internship: Optional research project aimed at obtaining a BA in the Teaching English as a Foreign Language Program offered at UIS, in which students are field workers who carry out several research tasks during a specific period of time.

SLA: Acronym which stands for Second Language Acquisition Studies aimed at describing the processes that occur at the time of learning a second language.

Socio-educational Factors: Characteristics present in the educational context in which students are situated and which affect their language learning process. They include variables such as the cultural or social milieu, individual differences, setting, gender, social status, ethnic identity, L1 proficiency, knowledge of the L2, curriculum, and previous experiences with the L2, among others.

Successful Students: For the purpose of this study, successful students are those who have not only approved the minimally required English courses, but have moved on to take optional English courses.

Taxonomy: A set of categories organized on the basis of a single semantic relationship. It shows more of the relationships among the concepts inside the cultural domain.

UIS: Acronym that stands for “Universidad Industrial de Santander”. It was created in 1948 and its main campus is located in Bucaramanga, Colombia.

Unsuccessful Students: For the purpose of this study, unsuccessful students are those who have not approved the minimally required English courses.

SUMMARY

TITLE:

SOCIO-EDUCATIONAL FACTORS AFFECTING UIS STUDENTS' PARTICIPATION IN THE ENGLISH PROGRAM AT UIS*

AUTHORS:

SOFIA CRISTINA ARDILA SARMIENTO
LEIDY JOHANNA VILLAMIZAR CASTRILLÓN**

KEY WORDS:

Research Internship, Socio-educational Factors, Successful and Unsuccessful Students in EFL, Second Language Acquisition, Attrition.

DESCRIPTION:

This report accounts for the research internship carried out in GILAE -Applied Linguistics and Education Research Group- during seven months from March to October 2007. The aim of this experience was to carry out the qualitative-inductive phase of a study, which investigated the socio-educational factors affecting students' participation in the English program offered at Universidad Industrial de Santander and which constitute profile elements from the students engaged or not with the development of English skills.

Using elicitation techniques such as unstructured, semi-structured and focused group interviews, the field workers were in charge of obtaining information from the two specific groups of participants, classified as successful and unsuccessful students. The data collected was focused on the socio-educational background of the students in respect to their age, gender, language learning motivation, study program, social status, academic performance and in general, all the curricular aspects under which the development of the UIS program is embedded. The instruments for the data collection phase were designed by the field workers under the supervision of the researcher-professors. Periodically meetings were held in order to share field notes and make common decisions on the development of the research tasks. In order to characterize the two groups of participants –successful and unsuccessful students- the field workers carried out domain and taxonomic analyses, seeking to discover new theories on the study problem.

*Proyecto de Grado

**Facultad de Ciencias Humanas. Escuela de Idiomas. Licenciatura en Inglés. Director: Mariela Gómez Ferreira.

RESUMEN

TITULO:

FACTORES SOCIO-EDUCATIVOS QUE INCIDEN EN LA PARTICIPACIÓN DE LOS ESTUDIANTES EN EL PROGRAMA DE INGLÉS OFRECIDO POR LA UIS*

AUTORES:

SOFIA CRISTINA ARDILA SARMIENTO
LEIDY JOHANNA VILLAMIZAR CASTRILLÓN**

PALABRAS CLAVES:

Pasantía en Investigación, Factores Socio-educativos, Deserción académica, Estudiantes Exitosos y No-exitosos en EFL, Adquisición de Segunda Lengua.

DESCRIPCIÓN:

Este reporte da cuenta de una Pasantía en Investigación llevada a cabo en el Grupo GILAE – Grupo de Investigación en Lingüística Aplicada y Educación- durante siete meses comprendidos entre marzo y octubre de 2007. El objetivo de esta experiencia fue realizar la fase cualitativa-inductiva de un estudio que investiga los factores socio-educativos que afectan la participación de los estudiantes en el programa de inglés ofrecido por la Universidad Industrial de Santander y que constituyen elementos del perfil de los estudiantes comprometidos o no con el desarrollo de competencias en inglés.

Por medio de técnicas cualitativas de recolección de información como entrevistas no-estructuradas, semi-estructuradas y grupos focales, los trabajadores de campo estuvieron a cargo de obtener información de dos grupos específicos de participantes clasificados como exitosos y no-exitosos. La información recogida estaba centrada en el contexto socio-educativo de los estudiantes con respecto a su edad, género, motivación para aprender el idioma, programa de estudios, estatus social, rendimiento académico y en general, todos los aspectos curriculares en los cuales se circunscribe el desarrollo del programa de la UIS. Los instrumentos para la fase de recolección de datos fueron diseñados por los trabajadores de campo bajo la supervisión de los profesores-investigadores. Periódicamente el grupo de investigación se reunía para compartir las notas de campo y tomar decisiones conjuntas pertinentes al desarrollo de las tareas de investigación.

Con el fin de caracterizar los dos grupos de participantes: exitosos y no-exitosos, los trabajadores de campo realizaron análisis de dominios y análisis taxonómicos buscando descubrir nuevas teorías sobre el fenómeno de estudio.

*Proyecto de Grado

**Facultad de Ciencias Humanas. Escuela de Idiomas. Licenciatura en Inglés. Director: Mariela Gómez Ferreira.

1. RESEARCH GROUP PROFILE

GILAE, “Applied Linguistics and Education Research Group.” GILAE is a research group registered in CIVILAC, COLCIENCIAS, 5215. The focus of this group is to do research on aspects related to language learning, language teaching, second language acquisition and educational issues. The following professionals lead these efforts:

- Yolima Beltrán: Ph.D. in Education, Penn State University. Presently the Director of the school of education at Universidad Industrial de Santander.
- Mariela Gomez F.: M.A in Applied Linguistics. Michigan State University. Presently Director of the UIS Language Institute.
- Carmen Celina Uribe P.: M.A in Bilingual and Multicultural Education. Northern Arizona University. Presently Professor at the School of Languages at Universidad Industrial de Santander.
- Maribel Vega M.: M.A in English TESOL. Minnesota State University. Presently Professor at the School of Languages at Universidad Industrial de Santander.

2. OBJECTIVE OF INTERNSHIP

- To gain experience in research by applying several techniques and theories studied during our study program.
- To learn from professors highly qualified in the areas of language, education and research by working cooperatively with them.
- To reflect on our teaching practices by being in contact with the students' opinions about the traditional language teaching approaches.
- To improve our conception of language learning by being acquainted with students' needs and difficulties for language learning.

3. RESEARCH PROJECT

3.1 NAME OF THE PROJECT

Factors affecting UIS students' participation in the English program offered at UIS.

3.2 GENERAL OBJECTIVE

To determine the factors that affect UIS students' enrollment and retention in the English program.

3.3 SPECIFIC OBJECTIVES

- To identify the reasons why students hardly participate in the English language Program at UIS by exploring the socio-educational factors that affect them.
- To identify the socio-educational profile of the successful and unsuccessful students in terms of study program, gender, social status and academic performance by applying research techniques.
- To establish the socio-educational factors that have facilitated or complicated the effective participation of students in the program by deeply analyzing the data collected.
- To redefine the policies, the program and its supply conditions for further improvement by creating a detailed socio-educational profile of the average UIS student.

3.4 THEORETICAL FRAMEWORK

In today's global economy, the undisputable need for individuals to possess an increasingly more sophisticated level of competences in English has moved most universities to establish these competences as a graduation requirement; the UIS is no exception. Since year 2000, different policies have been set in this regard, but progress is yet to be made in order to promote a more positive attitude and commitment with the development of these competences. To contribute to the definition of these effective policies, a research project is being carried out in an attempt to characterize successful as well as unsuccessful English language students, and to learn from the factors which move them on, or preclude their progress so to gear the program through more promising routes. The problem, however, is not a simple one. Multiple factors intervene in shaping students attitudes and progress. The work carried out during this research practicum has focused specifically on socio-educational factors understood as all the factors related to the context in which the learning takes place. The most important theoretical background on the subject has been proposed by Robert C. Gardner, whose revised socio-educational model is the most comprehensive account of the complex nature of factors influencing language learning and acquisition.

3.4.1. Gardner's Socio-educational Model

Learning a second or foreign language is different from learning any other subject. This implies incorporating a complex construct of a culture and a language into one's self, shaping the learners' identity, accepting changes in one's own thinking style and tolerating other communities despite of the huge

differences that may exist between the students' own culture and others. For this reason, Robert C. Gardner (1979) successfully attempts to describe in his Socio-educational Model the factors that affect the SLA process. This comprises four aspects: *External Influences, Individual Differences, Language Acquisition Contexts and Outcomes.*

- **External influences**

The first aspect to be considered is *External influences* which refer to any factors from the socio-educational context where students are situated and that may affect language learning. Among the external influences, history and motivators can be found: History refers to the social and personal variables that characterize an individual in terms of their *socio-cultural milieu* and *family background*. The first one shapes the students' beliefs towards learning, their expectations of success and the difficulty or ease for learning an L2. The second one affects the learners' history depending on if they come from mono or bilingual families who encourage them to move on with their language experiences and if they actually value the L2 for instrumental or integrative purposes. The following study deals with students' beliefs which is an aspect shaped by their socio-cultural milieu.

In regard to learners' beliefs, Bernard & Lloyd (2007) establish that these, along with their cognitions and metacognitions, have been found to have a great impact on second language acquisition. Their study "**Exploring the Gender Effect on EFL Learners' Beliefs about Language Learning**" concludes that male and female students differ significantly in their language learning beliefs (Gender issues will be further explained later on). Here they assure that beliefs are quite stable within the learner, strongly held, and

resistant to change. That is the reason why some L2 learners are not open to vary their perceptions on language learning and consequently, take a strong attitude that may hinder their performance.

- **Individual Differences**

Secondly, Gardner presents *Individual differences* as variables that change for each learner. On one hand, Gardner includes the degree of *Integrativeness* (INT) interpreted as the students' real interest in learning the second language in order to become part of the other language community. This involves an integrative orientation towards the learning of the L2, favorable attitudes towards the L2 language community and openness towards other groups in general. On the other hand, this theorist talks about *Attitudes towards the Learning Situation* (ALS) which could be directed toward the teacher, the course in general, one's classmates, the course materials, extra-curricular activities associated with the course, etc.

A third individual difference is *Motivation* (MOT), which is defined by Ames & Ames (1989) as the impetus to create and sustain intentions and goal-seeking acts. This one may be affected by several factors such as aptitude, age, family support, among others (Oxford and Shearin, 1994). We consider that no matter what the motivation source is (intrinsic or extrinsic), the learner should be able to keep that interest high in order to be successful in learning the language. In Gardner's Socio-educational Model, motivation requires three elements: First, **effort** to learn the language; second, **desire** to achieve the goal; and third, **pleasure** during the learning experience. If all of these factors are fully developed, motivation is more likely to strengthen and

maintain during the learning process. This is not the case when only one or two of the elements are developed.

Gardner and Lambert (1972) differentiate between *instrumental* and *integrative* motivation, depending on the learner's goals: while the first one is related to the learners' wish to achieve certain socio-economical status, the second one is determined by the learners' positive attitude towards the second language and a desire for membership and inclusion into the target language culture. According to Gardner, INT, ALS and MOT build the *Integrative Motivation*. Besides, the integratively motivated student will demonstrate a high level of motivation, willingness to become part of the target language group and a tendency to assess their language situation positively.

Schumann in his Acculturation Model (1978) suggests that depending on the degree and type of desire experienced by the learner to acquire the L2, both integrative and instrumental motivation contribute positively to second language acquisition. In his study "**An instrumental motivation in language study – Who says it isn't effective?**"(1991), Gardner investigates the effects of integrative motivation and instrumental motivation on the learning of French/English vocabulary. The results demonstrated that both types of motivation facilitated learning. Other results indicated that instrumentally motivated students studied longer than non-instrumentally motivated students when there was an opportunity to profit from learning, but this distinction disappeared when the incentive was removed. Based on this, we think that depending on how motivated the student is the time devoted for learning the language will vary influencing the learning outcomes.

- **Language Acquisition Contexts**

The third aspect described by Gardner is *Language acquisition contexts* which can be *formal* or *informal*. The first ones refer to any situation where the language is learned through explicit instruction; that is the case of language courses and laboratories, among others. The second ones are related to any learning situation where the learner can benefit from any language material such as radio, television or music clubs without any direct intervention of a teacher. Gardner points out that both motivation and aptitude play an important role for learners' success in any of these contexts.

Class size is an issue that has to receive careful attention in formal instruction settings, because it predetermines the type and amount of interaction between the teacher and the learners and consequently, their success or failure when learning the foreign language. Reima Al-Jarf in her study "**Large Student Enrolments in EFL Programs: Challenges and Consequences**" (2006) reports several studies in which the ideal class size was analyzed. Locastro (1989) reports that students preferred classes from 11 to 20 people, in comparison to Horne (1970) who suggests foreign language classes should have from 5 to 9 people. Some studies have found that class size negatively affects grades as undergraduate students' average GPA declines when class size increases (Reima Al-Jarf, 2006). Although some other studies have demonstrated that the educational profit is too little in comparison to the monetary expense generated by class reduction, the benefits obtained such as better classroom environments, satisfactory student attitudes, and outstanding teacher performance are really valuable.

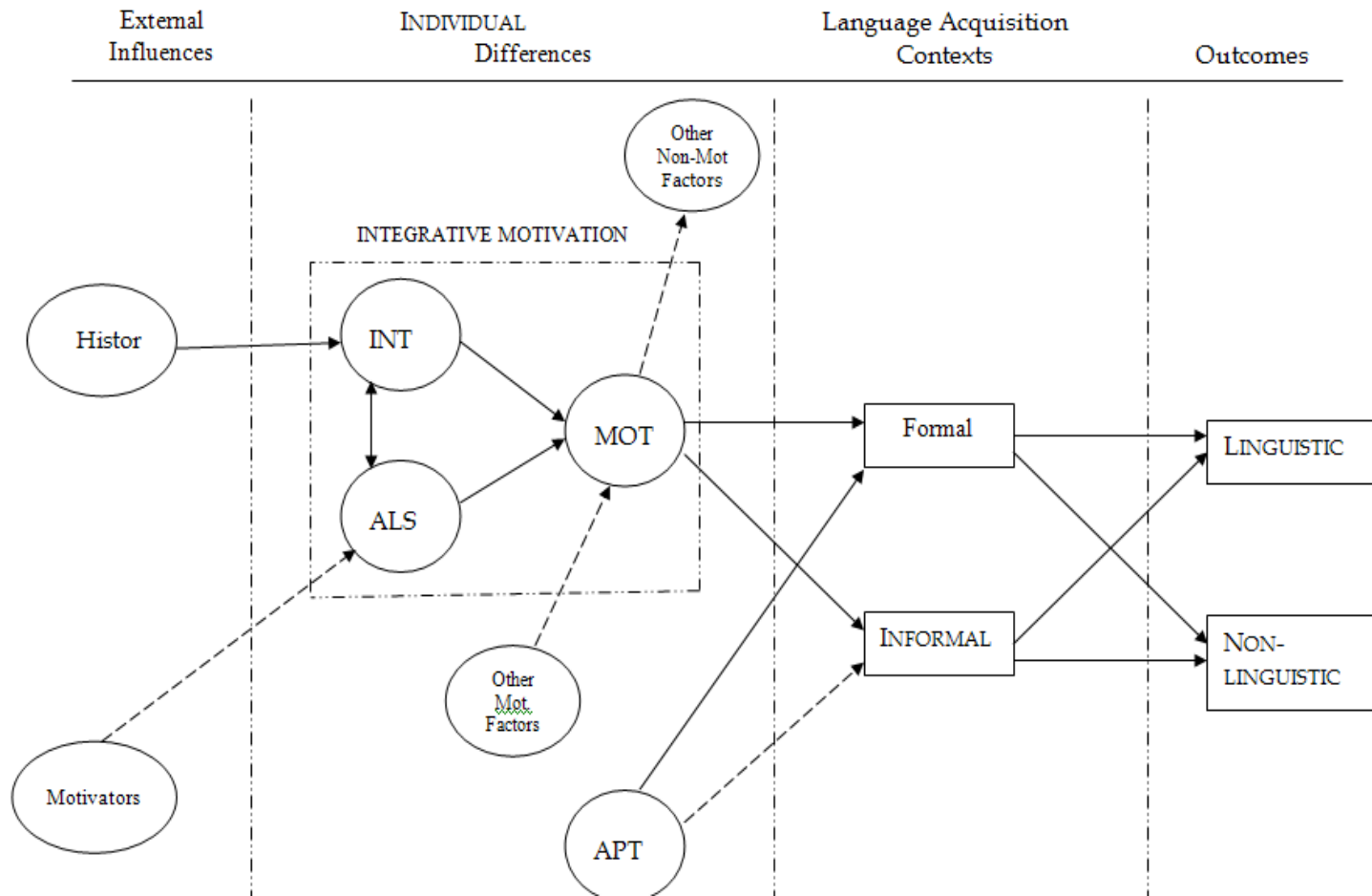
- **Outcomes**

The final aspect Gardner suggests is the *outcomes* obtained after going through the language learning experience. He divides these outcomes in *linguistic* and *non-linguistic*, considering the fact that the first ones include language skills for oral/aural comprehension and production, vocabulary and grammar, among others, whereas the second ones are more connected to other consequences like anxiety, attitudes, motivation and willingness to use the L2. Both kinds of outcomes can be produced in any of the two language acquisition contexts mentioned above.

As was mentioned previously, *anxiety* is a non-linguistic outcome, which according to Horwitz, Horwitz and Cope (1986) refers to the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the autonomic nervous system at the time of facing specific situations. Many people find foreign language learning especially stressful in classroom situations because of the lack of motivational, cognitive and affective strength (Diaz and Barriga, 2001). This may be caused by teachers' threatening practices, lack of self-confidence or previous traumatic experiences in language learning situations, which may lead students to a sensation of failure when trying to achieve their language learning objectives.

As was seen before, each one of the factors contemplated by Gardner in his Socio-educational Model -External Influences, Individual Differences, Language Acquisition Contexts and Outcomes- are very important socio-educational aspects that clearly affect the SLA process. The participants of our study are not an exception due to the fact that being embedded in a formal learning context influences them through variables such as the socio-cultural milieu, integrativeness and attitudes towards the learning situation.

FIGURE 1: GARDNER'S REVISED SOCIO-EDUCATIONAL MODEL



3.4.2 Rod Ellis' Social Factors in SLA

Rod Ellis (1994) considers additional variables which contribute to expand the notion of individual differences. They are *age*, *gender*, *ethnic identity* and *social class* which will be further explained below. For the purpose of this study, since all students are young adults, age will not be a variable worth considering, but gender, ethnic identity and social class may certainly be.

- **Gender**

With regard to *gender*, it has been said that females develop some language skills better than males, or vice-versa depending on the setting in which learning occurs (Boyle qtd. in Ellis 202). It also has been found that male learners are more instrumentally motivated in comparison to females, who besides have more positive attitudes towards speakers of the target language (Gardner and Lambert, 1972). Rebecca Oxford in her study “**A closer look at learning strategies, L2 Proficiency and Gender**” (1995) found higher levels of learning strategy use by women than by men. Having this in mind, it is possible to state that despite the differences in motivation men or women may have or the advantage of developing certain communicative skills more than others, both genders count with the suitable tools to learn a foreign language, even though the process they follow may vary from one to another.

- **Ethnic Identity**

Another factor mentioned by Ellis (1994) is *ethnic identity* formation which is generally seen as a process whereby individuals use labels to define themselves in communication with others. Depending on how strong learners' ethnic identity is, students are more likely to develop positive or negative attitudes towards learning a second language. When learners have a positive view of their own ethnic identity and of their target language culture, they are

able to maintain their L1 adding the L2 to their linguistic repertoire (Lambert, in Ellis 1994). Schumann (1978) supports this idea with the proposal that a group's *social and psychological distance* from speakers of the target language accounts for lack of proficiency in the target language. It seems that for successful language learners knowing their own ethnic background and being willing to integrate features of the target culture into their own is a pre-requisite to achieve their expected language goals.

- **Social Class**

Social class is the last variable studied by Ellis. It refers to the hierarchical distinctions between individuals or groups in societies or cultures in terms of income, level of education and occupation. Some studies suggest that children from lower socio-economic groups are less successful educationally speaking than those from higher groups, but that this disadvantage in language learning is not inevitable (Ellis, 1994). Social class may influence, negatively or positively, the access to different resources and opportunities for learning the language. James E. Cofer in his article **“Why do students drop out of college before graduating?”** (2007) assures that higher tuition has a slightly negative influence on persistence and the receipt of financial aid has a positive influence on it. This last issue seems to help students focus their efforts on the university instead of having to get an employment to fulfill their economic needs. Accordingly, students who work full time are more likely to drop out than those who do not work full time.

It is clear that learning a language involves an investment in resources and materials that for some students may represent an obstacle for their academic success. Due to this reason, many of them have to find ways to cover that investment through jobs which deviate their attention from their

learning tasks. In the case of public education institutions, it seems necessary for the government to encourage low-class students with economic benefits that help them increase their motivation towards successful language learning.

3.4.3 Aida Walqui's Contextual Factors for SLA

To expand the social factors theories presented above, Aida Walqui (2001) introduces what she calls "Contextual Factors for SLA". She makes a distinction between factors concerning *the language*, *the learner* and *the learning process*. For the purpose of our study, only the first category will be taken into account. Among the factors concerning language, she proposes some such as *L1 proficiency*, *language distance*, *knowledge of the L2* and *language attitudes*, which are linked to the relationship between the students' native and target language and its effect on the learning process.

- **L1 proficiency**

Walqui (2001) defines *L1 proficiency* as the student's level of expertise in the native language-including not only oral language and literacy, but also metalinguistic development, training in formal and academic features of language use, and knowledge of rhetorical patterns and variations in genre and style. The more developed the students' native language knowledge and abilities, the easier it will be for those students to learn a second language based on the fact that if they use their L1 learning cognitive and metacognitive skills appropriately, they will be able to transfer them and learn an L2 effectively.

- **Language Distance**

As was mentioned above, *language distance* is also considered to have an important effect on the students' language learning achievement. The extent to which the L1 and the L2 differ from each other can make some languages more or less difficult to learn, depending on how different from or similar they are to the ones the learner already knows (Aida Walqui, 2001). It seems that when students are capable of facing the target language complexity in an appropriate way, they are more likely to succeed in their learning process, thus, making language distance a factor that is not so transcendental.

- **Knowledge of the Second Language**

Along with these factors, the exposure that students may have to the L2 through television, radio, internet, books, or magazines, among others and the previous learning experiences in formal or natural settings also affect positively or negatively their success. Walqui calls this factor *knowledge of the second language* and it is of course, significant in students' current learning. For example, a student with informal conversational English skills may have little understanding of English grammatical systems and may need specific instruction in English grammar (Aida Walqui, 2001).

Another case in which the L2 previous knowledge is crucial is at the time of using the L2 to survive in their professional academic programs, due to the fact that sometimes the literature needed for these is written in a foreign language and the students are mandatorily faced to understand and use the L2 to achieve academic success. Doreen Bayliss and Patricia M. Raymond in their article "**The Link Between Academic Success and L2 Proficiency in the Context of Two Professional Programs**" report on two studies aimed at investigating the link between ESL scores on an advanced ESL test and the

grade point average (GPA) and the other investigating the link between French second language (FSL) scores on an advanced L2 test and both the number of courses failed and the first semester GPA. It was demonstrated that if the students' L2 reading skills are well-developed, these may account for a high possibility to achieve success in their study program, while other skills such as listening and writing were not that determinant. It is pretty clear that if the student has a previous knowledge in the L2, this may have a significant impact on both the students' professional and language development.

- **Language Attitudes**

Finally, Walqui coincides with Gardner in that *the language attitudes from the learner, the peer group, the school, the neighborhood, and society* at large can also have an enormous effect on the second language learning process, both positive and negative. It is vital that teachers and students examine and be aware of these attitudes in order to understand that learning a second language does not mean giving up one's first language or dialect but instead, adding a new language or dialect to one's repertoire. This should be clearly reflected on the commitment schools and universities have with the language teaching area not only by integrating meaningful L2 literature, resources and materials to their academic programs and curricula, but also by trying to be coherent with the institution policies and the attitudes actually transmitted by professors, administrative staff, principals and the students themselves.

This is what is known as *Hidden Curriculum*, understood as the unrecognized and unintended knowledge, values and beliefs that are part of the learning process in schools (Smith, 2007). This may be seen as a positive or negative influence that sometimes takes even greater importance than the subjects

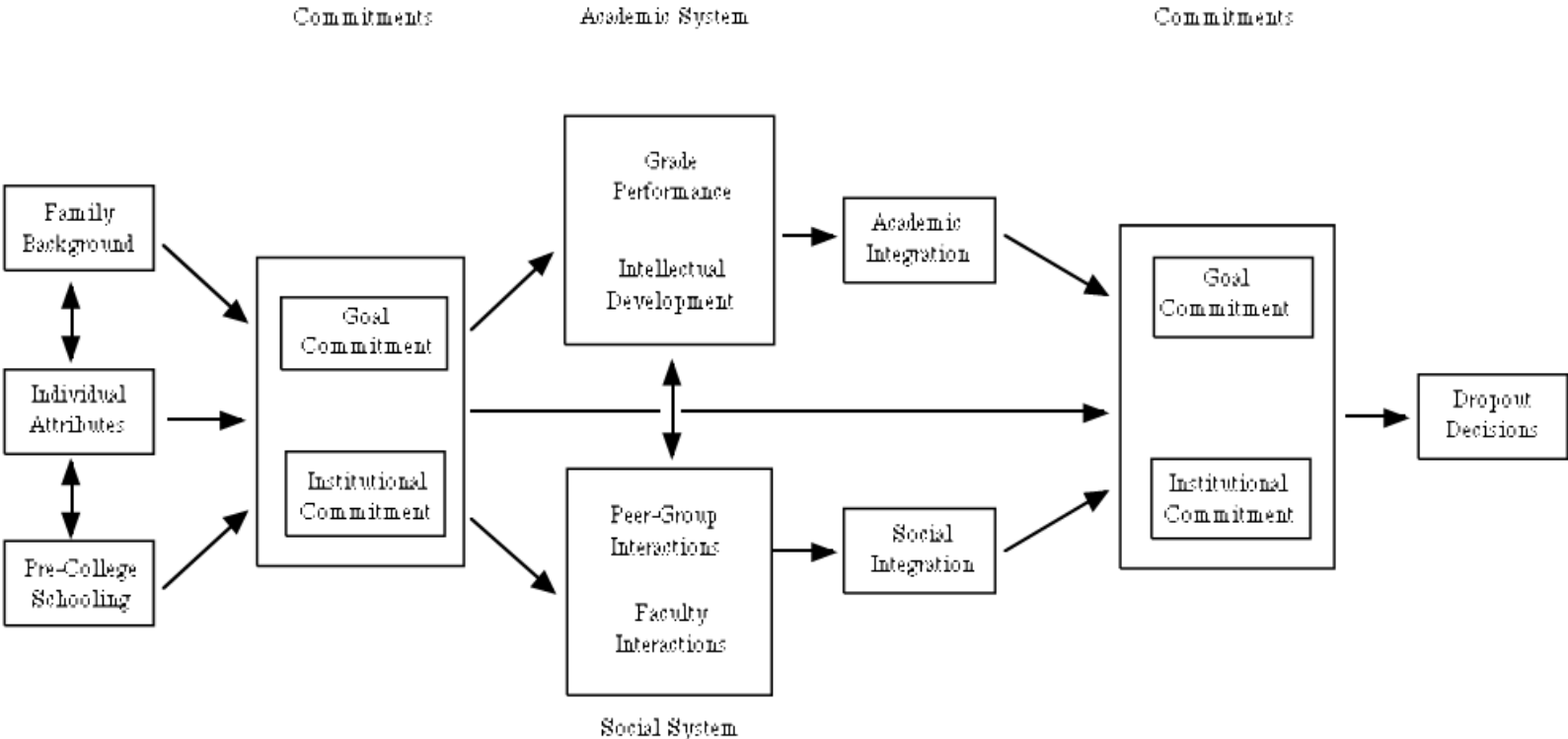
being taught due to the fact that it involves behaviors and attitudes to live in community, communicate with others and face different situations in school life.

3.4.4 Vincent Tinto's Students Integration Model of Attrition

There are some other theories that are not specifically related to SLA but that may help us understand the problem our study presents. That is the case of Vincent Tinto's *Students Integration Model of Attrition* (1975), which attempts to explain the processes that affect students' decision to withdraw or persist in higher education programs. Tinto suggests that this choice involves factors such as the family background, individual attributes and pre-college schooling, which predetermine the level of institutional and goal commitment. The first one affects peer-group and faculty interactions; while the second one affects grade performance and intellectual development, both of them having an influence on academic and social integration (McCubbin, 2003).

All these factors combined lead students to increase the degree of membership with the institution they belong to and as a result of this, the possibilities of dropping out from university decrease. Having this in mind, it is possible to say that both the university and the students have the responsibility to enhance academic and social integration in order to gain personal and professional satisfaction and lower the dropout rates.

FIGURE 2: TINTO'S REVISED MODEL OF STUDENT ATTRITION



To summarize, the theoretical framework presented for this study clearly states that *social factors* are really influential at the time of learning a second language. Gardner, Ellis, Walqui and Tinto provide a wide range of variables that although are based on second language acquisition, are valid to understand the foreign language learning process as well, because they deal with social issues that affect all types of learners in different contexts.

The learners' willingness and interest to learn the L2 may be modified by issues such as the family background, the aptitude, the beliefs and the expectations in regard to their learning experience. Taking into account the students' socio-educational situation at a public university, factors such as their study program, social status and ethnic identity have a deeper impact on the students' successful language learning. It seems that if the institution makes an effort to create the ideal conditions to encourage high level of motivation among students, the attrition rates would be likely to decrease, bringing satisfactory results for the whole community, directives, teachers and of course, students.

4. RESEARCH TASKS, OUTCOMES/FINDINGS

Throughout the internship period, a number of *qualitative research techniques* were used for data collection and analysis. Unstructured, semi-structured and focus group interviews were chosen as the most appropriate tools for the purpose of the study as they help to obtain information in regard to the participants' perceptions, beliefs, opinions and attitudes. These techniques are valuable because they do not attempt to measure human behavior; but instead they try to characterize people's experiences (Schensul, 1999).

Spradley (1979) also provides two useful tools for qualitative **data analysis**: The first one is *domain analysis* which examines language of people in a cultural context, describes social situations and the cultural patterns within it. It uses semantic relationships for emphasizing the meanings of the social situations to participants. The second one, called *taxonomic analysis*, is a method through which a sophisticated typology with superordinate and subordinate categories of concepts is developed. These techniques are useful for organizing, categorizing and finding similarities and differences in the data collected.

Following the techniques proposed by Schensul and Spradley, the following tasks were carried out.

4.1 Unstructured Interview Shadowing

Description: For this task, one of the main researchers was shadowed while she performed an interview of one of the research participants. As the interview was taking place, field notes were taken by field workers.

Outcomes: One interview was shadowed. Probing and elicitation techniques were seen as they were used in a real research situation.

4.2 Unstructured Interviews Scheduling

Description: For this task, four interviews were scheduled. The personal information to contact participants was obtained through the *Instituto de Lenguas* database. The interviews were scheduled in a suitable time for both field workers and participants.

Outcomes: Four interviews were scheduled for the next morning, two with successful and another two with unsuccessful students.

4.3 Unstructured Interviewing

Description: For this task, the letter of consent was read and signed by the participants before the interviews were conducted. Meanwhile, the interviews were tape recorded. The key question was: “*How has your experience in learning a second language been?*” from this general question several others were generated.

Outcomes: Four forty-five minutes to one-hour interviews were conducted and tape recorded at the university campus.

4.4 Unstructured Interviews Transcription

Description: For this task, the interview tape recordings of the unstructured interviews were carefully listened to make a literal transcription of all the information provided by the participants. This was useful as a way to have the information printed, make it easier to analyze and add it to the research files.

Outcomes: Four four-page interview transcriptions were typed and filed in the research records.

4.5 Domain Analysis

Description: For this task, the interview transcriptions were deeply analyzed in order to categorize students' comments into some labels regarding teachers, students, study programs, and the English language Program at UIS, among others.

Outcome: A document containing 17 cultural domains concerning different types of factors, not only the socio-educational ones was done. **See Appendix 1.**

Findings: 17 cultural domains concerning students' comments on English as a second language, teachers, attitudes towards the target language, strategies for learning English, characteristics and reasons to learn the target language, limitations, among others.

4.6 Semi-Structured Interviews Design

Description: For this task, the previous cultural domains were taken into account to create a questionnaire for the semi-structure interviews. This was done with the cooperation of all the field workers and mentors.

Outcomes: A document containing a 13-item questionnaire was done.

4.7 Semi-Structured Interviews Scheduling

Description: For this task, the field workers were in charge of calling the participants to either their homes or mobile phones using the database provided by the *Instituto de Lenguas UIS* again.

Outcomes: 14 semi-structured interviews were scheduled for the next two weeks. 6 of those interviews corresponded to successful participants, while 8 to unsuccessful students. Some of these participants had already taken part in the unstructured interviews phase.

4.8 Semi-Structured Interviewing

Description: For this task, 14 interviews were effectively conducted. The letter of consent was read to the participants who took part in the study for the first time and then, the 13 item questionnaire was applied. These were also tape recorded.

Outcomes: 14 thirty-minute interviews were actually conducted and tape recorded.

4.9 Semi-Structured Interviews Transcription

Description: For this task, the tape recordings of the semi-structured interviews were carefully listened to make a literal transcription of all the information provided by the participants.

Outcomes: 14 two-page interview transcriptions were obtained and filed in the research documentation.

4.10 Domain and Taxonomic Analysis

Description: For this task, the fieldworkers realized that each one of the 13 items used in the semi-structured protocol pointed to a specific category, so we were in charge of analyzing category number 8 and 9. The first one was “Ways of describing or referring to the experience at *Instituto de Lenguas UIS*” and the second was “Reasons to study English”.

Outcomes: Each one of the fieldworkers produced a one-page document in which the corresponding category was deeply analyzed using charts for organizing the information.

Findings: After a quite extensive analysis of the interviews, some subcategories were found. For example, in the case of category number 8 (“Ways of describing or referring to the experience at *Instituto de Lenguas UIS*”), two subcategories were *positive* and *negative comments* on the

experience and from those, some other labels such as *comments on the teacher, the program* and the *methodology* were found.

In the case of category number 9 (“Reasons to study English”), three subcategories, academic, personal and professional reasons, and each one of these was subdivided into two categories such as long-term and short-term reasons to learn English; individual and collective reasons; and finally, for running their own business or obtaining a good job in a company.

4.11 Groups Differentiation

Description: For this task, the taxonomic analysis previously done was revised to divide the outcomes in two broader categories, *comments from successful and unsuccessful students*, according to the information provided by the participants in the previous interview phase.

Outcomes: A document was elaborated by each field worker in which the subcategories previously obtained were broadened.

Findings: A preliminary conclusion on the profile of successful and unsuccessful students concerning the category analyzed by each field worker was obtained. **See Appendix 2.**

4.12 Focus Group Seminar

Description: For this task, each field worker was assigned a section of the literature on how to conduct focused group interviews to be read and shared with the rest of the field workers.

Outcomes: A document about their corresponding section of literature was done by each field worker and later, in a meeting with the whole research group that paper was shared. **See Appendix 3.**

4.13 Focus Group Interview Design

Description: For this task, each field worker was in charge of creating three preliminary questions aimed at eliciting information that had not been obtained in the previous data collection phases. These were also designed to address particular theories that were used in the theoretical framework. After doing this, all the questions were examined to reduce the number only to seven items.

Outcomes: Each field worker produced a short document containing a chart with the questions and the theories that each one addressed.

Findings: It was confirmed that effectively there was some information that the participants had not provided before concerning theories such as “The learned helplessness”.

4.14 Focused Groups Participants Selection

Description: Taking into account the database provided by the *Instituto de Lenguas UIS*, we were in charge of selecting participants for carrying out the focused group interviews. This was meant to be done based on the *faculty* they belonged to and if they were *successful* or *unsuccessful* students.

Outcomes: 10 groups were created, two from each faculty of the university (Físico-mecánicas, físico-químicas, humanidades, salud and ciencias básicas), one with successful and one with unsuccessful students. Each field workers team was assigned the two groups of one of the faculties.

Finding: The information included in the database of the *Instituto de Lenguas* was not enough to assure that all the groups were formed at least by six students and, so some of the groups only had three to four participants while others did not have participants at all.

4.15 Focus Group Interviews Scheduling

Description: For this task, we were in charge of scheduling the focused groups for the *Facultad de Ciencias Humanas*. In this one, there were only seven participants, six unsuccessful and one successful. We contacted the participants using the personal information provided by the institute and a snack was offered to them in return for their cooperation.

Outcomes: Actually, we were able to contact the six unsuccessful students from the *Facultad de Ciencias Humanas*. The focused group interview was scheduled for a Thursday at 6:30 am.

4.16 Focus Group Interviewing

Description: For this task, an explanation of the research project was done by the field workers. Then, the participants were asked to fill in a socio-demographic format, and then, the interview was carried out using the protocol previously established. The interview was tape recorded.

Outcomes: At the time of conducting the interview, only three of the participants arrived and provided the needed information.

Finding: The field workers realized that the information collected from these interviews was the same from previous research stages.

4.17 Preliminary Questions for the Quantitative Questionnaire Design

Description: At this stage, some questions were proposed by the field workers about the socio educational status of the participants, the schools where they graduated from, if they had taken any English courses previously, their current study program at UIS and if they belonged to any other community groups.

Outcomes: A document containing a first draft of the socio demographics section of the quantitative questionnaire was done.

4.18 Data Document Recording

Description: Based on all the interview transcripts provided by all the field workers, we were in charge of making a report of the number of interviews done during both the unstructured and semi structured interview phases.

Outcomes: Two documents which included the number of the interview, the name of the interviewee, the group to which he belonged to (*successful* or *unsuccessful*) and the field workers who performed the interview were done, one for each interview phase.

Finding: Some participants seemed to have been interviewed twice by different teams of field workers and some transcripts had not been added to the research records. 20 unstructured and 58 semi structured interviews were listed. **See Appendix 4.**

4.19 General Research Project Logistics

Description: We as fieldworkers had the duty to weekly meet with the whole research group to inform the professors about the success or failure of the tasks we were assigned and the possible modifications that needed to be done. We also had to report some of the findings that we were able to observe at the time of being in contact with the participants and come to agreements for the interview protocols.

4.20 Reading Comprehension Course Implementation

Description: In return for the unsuccessful students' cooperation, they were offered an intensive reading comprehension course in which the classes and the material were given by the field workers. For this task, we had to plan and give a two-hour class once a week during seven weeks, starting from March the 29th and finishing on May the 17th. At the beginning and at the end of the course, a reading comprehension test was taken by students in order to know

their English proficiency and analyze if there was any improvement after taking the course.

Outcomes: The course was only given during 5 weeks due to external factors that interrupted classes at university (students' protest and academic recess). An average of 10 students took part in these classes, but then the number decreased.

Finding: A lot of unsuccessful students showed interest in using this course as a tool for passing the reading comprehension test required for graduation by the university. In some of the students, a proficiency progress was evident from the first to the second test they took.

5. PROBLEMS AND SOLUTIONS

5.1 Time Availability

Description of the problem: The research project tasks sometimes interfered with the courses from our study program, and these also reduced the time which needed to be devoted to the whole research process.

Solution to the problem: Our timetables were coordinated with the professors and the other fieldworkers in order to establish some common hours to work exclusively on the research project.

5.2 Participants' Unwillingness to Cooperate

Description of the problem: During the data collection process, the main problem was to contact the participants and get them to actually take part in the study. The majority of them assured that they had a very heavy academic load and for that reason, it was impossible for them to participate. Some others agreed to give us the interview but in the end, they did not arrive and so, the process of data collection was delayed.

Solution to the problem: Some of the interviews were rescheduled to fit the participants' available time to avoid being stood up and sometimes, we even thought of conducting the interviews outside the university campus to facilitate the participants' cooperation.

5.3 Taxonomic Analysis Methodological Problem

Description of the problem: At the time of doing the first taxonomic analysis, the two student categories that had been used throughout the

research process (*successful* and *unsuccessful*) were not taken into account by the field workers.

Solution to the problem: This taxonomic analysis needed to be repeated, this time including the two superior categories which differentiated successful and unsuccessful groups.

5.4 Elimination of Focused Group Interviews

Description of the problem: At the time of conducting the first focused group interviews, it was realized that the data collection phase was exhausted, as the information provided by the participants was the same encountered in the previous phases.

Solution to the problem: A decision of eliminating the focused group interviews was made taking into consideration that the information elicited during the piloting was repetitive.

5.5 Reading Comprehension Course Reduction

Description of the problem: During the development of the reading comprehension course, some classes were skipped due to the protests at the university.

Solution to the problem: At the beginning some classes were recovered by the field workers by doing two sessions per week. However with the indefinite recess declared by the university board of directors, the course was finished and the post test was applied after the recess.

6. KNOWLEDGE GAINED

One of the benefits gained in the course of our internship was the fact that some second language acquisition theories, which we had studied in previous university courses, were reviewed and some others, with which we were not acquainted before, were incorporated to our preknowledge on SLA.

Apart from this, research was experienced to be a demanding task that requires lots of interest, patience, responsibility, dedication and confidentiality. Dealing with people and collecting the appropriate data was found not to be easy for everybody and we as fieldworkers learned how to handle uncomfortable situations in order to protect the research process and objectives.

All the negative and positive perceptions UIS students have about learning a second language were identified. The participants' opinions were useful because we as English teachers need to take into account students' needs, motivations and suggestions to improve our teaching style and methodology.

Skills for team work were developed on a daily basis as we needed to share responsibilities, delegate work to others, coordinate activities with all the research group members and understand other field workers' points of view and contributions.

7. SELF EVALUATION

7.1 SOFIA CRISTINA ARDILA SARMIENTO

My participation in this research internship was really satisfactory. In terms of investigation, I experienced research in reality and learned from highly qualified professors. In terms of my profession, I reflected on my teaching practices and built a clearer perspective of language learning. GILAE definitely was an excellent experience that fulfilled my expectations.

First, I needed to try research by myself. In some of the courses I had taken before, I had studied some theories related to different types of research but I have always thought that it is better to learn by experiencing things. I think this internship provided me that opportunity to confront theory and reality and taught me that research is not a simple activity and that it requires being patient and open to face and solve problems and make modifications during the process.

Second, I was thrilled by the opportunity to work with my university professors in a way that was totally different from what I had lived before. GILAE gave me the perfect occasion to see my professors from a different perspective and learn from them not as in the formal classroom context, but in a situation that made me feel confident being among them.

Third, the project in which we worked was very prolific because to be a better language teacher I need to get to know my students and shape my teaching practices in the way that better suits them. At the time of carrying out my research tasks, I was always paying attention to students' perceptions about

language learning so that I could improve my teaching practices. This also helped me to shape my perspective of language learning by letting me see in reality all the socio-educational factors that may affect this process.

Taking into account that I was able to accomplish all my objectives, I think my participation in this internship was outstanding. Besides, I always gave the best of me to carry out my tasks in the most punctual and responsible way and to protect the research objectives, I always contributed by proposing solutions to every problem I met during the internship period.

7.2 LEIDY JOHANNA VILLAMIZAR CASTRILLÓN

Throughout the experience of this internship, I consider my performance quiet outstanding not only because of the great commitment I maintained at the time of preserving the research project objectives, but also because of the interest I showed when working cooperatively and in every task I was assigned.

Working in a research project aimed at understanding the reasons why UIS students are unlikely to take an active part in the process of learning English was quiet demanding, but at the same time very satisfactory. I could work hand on hand with excellent professionals in the language learning area and learn from them when dealing with the appropriate data collection and analysis techniques. Moreover, I was able to put into practice several SLA research theories and get a deeper insight in how complex learning a second language is.

In addition to this, I could develop team-work skills when listening to the other research members' comments, trying to understand their proposals, contributing with new ideas, carrying out my tasks with responsibility and punctuality and, of course, facilitating the decision-making when all the fieldworkers and professors had to come to an agreement.

In conclusion, I think my contributions were actually helpful to achieve the research expectations and personally, it would be great to continue learning about research and SLA in future opportunities for my professional growth as both a beginner researcher and an English teacher.

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9. APPENDIXES

APPENDIX 1 UNIVERSIDAD INDUSTRIAL DE SANTANDER GILAE 1er ANÁLISIS DE DOMINIOS

Fecha: Marzo 26 de 2007

Trabajadoras de campo: Leidy Villamizar y Sofía Ardila

TÉRMINOS INCLUIDOS	RELACIÓN SEMANTICA	TERMINO INCLUYENTE
La influencia de los Profesores	X es una razón para Y	Detestar el inglés
Detestar el inglés La necesidad La lectura de libros científicos La comprensión de textos científicos La globalización El uso frecuente del idioma La obligatoriedad del idioma en un futuro Los viajes La preparación en el extranjero La traducción de revistas modernas de investigación El acceso a buenas fuentes de información La realización de investigaciones con validez La creación de más conocimiento	X es una razón para Y	Aprender inglés

<p>Querer practicar Cumplir con el requisito de la universidad</p>	<p>X es una razón para Y</p>	<p>Inscribirse en <i>Propuesta UIS</i>.</p>
<p>Detestar Tenerle fobia al inglés Tener un trauma Nunca me ha gustado No tener interés No considerarlo necesario</p>	<p>X es una manera de referirse a Y</p>	<p>La actitud hacia el idioma</p>
<p>Estudiar solo Aprender vocabulario Saber mas o menos gramática</p>	<p>X es una manera de hacer Y</p>	<p>Prepararse para el examen</p>
<p>Escuchar los CD's del texto guía Leer libros en inglés Escuchar música Ver películas Buscar palabras desconocidas Aprender gramática</p>	<p>X es una manera de hacer Y</p>	<p>Estudiar inglés por cuenta propia</p>
<p>Mostrar voluntad Mostrar disciplina Mostrar interés Tener motivación Buscar los medios Tener relación con un docente o instituto</p>	<p>X es una manera de facilitar Y</p>	<p>El aprendizaje del inglés</p>
<p>Dibujar</p>	<p>X es un tipo de Y</p>	<p>Estrategia para aprender el inglés en el colegio o la</p>

<p>Hacer exposición oral Hacer traducción Cambiar los tiempos verbales en diferentes oraciones Estar en contacto con el profesor y los compañeros Usar el inglés en clase Ser autodidacta</p>		<p>universidad</p>
<p>La falta de práctica La falta de memoria a largo plazo La falta de motivación La falta de disciplina La falta de tiempo La falta de dinero No abrir el curso en el instituto La interferencia horaria Recarga académica El reglamento del instituto Clasificar mal a los estudiantes al inicio del curso Escoger mal al profesor de cada nivel</p>	<p>X es un tipo de Y</p>	<p>limitación para aprender inglés</p>
<p>Sentirse deprimido e incapaz Sentirse bombardeado por mucha información Sentir confusión total cuando el profesor habla Sentirse un completo idiota</p>	<p>X es un tipo de Y</p>	<p>Sentimiento negativo frente al aprendizaje del inglés.</p>

Jorge Ardila Duarte Vicente Azuero ITS Damazo Zapata	X es un tipo de Y	Colegio público donde se enseña el inglés
Ingeniería Metalúrgica Enfermería Licenciatura en Matemáticas	X es un tipo de Y	Carrera en la UIS
La escritura El habla	X es un tipo de Y	Fortaleza de los estudiantes de inglés
La lectura La escucha	X es un tipo de Y	Debilidad de los estudiantes de inglés
Aburrido Fatal Feo Profundo Conversacional Técnico Básico Didáctico Americano Británico Necesario	X es una característica de Y	Inglés
Ser buen hablador Estar globalizado Ser estándar Ser formal Ser psico-rígido Ser disciplinado Ser intenso Tener sentido de pertenencia con Latinoamérica	X es una característica de Y	Los estudiantes de inglés de Propuesta UIS.
Rápida	X es una característica de Y	La cultura inglesa

APPENDIX 2

HALLAZGOS INICIALES

Dominio Cultural : 8. X es una es una forma de referirse o describir la experiencia en P-UIS o Instituto de Lenguas

Trabajad@r de campo: Sofia Cristina Ardila S.

Factores: Evaluacion Instituto de Lenguas

	Diferencias	Similitudes
270	<p>Demasiada tarea extraclase</p> <p>Buenos recursos</p> <p>Mala atención por parte del personal (1)</p> <p>Profesores:</p> <p>Comprensivos, jóvenes y buenos</p> <p>Experiencia gratificante y agradable (1)</p>	<p>Los dos, en su mayoría, tienen actitudes positivas con respecto a la experiencia.</p> <ul style="list-style-type: none"> • Programa en gral <p>Los dos tambien coinciden en los comentarios negativos con respecto a la exigencia, ritmo, cobertura</p> <p>Pensaban que los cursos empezarian de cero.</p>
Remisos	<p>Clases:</p> <p>Poco dinamicas, desubicados y muchos exámenes (3)</p> <p>Buenas referencias del instituto</p>	<p>Calidad: profesores, infraestructura, facilidades de pago, compromiso y seriedad</p> <p>Profesores:</p> <p>Reciben buen acompañamiento, comprometidos con el aprendizaje del estudiante, bien capacitados, buena interaccion</p> <p>Negativos:</p>

		Clasificación: Placement Ignoran al estudiante que no tiene el nivel de exigencia, no son muy buenos Calificación positiva de la experiencia en el Instituto.
Las referencias al I de Lenguas son en su mayoría positivas por parte de los dos grupos, especialmente relacionadas al cuerpo docente y al programa en si. Las ref neg estan concentradas en la intensidad del programa y la dificultad para llevarlo al mismo tiempo que su programa de carrera.		

HALLAZGOS INICIALES

Dominio Cultural: 9. X es una razón para estudiar Inglés
Trabajad@r de campo: Leidy Johanna Villamizar Castrillón
Factor: Motivación

	Diferencias	Similitudes
270	<ul style="list-style-type: none"> - Necesitan el inglés para becas en otros países - Para realizar investigaciones y traducirlas por su propia cuenta. De esta forma podrían publicarlas. - Para poder expresar sus pensamientos - Para abrir sus propios negocios en lugar de ser contratados en 	<ul style="list-style-type: none"> - Acceso a información: Necesario para leer libros de la carrera - Graduación: Proyecto final y su traducción - Maestrías y especializaciones: Dentro y fuera del país - Investigación: En sus respectivas áreas

	otras empresas	profesionales
Remisos	<ul style="list-style-type: none"> - Necesitan el inglés para cumplir con el requisito del examen - Para visitar familiares en el exterior - Para vivir y defenderse en los EE.UU. - Para entrevistas en inglés con el fin de ser contratados por empresas en el exterior - Para ser más competitivos a nivel laboral 	<ul style="list-style-type: none"> - Desarrollo personal: Es necesario para posibles viajes al exterior - Comunicación: Romper barreras idiomáticas y conocer otras culturas - Mercado laboral: Acceso a buenos puestos de trabajo e interacción con clientes en inglés - Ingresos: Mejores salarios y condiciones de trabajo - Globalización: Trabajos en ONG o multinacionales
<p>Ambos grupos consideran el aprendizaje del inglés importante para su desarrollo personal hoy en día. Sin embargo, los remisos ven su utilidad más a corto plazo, debido al examen, los libros que se ven obligados a leer en su carrera y la graduación. Por el contrario, los cupo 270 se proyectan a largo plazo usando el idioma para acceder a becas, maestrías y presentar exámenes estandarizados como el TOEFL. A nivel laboral, los remisos aspiran a conseguir trabajos bien remunerados, en donde posiblemente les exijan el inglés para cerrar negocios con compañías extranjeras. En el caso de los cupo 270, prefieren proyectar sus profesiones a la creación de empresas propias que puedan exportar sus mercancías a países de habla inglesa.</p>		

APPENDIX 3

¿CÓMO HACER PREGUNTAS EN GRUPOS FOCALES?

- Normalmente la información obtenida por medio de grupos focales es cualitativa aunque también puede ser numérica. En este caso todos los participantes deben proveer la misma información.
- La información numérica puede ser obtenida antes, durante o después de la discusión del grupo focal.
- Los investigadores deben identificar áreas de exploración, preguntas principales y “probing” (opcional) por adelantado.
- Para una entrevista de 90 minutos entre 5 y 7 preguntas principales son suficientes. Estas preguntas deben ser siempre abiertas (open-ended).
- La discusión debe iniciarse con preguntas que apunten al problema principal de la investigación y después avanzar hacia los detalles de contexto y fondo.
- Debe haber un medio para estimular el dialogo, estos pueden ser, lluvia de ideas, listados libres, dibujos, collages etc.

¿CÓMO RECOLECTAR LA INFORMACIÓN PARA LOS GRUPOS FOCALES?

Si las grabaciones de las discusiones no son grabadas en forma completa, la información puede malinterpretarse, recordarse a medias o perderse. Por tal motivo, algunas técnicas para recolectar la información necesaria son las siguientes:

Notas de campo: Las cuales pueden ser tomadas por uno de los investigadores, mientras el otro se encarga de dirigir la discusión. El objetivo de esta método es el de recolectar la información lo más fielmente posible.

- Grabación de voz
- Video grabación

- Recolección de datos por escrito sobre algún tablero acrílico o papelógrafo: lo cual le permite a los investigadores capturar las ideas principales de la discusión, aclarar dudas y enumerar los conceptos más importantes mencionados por los participantes.
- Uso de computadores portátiles para transcribir la información recolectada sobre la marcha.

Sin embargo, se recomienda combinar varios métodos de recolección con el fin de evitar la mayor pérdida de información.

Preparación del lugar de encuentro:

1. Solicitar el sitio de encuentro con anticipación.
2. Verificar el correcto funcionamiento de las instalaciones eléctricas para la utilización de las grabadoras, computadores u otros medios de recolección.
3. Revisar la cantidad de casetes y baterías para las grabaciones
4. Examinar que las herramientas tecnológicas funcionen correctamente
5. Estar atento a la terminación de los casetes, mientras se graban las discusiones.

APPENDIX 4

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
GILAE
LISTADO DE SUJETOS
PRIMERA FASE: ENTREVISTAS NO ESTRUCTURADAS**

Nº	GRUPO	APELLIDOS	NOMBRES	T. CAMPO
001	Remiso	Ballesteros Martínez	Johana Patricia	Silvia Angarita / Lina Ramírez
002	270	Hortúa Suárez	Adriana Rocío	Diana García / Ingrid Duran / José Serrano
003	Remiso	Puello G.	José Luís	Sofía Ardila / Leidy Villamizar
004	Remiso	Duran Tarazona	Yuly Paola	Lynda Moreno / Nancy Meneses / Yehin Ariza
005	Remiso	Galindo C.	Lizeth M.	Silvia Angarita / Lina Ramírez
006	Remiso	Quiroz	Román Darío	Diana García / Ingrid Duran / José Serrano
007	270	Martínez R.	Adriana Marcela	Sofía Ardila / Leidy Villamizar
008	270	Gelvez B.	Harley Roberto	Sofía Ardila / Leidy Villamizar
009	Remiso	Sánchez Plata	Rafael	Sofía Ardila / Leidy Villamizar
010	270	Ruiz D.	Mario Fernando	Silvia Angarita / Lina Ramírez
011	Remiso	Villabona	Alejandra	Silvia Angarita / Lina Ramírez
012	Remiso	Torres Yépez	Norah Alexandra	Sofía Ardila / Leidy Villamizar
013	270	Beltrán	Yilson Javier	Diana García / Ingrid Duran / José Serrano
014	270	Estupiñán Cárdenas	Maria Isabel	Silvia Angarita / Lina Ramírez
015	270	Maldonado Orduz	Edgar Fernando	Diana García / Ingrid Duran / José Serrano
016	Remiso	Zambrano Barrera	Sayda	Diana García / Ingrid Duran / José Serrano
017	Remiso	López Amado	Luzby	Lynda Moreno / Nancy

			Stiwenson	Meneses / Yehin Ariza
018	270	Vargas Acevedo	Nelson	Lynda Moreno / Nancy Meneses / Yehin Ariza
019	270	Beltrán	Yilson I.	Lynda Moreno / Nancy Meneses / Yehin Ariza
020	270	Cárdenas Medina	Manuel Alejandro	Lynda Moreno / Nancy Meneses / Yehin Ariza

Nota:

En la primera fase de la recolección de datos se llevaron a cabo 20 entrevistas no estructuradas, de las cuales 10 corresponden al grupo Remiso y 10 al grupo 270. Sin embargo, encontramos una inconsistencia en las entrevistas 013 y 019 que al parecer corresponden al mismo sujeto entrevistado en 2 ocasiones por diferentes trabajadores de campo.

De las 20 entrevistas realizadas, las 5 listadas a continuación carecen de Documento de Consentimiento sin justificación alguna ya que al pertenecer a la primera fase todas las entrevistas deben incluir este documento.

011 Remiso Villabona Alejandra Silvia Angarita / Lina Ramírez

019 270 Beltrán Yilson I. Lynda Moreno / Nancy Meneses / Yehin Ariza

020 270 Cárdenas Medina Manuel Alejandro Lynda Moreno / Nancy Meneses / Yehin Ariza

017 Remiso López Amado Luzby Stiwenson Lynda Moreno / Nancy Meneses / Yehin Ariza

018 270 Vargas Acevedo Nelson Lynda Moreno / Nancy Meneses / Yehin Ariza

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
GILAE
LISTADO DE SUJETOS
SEGUNDA FASE: ENTREVISTAS SEMI-ESTRUCTURADAS**

Nº	GRUPO	APELLIDOS	NOMBRES	T. CAMPO
021	Remiso	Romero Orduz	Yery Milena	Sofía Ardila / Leidy Villamizar
022	270	Martínez	Diana Milena	Sofía Ardila / Leidy Villamizar
023	270	Maldonado	Edgar	Sofía Ardila / Leidy Villamizar

			Fernando	
024	Remiso	Bello Forero	Ana Milena	Sofía Ardila / Leidy Villamizar
025	Remiso	Sánchez Plata	Rafael	Sofía Ardila / Leidy Villamizar
026	Remiso	Blanco Pallares	Carolina	Sofía Ardila / Leidy Villamizar
027	Remiso	Vargas M.	Paola Andrea	Sofía Ardila / Leidy Villamizar
028	Remiso	Torres R.	Angela	Sofía Ardila / Leidy Villamizar
029	Remiso	Arias Quijano	Judith	Sofía Ardila / Leidy Villamizar
030	270	Zambrano B.	Sayda	Sofía Ardila / Leidy Villamizar
031	270	Medina G.	Paola Andrea	Sofía Ardila / Leidy Villamizar
032	Remiso	Gómez Camargo	Fausto Ramón	Sofía Ardila / Leidy Villamizar
033	270	Hincapié Zarate	Ivonne Paola	Sofía Ardila / Leidy Villamizar
034	270	Acero Caballero	Edith	Sofía Ardila / Leidy Villamizar
035	Remiso	Florez V.	Nelson Fabian	Silvia Angarita / Lina Ramírez
036	Remiso	Ayala Blanco	Laura Margarita	Silvia Angarita / Lina Ramírez
037	270	Martinez	Madeline	Silvia Angarita / Lina Ramírez
038	270	Hortúa Suarez	Adriana Rocío	Silvia Angarita / Lina Ramírez
039	270	Rios S.	Julio Rodolfo	Silvia Angarita / Lina Ramírez
040	Remiso	Valero	Leydy Astrith	Silvia Angarita / Lina Ramírez
041	Remiso	Navas	Camilo	Silvia Angarita / Lina Ramírez
042	270		Wilson Andrés	Silvia Angarita / Lina Ramírez
043	Remiso	Gelvez	Hernán	Silvia Angarita / Lina Ramírez
044	Remiso		Adriana	Silvia Angarita / Lina Ramírez
045	270	Gelvez	Harley	Silvia Angarita / Lina Ramírez
046	270	Rivero	Raúl	Silvia Angarita / Lina Ramírez
047	Remiso	Mogollón Parada	Erika Jazmín	Silvia Angarita / Lina Ramírez

048	Remiso	Nantes Bermúdez	Carlos Jesús	Silvia Angarita / Lina Ramírez
049	Remiso	Rojas Sepúlveda	Sandra Patricia	Diana García / Ingrid Duran / José Serrano
050	270	Parra	Gustavo Andrés	Diana García / Ingrid Duran / José Serrano
051	Remiso	Zanguña D.	Brígida B.	Diana García / Ingrid Duran / José Serrano
052	Remiso	Ochoa	Cesar Augusto	Diana García / Ingrid Duran / José Serrano
053	270	Serrano	Edinson Raúl	Diana García / Ingrid Duran / José Serrano
054	Remiso	Niz Velásquez	Leidy Dayana	Diana García / Ingrid Duran / José Serrano
055	Remiso	Peña O.	Indira Y.	Diana García / Ingrid Duran / José Serrano
056	270	Murillo Delgado	Vladimir O.	Lynda Moreno / Nancy Meneses / Yehin Ariza
057	270	Granados	Juan Camilo	Lynda Moreno / Nancy Meneses / Yehin Ariza
058	270	Mesa Roa	Néstor David	Diana García / Ingrid Duran / José Serrano
059	270	Pisciotti Abello	Mitchel Stevenson	Diana García / Ingrid Duran / José Serrano
060	Remiso	Martínez G.	Lina Maria	Diana García / Ingrid Duran / José Serrano
061	Remiso	Quintero Tarazona	Jhon Jairo	Diana García / Ingrid Duran / José Serrano
062	270	Mena Gálvis	Camilo Andrés	Diana García / Ingrid Duran / José Serrano
063	Remiso	Chaustre	Diego José	Diana García / Ingrid Duran / José Serrano
064	Remiso	Cáceres	Sergio	Diana García / Ingrid Duran / José Serrano
065	Remiso	Ariza Acosta	Liliana	Diana García / Ingrid Duran / José Serrano
066	270	Valdivieso	Astrid Carolina	Diana García / Ingrid Duran / José Serrano
067	Remiso	Villamil	Angela	Diana García / Ingrid Duran / José Serrano
068	270	Mateus	Miguel Gerardo	Lynda Moreno / Nancy Meneses / Yehin Ariza

069	Remiso	Terán	Gloria Amparo	Lynda Moreno / Nancy Meneses / Yehin Ariza
070	Remiso	Aldana	Derly Viviana	Lynda Moreno / Nancy Meneses / Yehin Ariza
071	Remiso	Camacho García	Moredy	Lynda Moreno / Nancy Meneses / Yehin Ariza
072	Remiso	Duran Tarazona	Yuly Paola	Lynda Moreno / Nancy Meneses / Yehin Ariza
073	270	Sáenz Lesmes	Astrid Marcela	Lynda Moreno / Nancy Meneses / Yehin Ariza
074	270	Granados	Luís Fernando	Lynda Moreno / Nancy Meneses / Yehin Ariza
075	270	Bayona Vergara	Oscar	Lynda Moreno / Nancy Meneses / Yehin Ariza
076	270	Gómez	Laura Andrea	Lynda Moreno / Nancy Meneses / Yehin Ariza
077	Remiso	Gil	Johana	Lynda Moreno / Nancy Meneses / Yehin Ariza
078	Remiso	Ballesteros	Johana	Lynda Moreno / Nancy Meneses / Yehin Ariza

Nota:

En la segunda fase de la recolección de datos se llevaron a cabo 58 entrevistas semi-estructuradas, de las cuales 33 corresponden al grupo Remiso y 25 al grupo 270. Las entrevistas 042 y 044 no incluyen los apellidos de los entrevistados.

A un gran número de entrevistas no les fue adjuntado el informed consent. Falta confirmar si estas coinciden con sujetos entrevistados tanto en la primera como en la segunda fase. De las 58 entrevistas realizadas, las 26 listadas a continuación carecen de Documento de Consentimiento. 5 de estas corresponden a sujetos entrevistados en fase 1 y fase 2 y por consiguiente, no era necesario anexar el documento en la segunda fase. Las 21 restantes carecen de este documento sin justificación alguna.