

**ATTITUDES OF A SAMPLE OF UIS STUDENTS TOWARDS A  
UNIVERSITY-WIDE ENGLISH PROGRAM**

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BUCARAMANGA  
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**A Descriptive Research  
Research Project to Hold a BA in Teaching English as a Foreign  
Language, EFL**

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## CONTENT

	<b>Page</b>
GLOSSARY	6
SUMMARY	8
RESUMEN	10
1. STATEMENT OF THE PROBLEM	12
2. JUSTIFICATION	13
3. GOAL OF THE PROJECT	14
3.1. OBJECTIVES OF THE PROJECT	14
4. LITERATURE REVIEW	15
5. DESIGN AND METHODOLOGY	20
6. IMPLEMENTATION	21
6.1. FIRST PHASE – INFORMAL INTERVIEWS	21
6.2. SECOND PHASE – QUESTIONNAIRE	24
7. DATA ANALYSIS	26

7.1. FIRST DOMAIN: MOTIVATION TOWARDS THE TARGET LANGUAGE	26
7.2. SECOND DOMAIN: TIME MANAGEMENT	31
7.3. THIRD DOMAIN: MOTIVATION TOWARDS UIS EFL COURSE	33
7.4. FOURTH DOMAIN: PERSONAL BACKGROUND	37
8. LIMITATIONS	41
9. CONCLUSIONS	43
10. REFERENCES	48
11. APPENDIXES	50

## GLOSSARY

**Bienestar Universitario:** It is a healthcare service provided by the University to any student who needs it, simply by paying a 10% fee of their tuition per semester.

**Comedores:** It is a nurturing service for those UIS regular students whose GPA is 3.7 or higher and who are in need of food support. For just a small fee, students can be given either one or all the three daily meals.

**Domain:** Each of the main factors within the frame of motivation in this research. It keeps a unique type of relationship with some sub-factors exerting influence on it (semantic relationship).

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

**English I (Inglés I) and English II (Inglés II):** The name of the two subjects currently offered by the university to the students. They together form the program Propuesta UIS.

**GPA (Grade Point Average):** The GPA is an average that represents the student's academic life at University. It is worked out by multiplying the final grades that the learner obtains in the subjects, by the number of credits of each of those subjects. Then, all the products are added up to be divided by the total amount of credits taken throughout the study program.

**Motivation:** An internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. It includes also the arousal, direction, and persistence of behavior.

**Propuesta UIS:** It is the English program offered by the University to the students. The purpose of this program is to start students up in developing

communicative competence in English. Students who finish these two basic courses are given the opportunity to continue studying to reach a B2 level (CEF)

**Regular Students:** A regular student is that whose academic registration is equal or superior to 22 credits.

**Residencias UIS:** It is a housing service provided by the university to those regular students with low economic income and lodging problems whose families live in a different hometown.

**Semantic Relationship:** Type of relationship that a Domain keeps with the sub-factors branched out from it.

**Target language:** It is the language that a student is in process of learning. For the purposes of this study, we use this term referring to English.

**UIS:** Acronym that stands for “Universidad Industrial de Santander”. Its main campus is located in the city of Bucaramanga, Santander and it has some other campuses around the department. This Colombian university was created in 1948.

**UIS Languages Institute levels:** Each one of the 40-hour-English courses offered by the Languages Institute of Universidad Industrial de Santander.

**Vocational English:** After completion of the compulsory courses at UIS, students have the benefit of continuing with their studies of English as a Foreign Language without any cost. Students can go on until they have finished level 8, or Intermediate 2, according to the UIS Languages Institute classification.

## SUMMARY

### TITLE:

ATTITUDES OF A SAMPLE OF UIS STUDENTS TOWARDS A UNIVERSITY-WIDE ENGLISH PROGRAM.\*

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### KEY WORDS:

Propuesta UIS, Compulsory English, Vocational English, Target Language, Motivation, Attitudes, Needs, Time Management.

### DESCRIPTION:

Since enrollment of students in compulsory English as a requirement for graduation is low, this project was carried out to show motivated learners as a model to follow by those still reluctant to study and to find out what moves or discourages learners at UIS to study English.

Seven key informants and 17 students were used as the population, all belonging to the Vocational English program. From them, information was elicited about their motivation towards the Target Language, towards the English courses at UIS, their extracurricular activities, the frequency of implementation of time management strategies, and some of their personal and academic background before enrolling at university.

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\* Research Project

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Students showed great motivation to study English to secure a better academic performance, to get a better job in the future, and to meet a cognitive goal already settled. Also, they responded positively to the communicative use of the language at UIS Languages Institute, its academic exigency, and the quality of teachers and teaching methods. Lack of planning by the learners was found, as well as poor diffusion of scholarships, exchange programs and practicum abroad to UIS students, and the importance to learn English as the tool to be granted one of these. "Aim High, Learn English" was implemented as a way to promote the usefulness of English in the real world, and the importance to let students know what there is for them. A further study at the Faculty of Health Sciences was suggested to analyze them more in depth.

## RESUMEN

### TITULO:

ACTITUDES DE UNA MUESTRA DE ESTUDIANTES UIS HACIA EL PROGRAMA DE FORMACIÓN DE INGLÉS\*

### AUTORES:

OSCAR MAURICIO GÓMEZ DELGADO \*\*  
WILMAR DARÍO MACÍAS ROMERO

### PALABRAS CLAVES:

Propuesta UIS, Cursos Obligatorios de Inglés, Cupos UIS, Idioma Objetivo, Motivación, Actitudes, Necesidades, Manejo del Tiempo.

### DESCRIPCIÓN:

Tomando en cuenta el bajo número de matriculas de los estudiantes en los cursos obligatorios de ingles, este proyecto fue llevado a cabo para mostrar a aquellos estudiantes motivados como un modelo a seguir para aquellos que aún se muestran reacios a tomar el curso y con el objeto de encontrar lo que motiva o desanima a los aprendices a estudiar inglés en la UIS.

Siete informantes claves y diecisiete estudiantes más fueron tomados como población, todos pertenecientes al programa de Cupos UIS. De ellos se obtuvo información acerca de su motivación hacia el Idioma Objetivo, los cursos de la UIS, actividades extracurriculares, la frecuencia en la que implementan estrategias de manejo del tiempo e información personal y de su perfil estudiantil antes de entrar a la universidad.

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\* Trabajo de Grado.

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Los estudiantes mostraron gran motivación a estudiar inglés para asegurar un mejor desempeño académico, obtener un mejor empleo en el futuro y para alcanzar sus metas cognitivas. También, respondieron positivamente al uso comunicativo del lenguaje que se da en el Instituto del Lenguas UIS, su exigencia académica, la calidad de los profesores y su método de enseñanza. Se encontró una falta de planeación por parte de los estudiantes; una escasa difusión de las becas, programas de intercambio y prácticas en el exterior que los benefician y la importancia de aprender inglés como herramienta para obtener alguno de estos beneficios. La campaña "Aim High, Learn English" fue implementada como una manera de promover la utilidad del inglés en el mundo real y hacer saber al estudiante que el idioma está ahí para él. Se sugirió un estudio a futuro para la Facultad de Salud con el fin de analizar los estudiantes de dicha facultad más a fondo.

## **1. STATEMENT OF THE PROBLEM**

For six years now, the University (UIS) has been promoting the development of English proficiency among graduate and undergraduate students. At different moments, free and compulsory courses have been offered but only a very small percentage of students have been persistent enough to profit from them. This study attempts to describe a sample of the students presently profiting from these opportunities to learn English offered by the University in order to establish what moves them to reach higher levels of language competence. Such understanding is helpful in sketching out a series of factors determining the students' permanence or desertion from the compulsory English program at UIS (Propuesta UIS).

In carrying out the research, one population would be studied: those students who have already fulfilled with the requirement for their graduation and have decided to keep on learning English with the university through the benefit of Vocational English for UIS students. The subjects of this research will be asked to respond to a questionnaire and some of them will answer informal interviews aimed at establishing how they feel about attending English classes at University, what difficulties they have to face in the process, and how much effort and time they devote to the study of English at University.

## 2. JUSTIFICATION

During 6 years, Universidad Industrial de Santander, *UIS*, has made different attempts to promote the development of competences in the use of English among its students, but the results have not satisfied the University's expectations; students commitment and the program outcomes have not been satisfactory and everyone agrees the reasons for that need to be established in order to take care of the factors which might have precluded the achievement of goals believed to be determinant of our country's future. The offering of an English program for all university students is a very costly enterprise and we need to ensure the best possible results.

The language program, as it is presently organized, offers UIS students a set of 160 hours of instruction in English as a foreign language which they take as English I and English II in two consecutive semesters. The students are then given the opportunity to take 120 more optional additional hours of instruction. To be awarded these additional courses, they need to show they have successfully completed the obligatory courses. Very few students were taking this opportunity. It is important to characterize these students who take these steps forward in the direction of achieving a set of communicative competences that most students say are important when they are asked about them.

Based on the previous overview of what the situation of EFL as a subject is, we consider it useful to find out the drive or drives which are motivating those students who have taken advantage of the benefit to be able to carry on with their development of EFL. Doing so, we may be able to sketch out a set of factors exerting some influence on the students' academic development, motivating them to do their best, to help foster English as a vocational subject, not just compulsory, at UIS.

Having collected these data and having come up with the factors encouraging or discouraging the students to learn the English language, we would give a basis for the University to eventually reevaluate its programs, or do a better campaign to publicize the classes and improve their status in order for students to get the best of what the courses can offer.

### **3. GOAL OF THE PROJECT**

Our goal is to reach conclusions that may allow us to contribute with the University to improve Propuesta UIS.

#### **3.1. OBJECTIVES OF THE PROJECT**

- To describe a random sample of UIS students with regards to their attitudes and level of commitment towards learning English at UIS.
- To find out what moves or discourages some UIS students to learn English.

#### 4. LITERATURE REVIEW

As we gain more insight into the teaching/learning process, the role of the learner achieves major relevance in the outcomes of such processes. With such consideration in mind, this study will need to look not only into factors related to the learning environment, but most important of all, into those pertaining to the learners. Among those student-related factors, maybe the most important of all is the motivation to learn the subject. Motivation plays an important role in the students' performance inside and outside the classroom and therefore in the kind of progress made in learning. Researchers are now interested in what factors affect the learning process.

Motivation is a term used very much lately in research. In this work we will use the term *motivation* considering it as "an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction" (Kleinginna and Kleinginna, 1981a). Franken (1994) expands the definition of motivation saying that it also includes the arousal, direction, and persistence of behavior. From the psychological point of view, Dai (2004) says motivation is a simple amount of caring about a task; once the individuals care about a task they will show the intellectual performance of which they are capable. In this view, motivation is a quantity that people have in varying degrees, and the more they have of it, the better the intellectual performance will reflect their cognitive abilities. Similarly, Nikolic (2000) argues that the role of motivation in either learning or teaching cannot be overestimated. In *Teaching by Principles*, Brown (2000) presents a comprehensive overview of research in this area and offers a definition of motivation as "the extent to which you make choices about a) goals to pursue and b) the effort you will devote to that pursuit" (p. 32).

It seems logical to see motivation as a spectrum of complex, varied, and individualized factors. Generally, however, we might describe a motivated student as one who is:

- Willing to engage in all learning tasks;
- Interested in all aspects of the subject matter;
- Eager to cooperate with the teacher and classmates;
- Ready to invest energy in the assigned tasks;
- Willing to pursue independent learning outside of class;

- Able to stay on task;
  - Willing to encourage classmates to work conscientiously;
  - Ready to provide suggestions on how the program could be improved;
  - Able to ask relevant questions about the content being taught.
- (Nikolic, 2000)

Motivation may have *intrinsic* or *extrinsic* roots. Harmer (1988) differentiates them saying that the first stems out of factors outside the classroom, while the latter stems out of factors within the classroom.

Extrinsic motivation factors are such as the attraction that the students feel to the target language or the target community, or their belief that by mastering the target language, it will help when getting a better job or position. Besides, other factors include the influence that those around the learners may exert on them, their previous failure or success in learning the language, or the teacher's appropriate and respectful treatment of the class, even though the teacher is an element of the classroom.

Intrinsic motivation is claimed to be the most powerful drive in the success or failure when learning the target language (Harmer, 1988). Since Intrinsic motivation is regarded as concerning with what takes place in the classroom, Harmer considers factors affecting it under the headings of *physical conditions, method, the teacher and success*.

- The physical conditions are concerned with the environment in which the classes are developed. For example, a classroom which is badly tidied or overcrowded can be really de-motivating. Other elements as the blackboard, the classroom light, etc. also play a vital importance when a language is being learned.
- The method by which the students are taught must also have some effect on their motivation, despite the fact that there is not any research which shows success of one method over another. If the students find the method deadly boring they will probably become de-motivated, whereas if they have confidence in it, and find it interesting, the method will be motivating for them. The method could be motivating and de-motivating for the learners depending on their expectations, since some learners find it more useful to learn grammar, while others feel it about conversation, or so.

- The teacher is not the main source of motivation, but it is true that two teachers using the same method can have vastly different results. Research carried out by Girard (1970) suggested that the teacher:

- Has to make his classes interesting.
- Must be fair, treat his students equally and as far as possible understand and act on the worries and aspirations of his pupils.
- Must offer a good model as the target language user.
- Must be a good technician: his students should understand what is wanted from them, be able to pronounce correctly, and be stimulated into activity in the target language.

- Success also plays a vital part in the motivational drive of a learner. Both complete failure and complete success are de-motivating. It is the teacher's job, however, on one hand, to set tasks which he or she realistically expects his or her students to be able to achieve since a too demanding task will lead the student to fail and, therefore, feel unmotivated. On the other hand, a task which is not challenging enough makes the students lose their motivation since they can achieve it without any difficulty.

The success of the learning process is also determined by the environment where it takes place and the learner's background. When a student has all basic needs secured, it is easier for him/her to do his/her best and to get the best results in the learning process. Maslow (1987) identifies a hierarchy of 5 basic needs which are, in strict order: physiological needs, safety needs, affiliate needs, esteem needs, and self-actualization needs; they go from the basic (basic needs), through the others, to the reach of happiness (self-actualization needs). Without these needs fulfilled, motivation is scarcely or hardly found. The physiological needs make reference to the basic requirements of the body, as food, water, and a minimum amount of comfort for the body such as clothes. Safety needs refer to the sense of security, which means to be out of any possibility of physical harm or danger of death. Affiliate needs refer to the necessity that everyone has of being accepted by others and of belonging to a group. Esteem needs refer to the importance of being competent, having recognition and getting approval in order to achieve the goals set. And finally, cognitive needs are the necessity to explore and go beyond in knowledge. All the needs mentioned above are minimum requirements for a

motivated student. Due to the particular social and economic situation of students in public universities in Colombia, some of them may have problems to fulfill these basic needs, which could be the cause of difficulties in performance.

The Motivational Systems Theory, MST (Ford 1992, 1995) is also worth considering. MST defines motivation as goals, emotions and personal agency beliefs (the beliefs about one's abilities and goals within an environment) and proposes 24 human goals, based on psychological and biological science. According to MST there are 24 categories of needs or goals that people try to achieve. Also for this theory, the scale of needs is not hierarchical, which gives room to fulfill more than one need at a time. In fact, it states that the more motivating an activity is, the higher the number of goals fulfilled at the same time is.

In MST, goals or needs are classified into two main categories: Desired Within-person Consequences, and Desired Person-environment Consequences. Desired within-person consequences are divided into Affective Goals – which include entertainment, tranquility, happiness, bodily sensations, and physical well-being –, Cognitive goals – which include exploration, understanding, intellectual creativity, and positive self-evaluation –, and Subjective Organizational goals – which include Unity and transcendence – .

Desired Person-environment Consequences include Self-assertive Relationship Goals – divided into individuality, self-determination, superiority, and resource Acquisition –; Integrative Social Relationship Goals – which include belongingness, social responsibility, equity, and resource provision –; and finally Task Goals – which are divided into mastery, creativity, management, material gain, and safety –.

There is a straight relationship between the social context and the learning process, because the social environment develops motivation in the learner. Carroll (1962) states that the critical factors for language learning are: aptitude, opportunity or method, and motivation; this last one particularly conditions the amount of time devoted by the learner to the task of language learning. Carroll presents a set of conditions which directly affect the learning process. Exposure condition: the more time you spend on learning any aspect of the second language, the more you will learn; Motivation condition: The more motivation a learner has, the more time he or she will spend on learning an aspect of the second language. It implies

that the level of motivation directly affects the time devoted to studying English, which in one or another way resembles in a constant interest to look for spaces or opportunities to rehearse and increase the learner's knowledge of the language.

To summarize, the motivational level can be affected by several factors, where one of them is also the social background. Taking into account the student's socioeconomic situation at a public university, and the environment that surrounds them, their situation can modify their needs in several ways, somehow putting English away as a subject, or, on the other hand, it can modify their ideas about the subject and make English particularly relevant and important for their lives.

## **5. DESIGN AND METHODOLOGY**

This research is a descriptive study; we selected the students who are enrolled in the English courses as beneficiary of UIS Vocational English to study after having completed their requirement. While there is enough room for 270 students whose academic performance in English is good, Initially, we miscalculated the number of subjects due to the copious number of UIS students with which ILUIS deals. In certain moment of the research this became a major concern for us due to the apparent reduction in population. See the limitations section for a more detailed description.

We aim at finding the reasons why some students carried on with their studies of English after completion of the compulsory courses. For that purpose, from our research population we selected 7 key informants who were interviewed in terms of motivation towards the language, their opinion of the program in which they are enrolled, and time management. The interviews were informal and unstructured, and their components can be seen in Appendix 1 of this paper. With the results of these interviews we elaborated and implemented the subsequent step of data collection for this research.

The next data collection method was a questionnaire applied to the research population. It inquired very much about the same topics as the interviews, in a deeper way, and included factors not taken into account previously. Finally, we worked out the statistics with the results of the questionnaires.

## 6. IMPLEMENTATION

This research is composed of two phases, whose data, results, or development can be seen below.

### 6.1. FIRST PHASE – INFORMAL INTERVIEWS

Out of our research population we selected seven students to be interviewed informally in terms of motivation towards the language, their opinions of the course, and time management. The interviews were carried out in two sessions. In the first, four key informants were interviewed, and in the second, three. The students were presented with the objective of the interviews as well as with the objectives of this research. After having done this, all of them agreed to be interviewed voluntarily and for the purposes previously explained. The questions of the interview can be seen in Appendix 1 of this paper; also, these were done in Spanish.

The interviews were about 10 minutes long and the interviewers took notes of what the seven key informants said responding to the three questions, and to the probes applied to elicit more and deeper information. We observed that all of them were eager to cooperate with us in order to somehow help the university improve the programs of EFL for UIS students.

The interviewers asked three questions: the first was *“As it is known, there are a lot of students who are not taking advantage of UIS vocational English as offered by the University. In view of this, why did you decide to continue with your learning of English at UIS after having finished with your requirement for graduation?”* From this, several answers were gathered, out of which we found some that were frequent. *“English is a necessity”, “I like the language”,* and *“I want to be able to use English socially”* were common answers as well as *“English gives me a world-wide perspective, as well as an added value to the labor world.”*

Subsequently, we went on to ask the second question: *“What’s your opinion about the English program in which you are currently enrolled through the UIS Languages Institute?”* From the answers to this question, we could observe that not only positive aspects, but also negative ones were found

here. *“I can start from elementary levels, which is good”, “the teachers focus mainly on listening and speaking, and I like it”, and “the course is challenging enough, and it makes me learn”* appeared within the positive perceptions of students. In the not-so-positive perceptions appeared expressions like *“the recorded materials are of a really bad-quality”, “the course is constantly modified, and one doesn’t know for sure what to expect”, “the course is quite expensive for UIS students, which makes it difficult to afford”, and “it’s bad that we can’t have classes in holidays time.”*

Finally, the third question was asked and it aimed at finding out the academic program to which the students belonged as well as their extra-curricular activities and their time-management strategies. The question was: *“What do you study at UIS, and how do you organize your time and your extra activities?”* - The study programs were very varied and at the same time students manifested a very developed sense of responsibility regarding time management. Different answers were given, such as: *“I’m an Industrial engineer and although I was taking many subjects, I devoted the time to study at least one hour after class, everyday”; “I study engineering in petroleum exploration, I believe everyone can do lots of things as long as the time is well organized; in my case, I play volleyball, basketball, and softball, and I still have time for everything”, “it’s wrong to think that less academic responsibilities are synonym of more time to do other activities, because in the end, that time is wasted”; and “when you really like something, you find the time to devote to it.”*

After collecting notes of the key informants’ answers, we worked out six domains from which several factors were branched out. The original data were in Spanish as well as the original notes. Each of the following domains maintains a semantic relationship with the factors stated below them. The domains and the factors are:

**Domain:**

Motivation to learn the target language

**Semantic Relationship:**

Is a consequence of / Is related to:

- Desire for learning
- Attraction to English language
- Capacity to use English socially

- Possession of a Certificate of Achievement
- Usefulness for an optimal academic performance
- Better academic future and/or Student exchange programs
- Added value in the labor world
- A world-wide perspective of the labor field
- A better personal and professional status

**Domain:**

Motivation towards UIS English program I

**Semantic Relationship:**

Is a consequence of / is related to:

- Possibility to start from elementary levels
- Good quality of the printed materials
- Big amount of vocabulary in class
- A challenging enough program
- A teacher focused on speaking and listening
- A different, not so strict method
- Good schedule of the lessons

**Domain:**

Motivation towards UIS English program II

**Semantic Relationship:**

Is affected by:

- Too big classes
- Bad quality of recorded materials
- Too many grammar and written exercises
- Too many paperwork to register
- Lack of classes in vacations
- Too often modifications of the program
- Too little promotion of the program
- High money cost for UIS students

**Domain:**

Time management I

**Semantic Relationship:**

Is benefited by:

- Time management strategies
- A positive attitude
- An organized schedule
- Organized priorities

**Domain:**

Time management II

**Semantic Relationship:**

Is affected by:

- Schedule for university
- Sport activities
- Family
- Friends
- Parties and leisure activities

## **6.2. SECOND PHASE – QUESTIONNAIRE**

The questionnaire to be applied to the whole research population was built up taking into consideration the results of the first phase of this research: the informal interview. However, other factors such as economic and academic background were also considered as part of the Students' world and which somehow exert influence on their performance at University and in their English classes. With both the interviews and the questionnaire, we wanted to be capable of describing who the UIS Students enrolled in Vocational English are, and what specific features or problems they have to face.

Aspects of motivation towards the language itself, to the English course at UIS, and time management are fundamental parts of this data collection instrument. The first draft of this questionnaire was released and the necessary revisions were done to minimize any possible errors. Besides, this instrument was piloted on five students who are currently enrolled in the English courses after completion of their requirement, to make it more understandable and friendly to the respondents. Its final version to be

administered to our whole research population can be seen in Appendix 2 of this paper.

## 7. DATA ANALYSIS

The data taken into account to reach the conclusions in this study were collected from 16 students both enrolled in the Vocational English program, and willing to enroll in it. The data describe the particular situation of those Students, but we can have a more general picture of those motivated pupils when analyzing the data provided by the few ones who actually participated in this study. Let us go deeper, portraying the students we analyzed.

As we stated in the results of our first phase in implementation – informal interviewing students – we came up with three main domains from which we branched out several factors. It is based on these three domains, and one extra field related to the Student’s personal background, that we organized the data from the questionnaires and the interviews as well to be analyzed.

### 7.1. FIRST DOMAIN: MOTIVATION TOWARDS THE TARGET LANGUAGE

The results of the questionnaires showed very similar outcomes to those of the informal interviews. Three factors from this domain are all in the first place, being considered by students as the most important reasons to study English. **Desire for learning** (personal satisfaction), **the language’s usefulness for a better academic performance** (Performing better in the academy), and **having a better professional profile** are what moves 88.2% of students to study English. (See Tables 1, 2, and 3 below)

**Personal Satisfaction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	15	88,2	88,2	88,2
Somehow important	1	5,9	5,9	94,1
Not important at all	1	5,9	5,9	100,0
Total	17	100,0	100,0	

*Table 1. Personal Satisfaction of UIS students as a motive to learn English.*

### **Performing better in the academy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	88,2	88,2	88,2
	Somehow important	1	5,9	5,9	94,1
	Not important at all	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

*Table 2. Better academic performance at UIS as a motive to learn English.*

**Having a more complete professional profile**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	88,2	88,2	88,2
	Somehow important	1	5,9	5,9	94,1
	Not important at all	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

*Table 3. Having a more complete professional profile as a motive to learn English at UIS.*

In a not less important position we can find that Students are interested in securing a better academic future, such as applying for a Master's degree or participating in Students' exchange programs, as 76.5% of the population considers it one of their priorities, and an additional 17.6% assigns to this certain degree of importance, too. Only one student manifested a lack of motivation to study English for better academic opportunities. (See table 4 below)

**Securing a better academic future**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	13	76,5	76,5	76,5
	Somehow important	3	17,6	17,6	94,1
	Not important at all	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

*Table 4. Securing better academic opportunities in the future as a motive to learn English at UIS.*

**Attraction to the Target Language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	58,8	58,8	58,8
	Somehow important	7	41,2	41,2	100,0
	Total	17	100,0	100,0	

*Table 5. Attraction to the TL as a motive to study English at UIS.*

When the students were asked why they had decided to do more than they were required regarding their studies of English, they also gave a reason which, even if it's not the most important, does exert influence on their decision. Students' attraction to the Target Language matters, concluding with 58.8% who indeed like the language, while the other 41.2% see it as important but not very attractive in linguistic terms. (See table 5 above) Also, the students' desire for a written certificate of achievement plays, at least in theory, an important role mainly due to the significance of having a document certifying what you know over your knowledge itself. (Table 6 below) Fortunately for many, the fact that UIS issues those certificates of achievement makes them feel supported by a reliable and prestigious institution.

#### Getting a certificate of achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	58,8	58,8	58,8
	Somehow important	7	41,2	41,2	100,0
	Total	17	100,0	100,0	

*Table 6. Getting a certificate of English proficiency as a motive to study English at UIS.*

#### Having a global vision of the world market

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	58,8	58,8	58,8
	Somehow important	6	35,3	35,3	94,1
	Not important at all	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

*Table 7. A wider, global vision of the world market as a motive to study English at UIS.*

Let us have a look at the students' interest for a global vision of the world market (Table 7 above). Our population was composed in 82.3% of engineering students, and it is based on them that we did the following

analysis: sixty-four point three percent (64.3%) of students belonging to engineering schools consider this aspect very important. The remaining amount of engineering students considers this aspect as somehow important. In conclusion, for this group of students having a global vision of the world market does play an important role, even though for some learners it is not a priority. The two subjects of the Faculty of Human Sciences (Ciencias Humanas) have totally opposite opinions, one considering the variable described here as very important, while the other regards it as simply useless. Similarly, this aspect is not significantly important for the only subject of Faculty of Health (Facultad de Salud) analyzed in this study.

The status and the image of the self that someone projects is a significant factor for subjects when learning English, for 52.9% of them expressed that such self-image is very important and 41.2% regard it as important to some extent. This makes 94.1% of the total population who considers their self-image enhanced by their learning English. Just one subject who represents 5.9% considers English not important at all to have a better personal status. (See table 8 below)

**Having a better personal status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	9	52,9	52,9	52,9
Somehow important	7	41,2	41,2	94,1
Not important at all	1	5,9	5,9	100,0
Total	17	100,0	100,0	

*Table 8. Getting better self-image as a drive to learn English at UIS.*

Traveling is easy these days, and everyday more and more people leave the country looking for a different life standard. This has led to opening the possibility for many people to be hosted by their families or friends in an English-speaking country. However, the importance that UIS Students give to this factor is not that big. For 37.3% of students, it is very important to learn English perhaps to arrive at a relative or friend's house abroad. For another 41.2%, it is somehow important, while for the remaining 23.5%, it is not something about what to care. This contrasts with the importance that students give to the possibility of applying for a scholarship; we can say that UIS students are more interested in using English for their professional development than just for pleasure or tourism. (Table 9 below)

**Being hosted by friends or relatives in an English-speaking country**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	35,3	35,3	35,3
	Somehow important	7	41,2	41,2	76,5
	Not important at all	4	23,5	23,5	100,0
	Total	17	100,0	100,0	

*Table 9. Traveling abroad to be hosted by friends or relatives as a motive to learn English at UIS.*

**Following the model of professional development of relatives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	35,3	35,3	35,3
	Somehow important	2	11,8	11,8	47,1
	Not important at all	9	52,9	52,9	100,0
	Total	17	100,0	100,0	

*Table 10. Following a model of successful professional development as a motive to learn English at UIS.*

Even though the family can play an essential role in everybody's decisions and life projects, it seems that UIS students, at least the ones we analyzed, are the first in their families to study English or to get a good professional development. To follow the model of professional development of relatives who speak English is not a very significant factor exerting influence on 52.9% of the analyzed students. For those remaining, it is either very important, 35.3%, or important to some extent, 11.8%. (Table 10 above)

**Using the language in social, political, or religious contexts**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	35,3	35,3	35,3
	Somehow important	3	17,6	17,6	52,9
	Not important at all	8	47,1	47,1	100,0
	Total	17	100,0	100,0	

*Table 11. Use of the target language for social, political, or religious purposes as a drive to learn English at UIS.*

Although 47.1% of population considers it not important at all to use the language in social, political or religious contexts, the remaining 52.9% give it some relevance at different levels of importance. Thirty-five point three

percent (35.3%) consider this aspect very important and 17.6% believe it is somehow important for them. (See table 11 above) These results tell us that there is a slight tendency for students to use their second language in social, political or religious contexts.

The fact of having relatives who are successful due to their command of English, and to follow their example is not the most important factor for the population. While only 11.8% consider it very important, 47.1% consider it just somehow important. On the other side, we have 41.2% who consider this aspect as not important at all to learn English. (Table 12 below) We are able to say that, although the family exerts a tremendous influence on the Students' decision about a study program or any vocational studies, it is not that influential when it comes to making the decision of learning English.

**Following the model of personal development of relatives**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	2	11,8	11,8	11,8
Somehow important	8	47,1	47,1	58,8
Not important at all	7	41,2	41,2	100,0
Total	17	100,0	100,0	

*Table 12. Following a model of personal success as a reason to learn English at UIS.*

## 7.2. SECOND DOMAIN: TIME MANAGEMENT

Let us analyze the data reported by the subjects for the second domain of the questionnaire, which deals with the strategies or actions regarding time management that students use for their successful academic performance at UIS, as well as the attitudes that they adopt to face everyday problems.

**Using time management strategies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	4	23,5	23,5	23,5
Sometimes	10	58,8	58,8	82,4
Never	3	17,6	17,6	100,0
Total	17	100,0	100,0	

*Table 13. Frequency of use of time management strategies by the population under analysis.*

The first factor under consideration was the frequency with which students resort to any time management strategies for a successful organization of time, such as breaking their time into blocks and assigning priorities to each of their daily activities. (Table 13 above) Only 23.5% of the population makes constant use of some time management strategies; this is a very small percentage compared to those who do the same but once in a while, who represent 58.8% of the total population. The remaining population manifested the lack of attention they pay to the organization of their time.

**Keeping a positive attitude towards the time and everyday situations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	52,9	52,9	52,9
	Sometimes	7	41,2	41,2	94,1
	Never	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

*Table 14. How often students face their everyday challenges positively.*

Sometimes at university, the average student needs to face more than one challenge at a time; exams, papers, classes, and personal life are some of the elements that compose a student's life. Success or failure at university might depend on the way students face these situations and their attitudes towards their everyday experiences. This was the second factor analyzed under this current domain. (Table 14 above) The results showed 52.9% of learners who always have a positive attitude towards their university life, while 41.2% manifested some kinds of internal vicissitudes. Sadly, the remaining 5.9%, only one subject, does not trust at all on his or her own capacities to achieve goals successfully.

**Taking the whole academic load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	64,7	68,8	68,8
	Sometimes	4	23,5	25,0	93,8
	Never	1	5,9	6,3	100,0
	Total	16	94,1	100,0	
Missing	No Response	1	5,9		
Total		17	100,0		

*Table 15. How often the population under analysis registers the due academic credits.*

There is a great link between keeping a positive attitude towards the time and everyday situations and assuming responsibilities due to the important role that self-confidence plays in anyone's life. Concerning this, we wanted to know how often our subjects face their total academic responsibilities at UIS. (Table 15 above) sixty-eight point eight percent (68.8%) of the population reported that they always take their corresponding academic duties per semester. This reflects a desire for graduation in the due time, and this shows relationship with 52.9% of students who always think positively. Then, we find 25% of students who do not always fulfill with what they must every semester. These percentages shown here are the valid percentages since one subject answered this section of the questionnaire incorrectly. Interestingly, the subject who manifested a permanently negative vision of him or herself also showed an eventual impotence for assuming the complete duties at university. However, he or she belongs to Faculty of Health (Facultad de Salud) where the academic responsibilities are more than just demanding.

### **7.3. THIRD DOMAIN: MOTIVATION TOWARDS UIS EFL COURSE**

In this domain we faced a problem when the students answered the questionnaires, so the valid percent for each of the factors here is different from the normal percent – see limitations section for details-. Besides, we included here a “*doesn't apply*” option, which also counts for the tabulation of data, meaning lack of importance of an element of the domain.

The results of the questionnaires show that the most important motive for Students to study English at UIS is the communicative and functional use given to the language at ILUIS. (Table 16 below) fifty percent (50%) of the valid answers show the students' preference for this aspect than for any other in this domain. Moreover, even when this factor is not the most important for the whole population, it does play a fundamental role for another 20%, so making it important for 70% of the valid population in this study. Twenty percent (20%) of the subjects who answered correctly showed that this aspect is not very important for them, while the remaining 10% do not even take it into consideration to study English at UIS. Seven students, 47.71%, were not taken into account for this analysis.

**The communicative and functional use of the language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	5	29,4	50,0	50,0
	Very important	1	5,9	10,0	60,0
	Important	1	5,9	10,0	70,0
	Not very important	2	11,8	20,0	90,0
	Doesn't apply	1	5,9	10,0	100,0
	Total	10	58,8	100,0	
Missing	Wrong response	7	41,2		
Total		17	100,0		

Table 16. Importance given to the communicative use of the language as a reason to study English at ILUIS.

**The academic exigency at the UIS Languages Institute**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	2	11,8	22,2	22,2
	Very important	3	17,6	33,3	55,6
	Important	2	11,8	22,2	77,8
	Not very important	1	5,9	11,1	88,9
	The least important	1	5,9	11,1	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

Table 17. Importance given to the academic exigency as a reason to study English at ILUIS.

The second most important aspect driving students to study at UIS is the academic exigency of the EFL program. However, its importance is not that significant compared to that of the former factor. Although 77% of the population considers this an important aspect to be taken into account to continue studying English at UIS, only 22.2% of them regards it as their most important drive. Then, 33.3% still considers it very important, and 22.2% of the population just sees it as important. Another 22.2%, although takes this factor into account, gives to this the lowest degree of importance. 8 students were not taken into account for the analysis of this factor. (Table 17 above)

Let us continue discovering the Students' motives to keep on with their English studies at UIS. The third reason in priority for Students is the method and type of the classes taught at ILUIS. Sixty-six point seven percent (66.7%) of the valid population is somehow motivated by the

teaching style of tutors, and the classes themselves. Among them we can find that 11.1% of the population is motivated mainly by this factor, which also exerts a very important influence on 22.2% of the learners under study. However, it is 33.3%, most of students, who consider this aspect just important, which means just relevant but not fundamental. Then, we find those ones to whom teaching styles and classes play certain role to help them decide, but who consider it as the least important reason to make a decision. Finally, 11.1% of students do not even take this into consideration. 8 students were not taken into account for the analysis. (Table 18 below)

**The methods of the classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	1	5,9	11,1	11,1
	Very important	2	11,8	22,2	33,3
	Important	3	17,6	33,3	66,7
	Not very important	1	5,9	11,1	77,8
	The least important	1	5,9	11,1	88,9
	Doesn't apply	1	5,9	11,1	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

*Table 18. Importance given to the methods and teaching styles as a reason to study English at ILUIS.*

In order of priorities, the quality of materials at UIS does not represent a great motive for students to continue their English studies. This is in the fourth position in our 5-place ranking. Twenty-two point two percent (22.2%) of learners consider the quality of the materials as a significant aspect to make the decision to study, being half of them, 11.1%, those who consider it barely important. In contrast, for the remaining 77.7% of students, this factor is not determining their decision to continue their studies at UIS. Forty-four point four percent (44.4%) of learners do not consider materials as a very important aspect to make a decision to learn English, at the same time that 33.3% consider them as the least important reason. Eight students were not taken into account for this analysis. (Table 19 below)

Regarding the students' attraction towards ILUIS EFL course and its schedules, we can say that there are mixed opinions. (Table 20 below) It is 33.3% of the population who manifest that the schedule of the classes is both not very important and the least important aspect to take into account to study Vocational English at ILUIS. Interestingly, we can observe that,

although many of the students live near the university, for 44.4% of the subjects in this study, this aspect is completely irrelevant. Only for 2 students in our population, 22.2%, the possibility to have different schedules to study plays an important role when making up their minds about their English studies beyond the requirement. Just as the other factors under analysis, eight students were not taken into account for this analysis.

**The quality of the materials**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	5,9	11,1	11,1
	Important	1	5,9	11,1	22,2
	Not very important	4	23,5	44,4	66,7
	The least important	3	17,6	33,3	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

*Table 19. Importance given to the quality of instructional materials as a reason to study English at ILUIS.*

**The schedule of the classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Important	2	11,8	22,2	22,2
	Not very important	1	5,9	11,1	33,3
	The least important	2	11,8	22,2	55,6
	Doesn't apply	4	23,5	44,4	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

*Table 20. Importance given to the schedule of the lessons as a reason to study English at ILUIS.*

Many of the subjects in this study live near the university, less than 15 minutes away from it. However, once again 44.4% of students manifest the proximity of their homes to the University as a non-relevant aspect, so not exerting any influence on their decision to study English. On the other hand, we do find a “most important” position for this factor. Two students, 22.2%, stated that this factor was the most powerful on their decisions to study English. Similarly, another 22.2% gave this factor a category of “very important”, so making proximity to the academy a very important factor for

44.4% of the subjects. Only 11.1% of the valid population does consider this aspect as somehow relevant, though gives to it the lowest degree of importance. Eight students did not participate in this analysis. (Table 21 below)

**The proximity of the Languages Institute to the Ss house**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	2	11,8	22,2	22,2
	Very important	2	11,8	22,2	44,4
	The least important	1	5,9	11,1	55,6
	Doesn't apply	4	23,5	44,4	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

*Table 21. Importance given to the proximity between home and the academy as a reason to study English at ILUIS.*

#### 7.4. FOURTH DOMAIN: PERSONAL BACKGROUND

The social background of a person can powerfully determine the way someone sees the surrounding and even the self by modifying his/her attitudes and beliefs. For this research we took into account some relevant factors which to a certain extent can influence the decision of studying English at the University.

**How many hours of English the student took at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 hours	1	5,9	5,9	5,9
	From 1 to 3 hours	12	70,6	70,6	76,5
	From 4 to 6 hours	4	23,5	23,5	100,0
	Total	17	100,0	100,0	

*Table 22. Exposition to the Target Language during high school for Vocational English students under analysis.*

The daily contact with a language, the input, determines to a great extent its successful acquisition. In Colombia, the policy of Education for Foreign Languages promotes EFL since the early stages of education, with an

emphasis in secondary school. Seventy point six percent (70.6%) of the pupils received from 1 to 3 hours of English a week while they were at school, whereas 23.6% of the population received from 4 to 6 hours of weekly instruction. Just one person who represents 5.9% of the population did not have any studies of English in his secondary education. (Table 22 above) It is important to highlight in this section two particular characteristics of this population: the first one is that although most of the subjects did not have a very strong training in the Target Language, they might have created some sort of positive affection towards it. They did not stop in their quest of knowledge; on the contrary, they resort to the basic tools they were given in high school to make the most from them. Although just one subject didn't receive any instruction in the Target Language at all, his drives, his management of the time, and his positive attitude are stronger than any obstacle so making him an outstanding member of this population.

**Which faculty the Study Program belongs to**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ciencias Humanas	2	11,8	11,8	11,8
	Fisico Mecánicas	6	35,3	35,3	47,1
	Fisico Químicas	8	47,1	47,1	94,1
	Salud	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

*Table 23. Distribution of subjects among faculties at UIS.*

We wanted to know to which faculty -or faculties- Students belong, for us to be able to portray the population taking advantage of Vocational English. (Table 23 above) Forty-seven point one percent (47.1%) of the population belong to Faculty of Physical-Chemical Engineering (Facultad de Ingenierias Fisico Químicas), and 35.3%, to Faculty of Physical-Mechanical Engineering (Facultad de Ingenierias Fisico Mecánicas). Engineering students are the biggest population who, altogether represent 82.4%. On the other hand, the students of Faculty of Human Sciences (Facultad de Ciencias Humanas) represent only 11.8% and students of Faculty of Health occupy the remaining 5.9%.

To fill the gap in their English knowledge, some people usually decide to take English courses before or while studying at UIS. The fact of having taken previous English instruction gives them extra help to reach the good performance that Students need to show at Vocational English at ILUIS in

order for their benefit not to be taken away: a grade of 4.0 or higher. However, they who had had previous training in EFL before enrolling at Propuesta UIS courses are only 23.5%, while the rest, 76.5%, did not have any kind of formal English studies previous to their becoming Propuesta UIS students. (Table 24 below)

**Whether the Student had studied English before enrolling at UIS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	23,5	23,5	23,5
No	13	76,5	76,5	100,0
Total	17	100,0	100,0	

*Table 24. Previous training in English at a formal English course.*

Every person has some basic needs to be completely fulfilled in order to have a satisfactory personal or educational development. With the purpose to help the less financially powerful students cover some of their necessities, the University offers different services for regular students. (Tables 25 and 26 below) An example of this is “Comedores”, which is being taken advantage of by only 17.6% of learners in this study, and the medical care of Bienestar Universitario, which is benefiting 35.5% of the same group of students. None of the members of this population has access to the service of “Residencias UIS” provided for students with low economic income, and whose hometown is not Bucaramanga.

**Comedores**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3	17,6	17,6	17,6
No	14	82,4	82,4	100,0
Total	17	100,0	100,0	

*Table 25. Number of subjects benefited by comedores service.*

**Bienestar Universitario**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	35,3	35,3	35,3
No	11	64,7	64,7	100,0
Total	17	100,0	100,0	

*Table 26. Number of Vocational English benefited from Bienestar Universitario.*

**Distance from home to university (in minutes)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 15 minutes	8	47,1	47,1	47,1
	From 15 and 30 minutes	4	23,5	23,5	70,6
	More than 45 minutes	5	29,4	29,4	100,0
Total		17	100,0	100,0	

*Table 27. Time spent by the population to go from home to the University.*

The University is located in the north-east of Bucaramanga, and it is very easy to get to it, be it by bus or by walking. Consequently, most of students need not to make a big effort to commute from home to the academy, for it takes them less than 15 minutes to get to it. This makes us think that they, 47.1% of the subjects under study, live in the surrounding areas of University. Not so differently, we observe that 23.5% of this population lives from 15 to 30 minutes away from University, while the rest of them, 29.4%, do spend a considerable amount of time in transportation. (Table 27 above) This is a good indicator, because we can see that it is not only those students who live around UIS the ones taking advantage of Vocational English but also others who live a bit farther from UIS.

## **8. LIMITATIONS**

The limitations and difficulties we faced during this research made our work a little bit harsher than we had expected. However, we could solve them without major or traumatic changes.

First, the reduction in number of the population disturbed our work. The data collection methods proposed at the beginning of this study were different because the population had been miscalculated. Of the initial quantity of 80 students, we discovered lately in our research, most of them are still studying to complete their graduation requirement. At the beginning, we estimated a population of 80 students, but we did not realize that a big portion of them is registered at the ILUIS in levels 3 and 4. This is so because the University gives the possibility to study two 40-hour courses free for the students who pay the two previous ones. It means that a student who pays two courses – Elementary 1 and 2 – will be given the next two charge-free. In the end, the analyzed population was 17 out of less than 25 students.

Secondly, getting together with the subjects in this research was a tough job. Starting with the key informants, and following with the population to be analyzed under the second data collection instrument. We proposed to tape-record the interviews, but technical problems prevented us to do so. In addition, when the questionnaire was to be administered, not many students showed up due to the irregular matriculation calendar at ILUIS; this forced us to use an alternative plan to sort out this inconvenience. The subjects answered our instrument gradually as they came to register for their course, which brought the last questionnaires collected at the final stages of this research.

Finally, the most disturbing problem that we had to tackle were the incorrect responses by half of the students to the third domain of the questionnaire. This consisted in the selection of a maximum of five out of six factors and their organization according to priorities and level of importance. Unfortunately, we found questionnaires where the subject gave the same value to more than one factor. Because of this, the number of valid answers reduced and the total number of questionnaires does not correspond to that of the students taken into account for the data analysis and the conclusions. The questionnaire had been piloted before it was actually applied, which

helped us detect and prevent some potential problems. In the actual questionnaires, half of the students did as requested, from which we can conclude that they who answered inappropriately did not read the instructions carefully at all.

## 9. CONCLUSIONS

The population of this study was very small; this, along with the fact that this is descriptive research does not allow us to generalize results. However, with the information and the conclusions below we do attempt at providing the university with some particular traits of those learners who are done with their duties, and beyond. In the following lines, we will summarize what we have found and state what we have concluded after analyzing the data.

Before going deep in the conclusions, we want to state that it was proven true what some key informants mentioned in the interviews. One of the main reasons why students did not get access to Vocational English courses was the lack of diffusion given by the ILUIS and UIS itself. In consequence, a couple of weeks after the analysis of the interviews, we sent a report of this preliminary conclusion to ILUIS, with which they started a better means of advertisement and campaign of vocational English courses. “**Aim High, Learn English**” was a campaign intended to promote the learning of English among UIS students and to make them aware of the fundamental role that this language plays in the development of a highly competent professional. Among the aims of the campaign, we find:

- To promote a change in the common thought of people, so they regard English as a great possibility for professional growth instead of as a requirement only;
- To highlight the importance of English as lingua franca in a globalized world;
- To promote the use of autonomous learning strategies leading students to establish a functional relationship with the Target Language, and
- To present stimuli through real models of UIS alumni whose academic and/or professional development has been successful thanks to their skills in the Target Language.

ILUIS carried out several activities within this campaign. For instance, several posters were hung around the university, informing students of the vacancies to study English. In addition, ILUIS offered students and teachers the possibility to attend a lecture called “Techniques to succeed in learning

English” delivered by Mr. Nick Perkins. To finish, and as a more relaxed way to approach the language, a rock concert in English was brought to UIS community. Happily after all that, the number of requests from students who want to join Vocational English has been increasing gradually until today.

The first version of so-called “English II”, which was mainly an approach of reading comprehension and writing, was intended to be focused on each student’s academic program and the topics they deal with every day. In other words, the learner was to be presented with some material related to his/her field of study so the learning process was more subject-related than grammar-oriented. Unfortunately, this idea was discarded in the end.

The students manifested basically three reasons or needs to study English: Their desire for learning, the use of the Target Language for a better academic performance, and securing a better professional profile; also, most of the analyzed students belong to the Engineering Faculties, and they manifested their learning English as a result of a desire for a more global vision of the labor market since this increases their possibilities to be hired by a multinational company. In view of this, we suggest a division in the Vocational EFL program for UIS students. First, to establish an initial cycle to train the learners in the basic communicative skills, and one more subject-matter-oriented so students are able to use English for what actually matters to them, giving it the nature of an elective subject. This would be feasible by classifying students into groups according to their academic program; else it would be almost impossible for a teacher to plan more than one class at a time, with different instructional materials.

UIS Department of Foreign Affairs (Relaciones Exteriores) offers the Students a wide range of options to study abroad for a limited time. It also promotes scholarships granted by other universities, and it is UIS students who can access and take advantage of them. However, a good academic performance is required, so the students’ GPA is one of the most important criteria for the selection of the applicants. Fortunately, the new academic regulations at UIS give more chance for Students to have a better GPA since their failing grades do not count for the calculation. Even though the Students’ GPA might be good, those scholarships and opportunities abroad are wasted because Students do not speak English and because the chances that we have mentioned are not informed properly to the community. A better academic future is one of the most important reasons to study the Target Language, but it is very few students who indeed take it seriously. A more effective way to let Students know about those exchange programs, and to promote the learning of English as a very important

criterion to be granted a scholarship, would surely help overcome the problem.

The subjects in this research showed separate opinions about the attraction towards English as the Target Language, which can be explained by the poor exposition that they had during early years of education, and the poor training they received at high school. Also, it was concluded that not many students have a professional or personal model of successful development to follow, nor it is their major desire to use English merely socially either in Colombia or in a foreign country being hosted by relatives or friends.

We need to improve the quality of the programs as well as to enhance the impact that they have over the target population. As not many people plan enough in advance for their future –evidenced in the second domain of this research, and on the information provided by ILUIS about the UIS students enrolled in English courses, where a large part of students appear enrolled in their last semester and are still struggling with their requirement of English to graduate- it is imperative to create a habit of planning. To incorporate English as a compulsory subject was a brilliant idea, but it would be sadly useless to forget about it after 2 levels of instruction. The implementation of a better, new and more field-oriented program beyond the compulsory levels would help motivate those who do not do but the minimum required, to meet their particular needs. First, to establish an initial cycle to train the learners in the basic communicative skills, and one more subject-matter-oriented so students are able to use English for what actually matters to them, giving it the nature of an elective subject implemented in assistance with each of the Schools at UIS. This would be feasible by classifying students into groups according to their academic program.

Not only does the students' motivation towards the Target Language itself play an important role, but also the Institute where they have to study to complete their minimum requirement and their vocational courses. Supporting that, we find that there is a correlation between the students' motives to study English and their attraction towards ILUIS courses. For a student to apply for a job with a multinational company or to have a better academic performance, he or she needs to have certain degree of proficiency in the Target Language, achieved by being trained with the use of a suitable method promoting the real and communicative use of the language. It is motivating for students to perceive progress in their skills. Furthermore, the academic exigency at ILUIS, and the active classes given

by qualified teachers contributes to fostering the students' confidence about a future good proficiency in English.

Other factors may influence, but are not so relevant for the population under analysis. The students' decision to study English at UIS is also determined, for instance, by the instructional materials used at ILUIS. However, these are not its strongest point nor are the schedules of the classes, especially because students do not pay attention to how far they live from the University.

So far, we have given a description of why those students enrolled in Vocational English did continue with their studies and what motivates them to study at ILUIS. Now, let us conclude who they are, and what some of their personal background is.

First of all, the presence of students in Vocational English is not equally distributed among the faculties at UIS. This gives us an insight about which study programs are more motivated than others to study the Target Language. Definitely, among our population, engineering programs are much more interested in learning English than the rest of the University. Unfortunately, we could not analyze any student of Faculty of Sciences (Facultad de Ciencias), and the number of representatives of Faculty of Human Sciences, and Health is very small. Among the Engineering Faculties, Industrial Engineering, Chemical Engineering, and Mechanical Engineering are the most numerous. This numeric difference between Engineering and Humanities may be due to the more chances that the former have of getting jobs with multinational companies.

Another motivating aspect to show to those who are not taking advantage of the Vocational English courses is the fact that most of those who indeed are beyond the requirement never studied English formally before coming to UIS. That means: no previous training in the Target Language was given to them, basically because not everybody can afford the high fees of an English course and because UIS offers instruction since the very beginning. There are cases of students whose tuition is even cheaper than an English level at ILUIS. Some of the students under analysis are benefiting from the different subsidies or support that UIS provides for low-income students, though they are not the majority. It is most of them who do have to deal with everyday expenses such as food and housing, but they still take advantage of what UIS has to offer, eventually making efforts to organize their schedules and overcome economic constraints.

A special case is Faculty of Health. His sole representative manifested an attitudinal problem towards everyday challenges and his performance at University, since he never trusts himself, nor he registers his academic duties completely. In contrast, we found an engineering student who claimed that he had never had any previous training in EFL neither at school nor at an English course. However, he makes use of time management strategies to organize his days, and keeps a positive outlook towards his daily life all the time. We have analyzed and contrasted these special cases very carefully and discovered that the former is motivated to learn English merely by his family, whereas the latter is driven by both intrinsic factors –*personal satisfaction*– and extrinsic factors –*better academic performance, more complete professional profile, better academic future*–, among others. Taking into account the particular situation of Faculty of Health, and the status of difficulty of their programs, we suggest a deeper study at their community to find out if the case expressed here is isolated or whether it is a generalized phenomenon both for English as a Foreign Language, and for their own study programs curricula.

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## 11. APPENDIXES

### APPENDIX 1

Questions of the interview presented to the seven key informants of the first phase of this research:

1. Ya es sabido que por diversas razones hay muchos estudiantes de la UIS que no están aprovechando los cursos de inglés voluntarios que ofrece Propuesta UIS. ¿Por qué decidió entonces usted continuar con su aprendizaje de inglés en la UIS después de haber cumplido su requisito?
2. ¿Qué opinión le merece el programa de inglés que usted está tomando con la UIS a través del Instituto de Lenguas?
3. ¿Qué carrera estudia usted, y cómo organiza su tiempo de estudio y otras actividades?

## APPENDIX 2

### UNIVERSIDAD INDUSTRIAL DE SANTANDER FACULTAD DE CIENCIAS HUMANAS ESCUELA DE IDIOMAS – INSTITUTO DE LENGUAS

Señor estudiante,

La encuesta que usted responderá a continuación tiene como objetivo establecer los factores que ejercen influencia sobre su rendimiento como estudiante de inglés en la Universidad Industrial de Santander. Nuestro interés es trabajar en el mejoramiento de la calidad de nuestros programas de inglés como lengua extranjera y darles una mayor difusión para un aprovechamiento más amplio por parte de la comunidad estudiantil UIS.

Tenga en cuenta que la información aquí consignada será totalmente confidencial y se usará únicamente para los fines establecidos en el párrafo anterior.

¿Desea responder voluntariamente?:                    **SÍ**    **No**

Por favor responda a todas y cada una de las preguntas de esta encuesta de forma sincera. Lea cuidadosamente las instrucciones para cada grupo de preguntas antes de contestar. Hágalo con calma; no hay límite de tiempo.

#### I.        **MOTIVOS PARA APRENDER INGLÉS.**

**¿Han ejercido o ejercen alguna influencia los siguientes factores en su decisión de continuar con su aprendizaje del inglés?** Por favor valórelos de acuerdo a su caso personal: 1 (Muy importante), 2 (algo importante), 3 (Nada importante).

1. Satisfacción a nivel personal.	<b>1</b>	<b>2</b>	<b>3</b>
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2. Atracción hacia la lengua inglesa.	1	2	3
3. Poseer un certificado escrito de competencia en inglés.	1	2	3
4. Utilizar el idioma para un mejor rendimiento en mi campo académico.	1	2	3
5. Tener un mejor futuro académico y acceder a programas de intercambio estudiantil, becas, etc.	1	2	3
6. Tener un perfil laboral más completo.	1	2	3
7. Tener una visión mundial del mercado laboral.	1	2	3
8. Seguir el ejemplo de miembros de mi familia y/o amigos cuyo desarrollo personal ha sido importante debido a su conocimiento del inglés.	1	2	3
9. Seguir el ejemplo de miembros de mi familia o amigos quienes han ostentado u ostentan cargos importantes en empresas o instituciones, gracias a su conocimiento del inglés.	1	2	3
10. Viajar a otros países de habla inglesa en los cuales residen familiares y/o amigos.	1	2	3
11. Gozar de un mejor estatus personal y profesional ante la sociedad.	1	2	3
12. Usar el idioma para fines sociales, religiosos y/o políticos.	1	2	3

¿Otros? ¿Cuáles? \_\_\_\_\_

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## II. MANEJO DEL TIEMPO.

**¿Realiza alguna de las siguientes actividades o estrategias para el manejo de su tiempo en la Universidad, el aprendizaje del inglés, su familia, amigos, y/u otros compromisos? ¿Cada cuánto?** Por favor valórelas de acuerdo a su caso personalvalórelas para su caso personal con los siguientes criterios: 1 (siempre), 2 (a veces), 3 (nunca).

13. Busco estrategias para manejar mi tiempo. <i>Por ejemplo: Divido mi día en bloques y comienzo por lo más difícil de hacer y lo termino antes de continuar con lo siguiente.</i>	1	2	3
14. Mantengo una actitud positiva frente a cada situación y ante el manejo de mi tiempo. <i>“Si me lo propongo, puedo hacerlo”.</i>	1	2	3
15. Tomo completa la carga académica correspondiente al semestre que curso.	1	2	3

¿Otros? ¿Cuáles? \_\_\_\_\_

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## III. MOTIVOS PARA APRENDER INGLÉS EN LA UIS.

**¿Han ejercido o ejercen influencia los siguientes factores en su decisión de continuar con su aprendizaje del inglés en la UIS después de haber cumplido**

**con su requisito de grado?** Por favor seleccione entre 1 y 5 elementos motivos de los presentados a continuación tomando teniendo en cuenta su importancia en para su caso personal y organícelos de 1 a 5, tomando 1 como el valor más altomás importante y 5 como el valor más bajo. menos importante.

Motivos	Importancia
16. La exigencia académica del programa de inglés en el Instituto de Lenguas de la UIS.	___
17. El manejo comunicativo y funcional de las habilidades del lenguaje. (Listening, Reading, Writing, Speaking)	___
18. El método de enseñanza de los docentes.	___
19. La calidad de los materiales escritos (libros, fotocopias).	___
20. Los horarios de las clases.	___
21. Proximidad de la universidad a mi casa.	___

¿Otros? ¿Cuáles? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### IV. INFORMACIÓN PERSONAL

El siguiente grupo de preguntas buscan establecer las principales características de la población universitaria que, como usted, actualmente se encuentra avanzando en sus estudios del inglés en el instituto de lenguas de la UIS. Por favor conteste las siguientes preguntas de forma sincera, marcando con una "X" la casilla que mejor represente su situación.

22. En el colegio recibí un total de horas semanales de inglés equivalentes a:

\_\_\_ 0 horas.    \_\_\_ De 1 a 3 horas.    \_\_\_ De 4 a 6 horas.    \_\_\_ Más de 7 horas.

23. La carrera que estudio se encuentra adscrita a la facultad de:

\_\_\_ Ciencias Humanas    \_\_\_ Ciencias Puras    \_\_\_ Físico-Mecánicas

Físico-Químicas       Salud

24. Realicé estudios previos del inglés en algún instituto antes de tomar los cursos proporcionados por la universidad.

Sí       No

25. Hago uso de los beneficios que la universidad ofrece, tales como,: (marque con una "X" la opción que aplique en su caso: personal)

Comedores       Bienestar Universitario       Residencias UIS  
 Ninguno

Otros; ¿Cuáles? \_\_\_\_\_  
\_\_\_\_\_

26. Con relación a la UIS, mi lugar de residencia se encuentra a:

Menos de 15 minutos.       Entre 15 y 30 minutos.  
 Entre 30 y 45 minutos.       Más de 45 minutos.

## APPENDIX 3

### Motivation to learn the Target Language - Graphs and tables

#### MOTIVATION TO LEARN THE TARGET LANGUAGE COMPARATIVE CHART

		Personal Satisfaction	Attraction to the TL	Getting a certificate of achievement	Performing better in the academy	Securing a better academic future	Having a more complete professional profile
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mode		1	1	1	1	1	1

		Having a global vision of the world market	Following the model of personal development of relatives	Following the model of professional development of relatives	Being hosted by friends or relatives in an English-speaking country	Having a better personal status	Using the language in social, political, or religious contexts
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mode		1	2	3	2	1	3

### PERSONAL SATISFACTION

#### Statistics

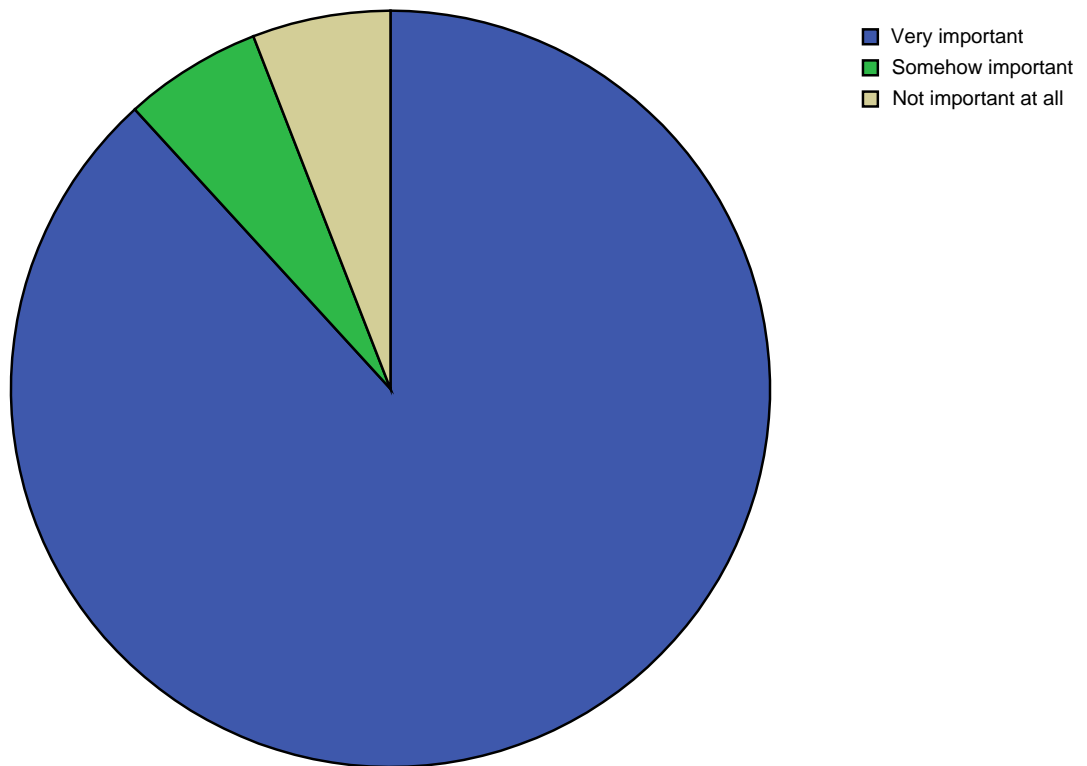
##### Personal Satisfaction

N	Valid	17
	Missing	0
Mode		1

### Personal Satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	15	88,2	88,2	88,2
Somehow important	1	5,9	5,9	94,1
Not important at all	1	5,9	5,9	100,0
Total	17	100,0	100,0	

### Personal Satisfaction



## ATTRACTION TOWARDS THE TARGET LANGUAGE

### Statistics

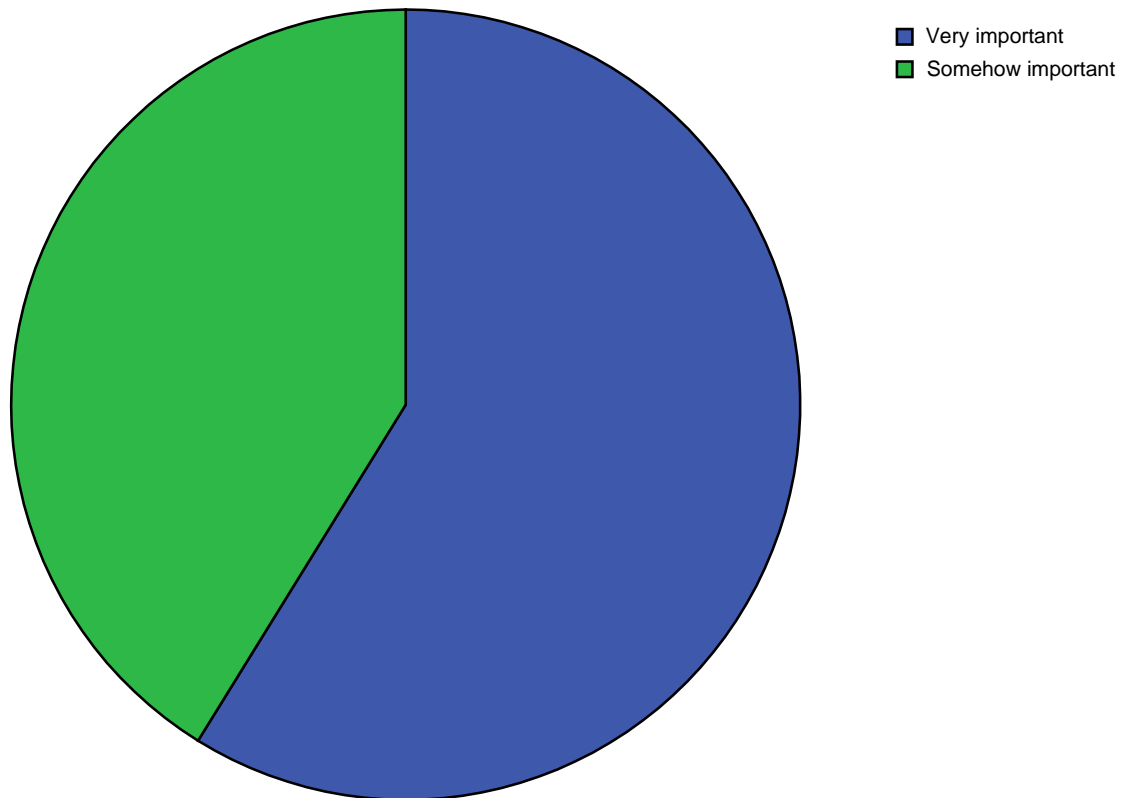
Attraction to the TL

N	Valid	17
	Missing	0
Mode		1

### Attraction to the TL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	10	58,8	58,8	58,8
Somehow important	7	41,2	41,2	100,0
Total	17	100,0	100,0	

### Attraction to the TL



## GETTING A CERTIFICATE OF ACHIEVEMENT

### Statistics

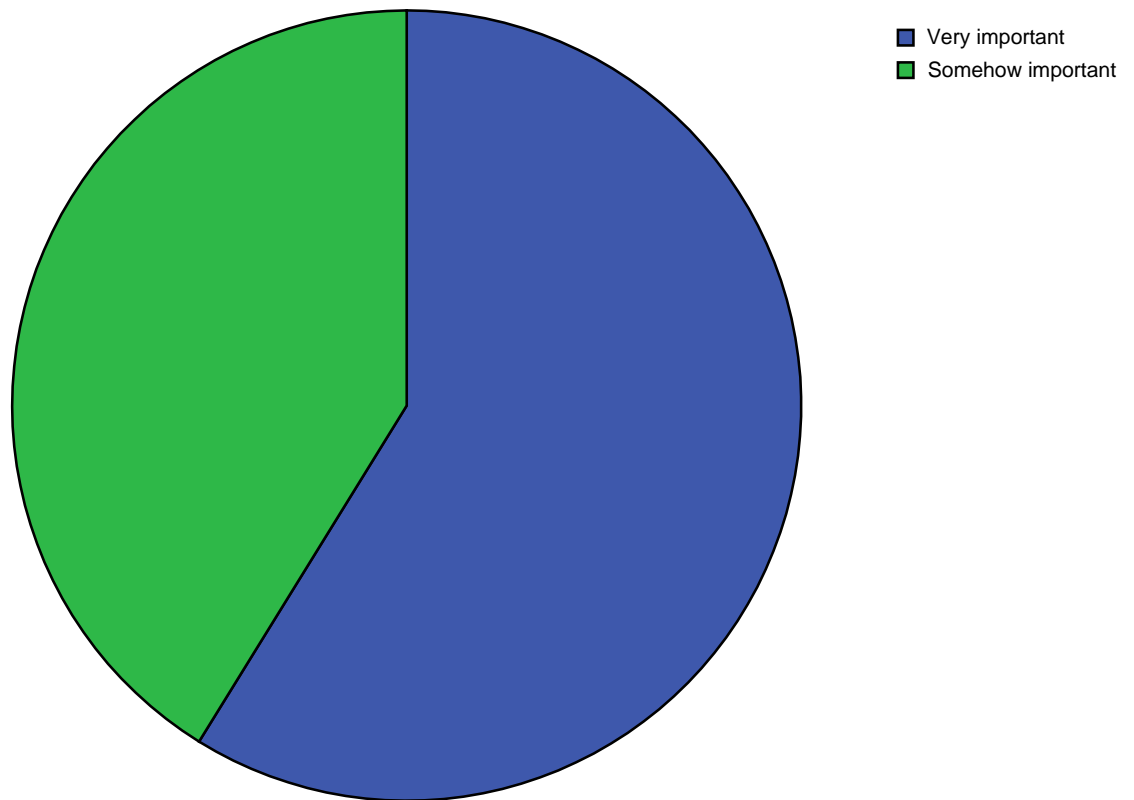
Getting a certificate of achievement

N	Valid	17
	Missing	0
Mode		1

### Getting a certificate of achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	10	58,8	58,8	58,8
Valid Somehow important	7	41,2	41,2	100,0
Total	17	100,0	100,0	

### Getting a certificate of achievement



## PERFORMING BETTER IN THE ACADEMY

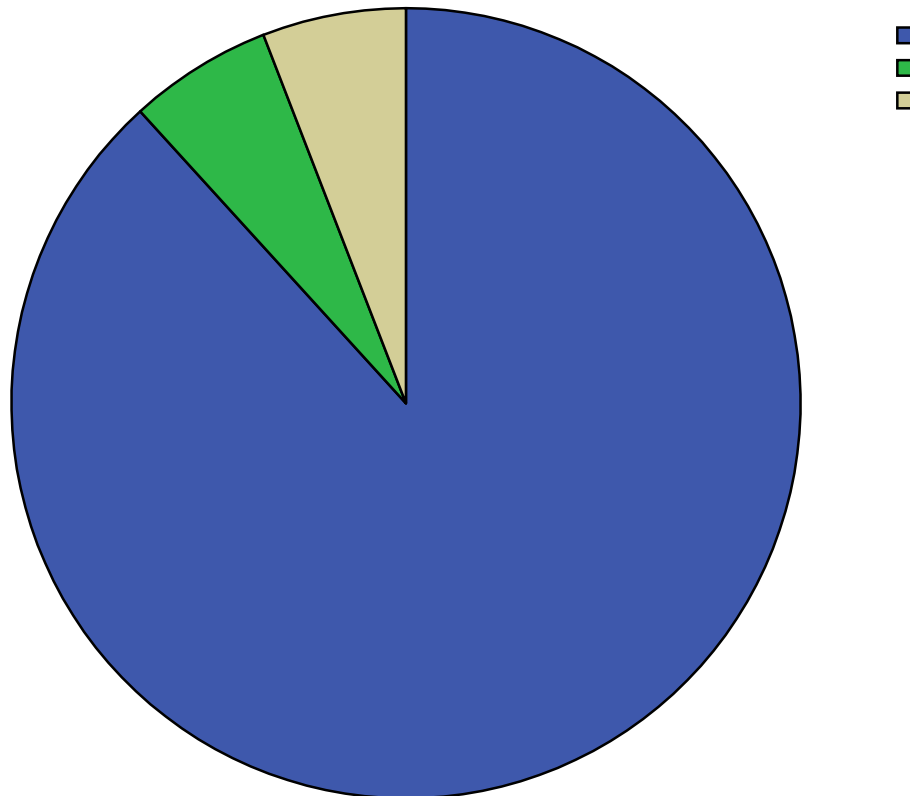
### Statistics

Performing better in the academy

N	Valid	17
	Missing	0
Mode		1

### Performing better in the academy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	88,2	88,2	88,2
	Somehow important	1	5,9	5,9	94,1
	Not important at all	1	5,9	5,9	100,0
	Total	17	100,0	100,0	



## SECURING A BETTER ACADEMIC FUTURE

**Statistics**

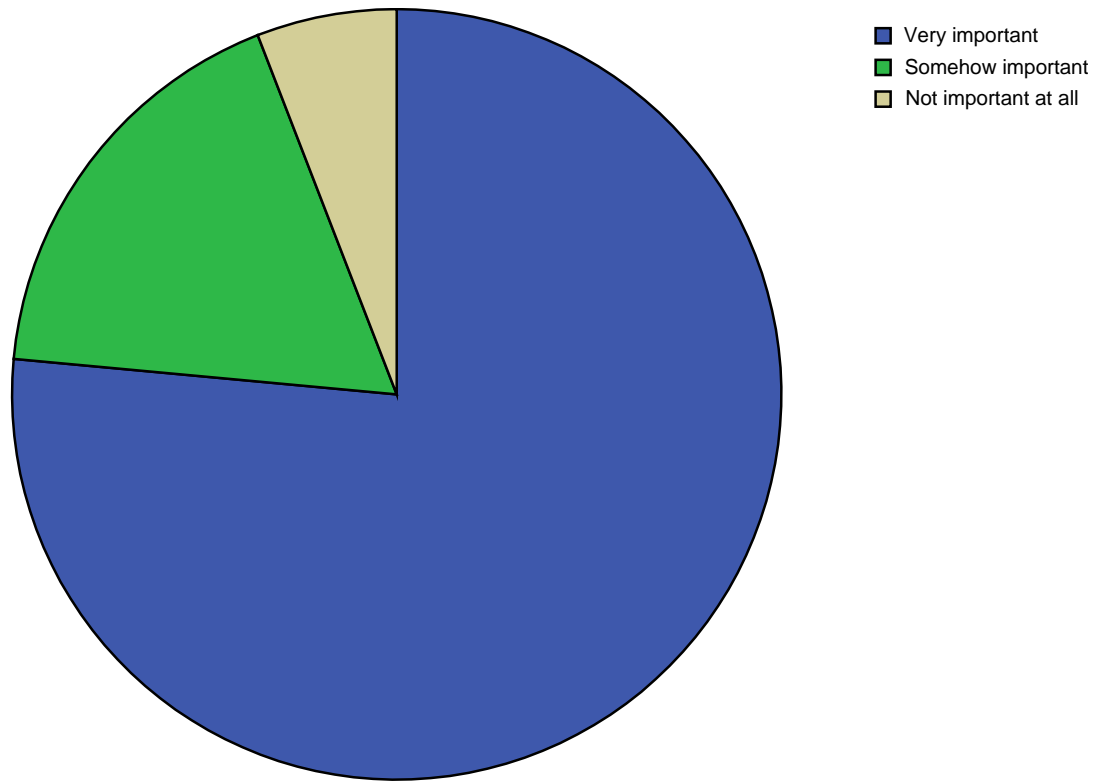
Securing a better academic future

N	Valid	17
	Missing	0
Mode		1

**Securing a better academic future**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	13	76,5	76,5	76,5
	Somehow important	3	17,6	17,6	94,1
	Not important at all	1	5,9	5,9	100,0
Total		17	100,0	100,0	

**Securing a better academic future**



**HAVING A MORE COMPLETE PROFESSIONAL PROFILE**

### Statistics

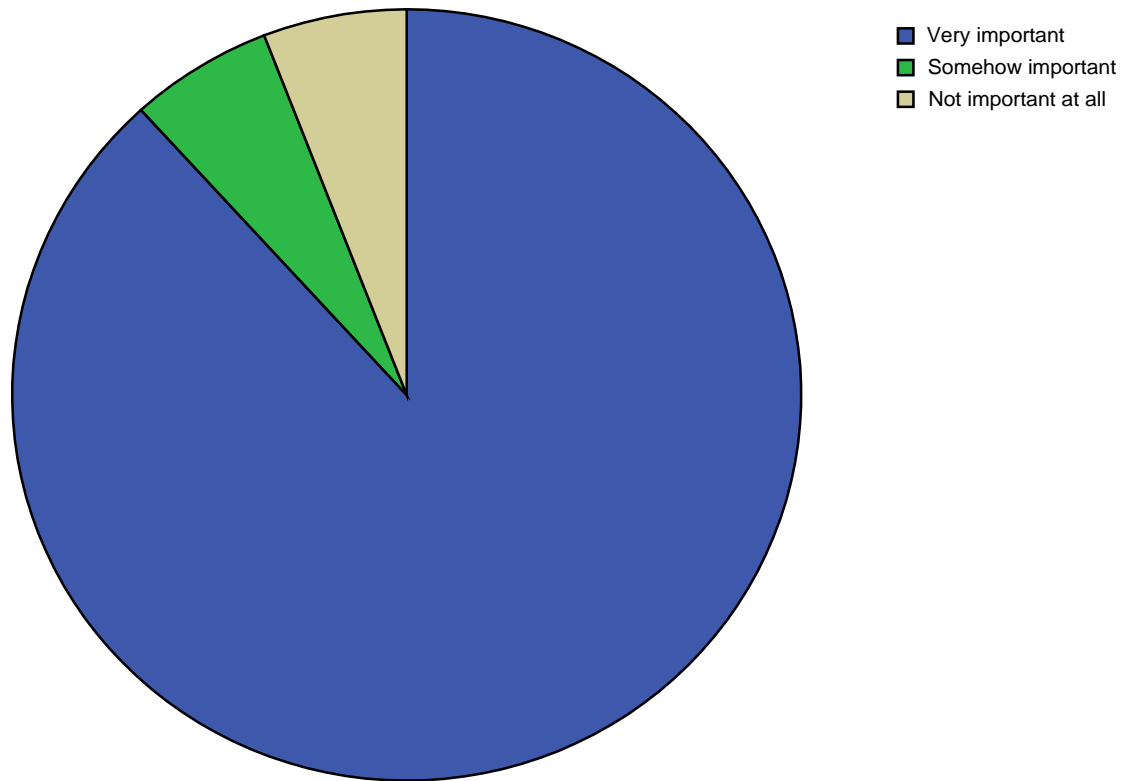
Having a more complete professional profile

N	Valid	17
	Missing	0
Mode		1

### Having a more complete professional profile

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	88,2	88,2	88,2
	Somehow important	1	5,9	5,9	94,1
	Not important at all	1	5,9	5,9	100,0
Total		17	100,0	100,0	

### Having a more complete professional profile



## HAVING A GLOBAL VISION OF THE WORLD MARKET

### Statistics

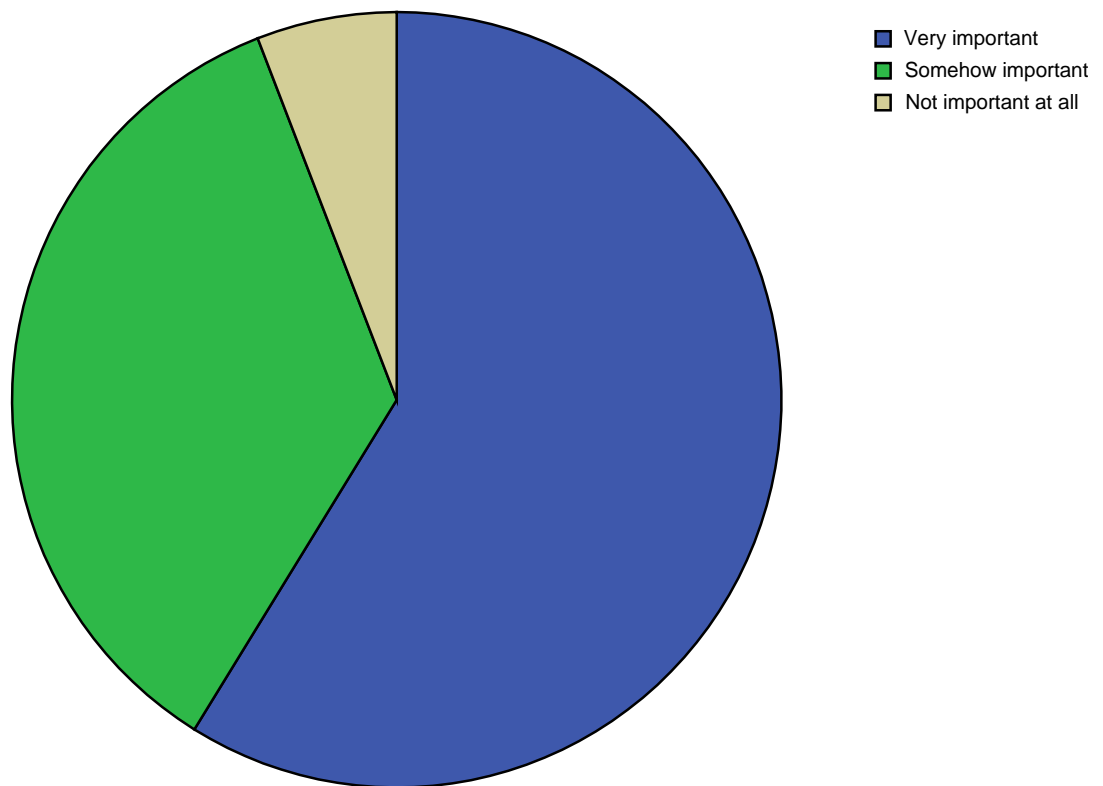
Having a global vision of the world market

N	Valid	17
	Missing	0
Mode		1

### Having a global vision of the world market

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	10	58,8	58,8	58,8
Valid Somehow important	6	35,3	35,3	94,1
Valid Not important at all	1	5,9	5,9	100,0
Total	17	100,0	100,0	

### Having a global vision of the world market



## FOLLOWING THE MODEL OF DEVELOPMENT OF RELATIVES

### Statistics

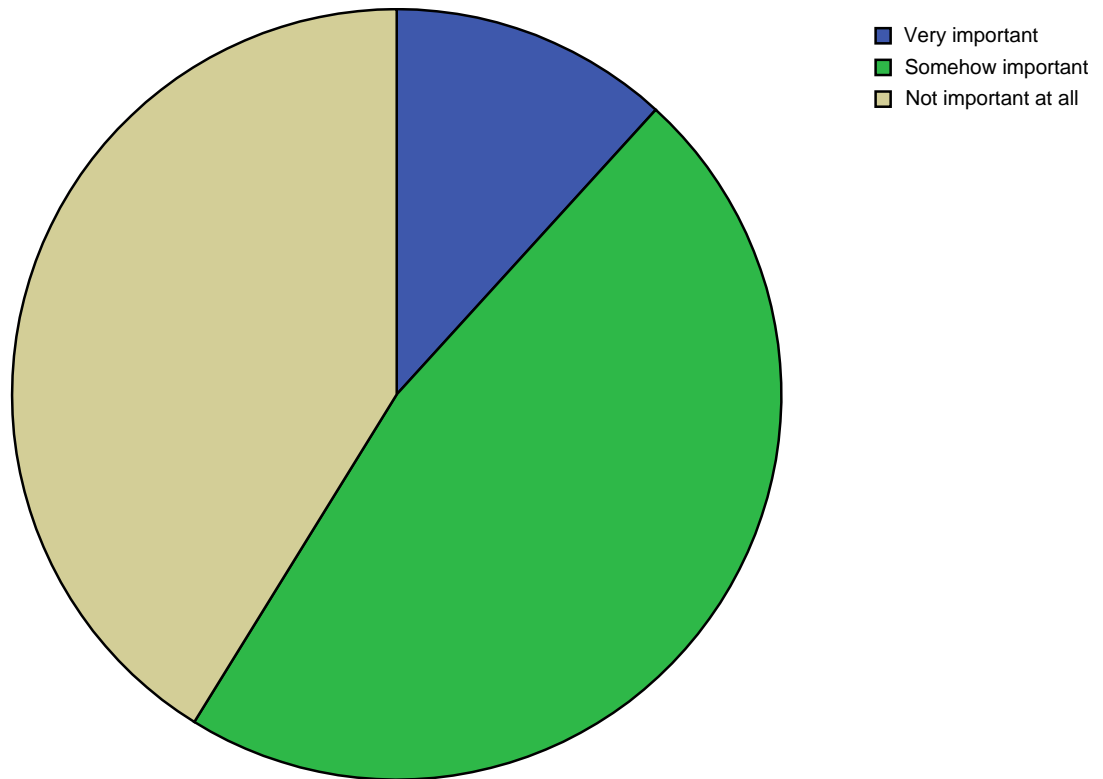
Following the model of personal development of relatives

N	Valid	17
	Missing	0
Mode		2

### Following the model of personal development of relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	11,8	11,8	11,8
	Somehow important	8	47,1	47,1	58,8
	Not important at all	7	41,2	41,2	100,0
	Total	17	100,0	100,0	

### Following the model of personal development of relatives



## FOLLOWING THE MODEL OF PROFESSIONAL DEVELOPMENT OF RELATIVES

### Statistics

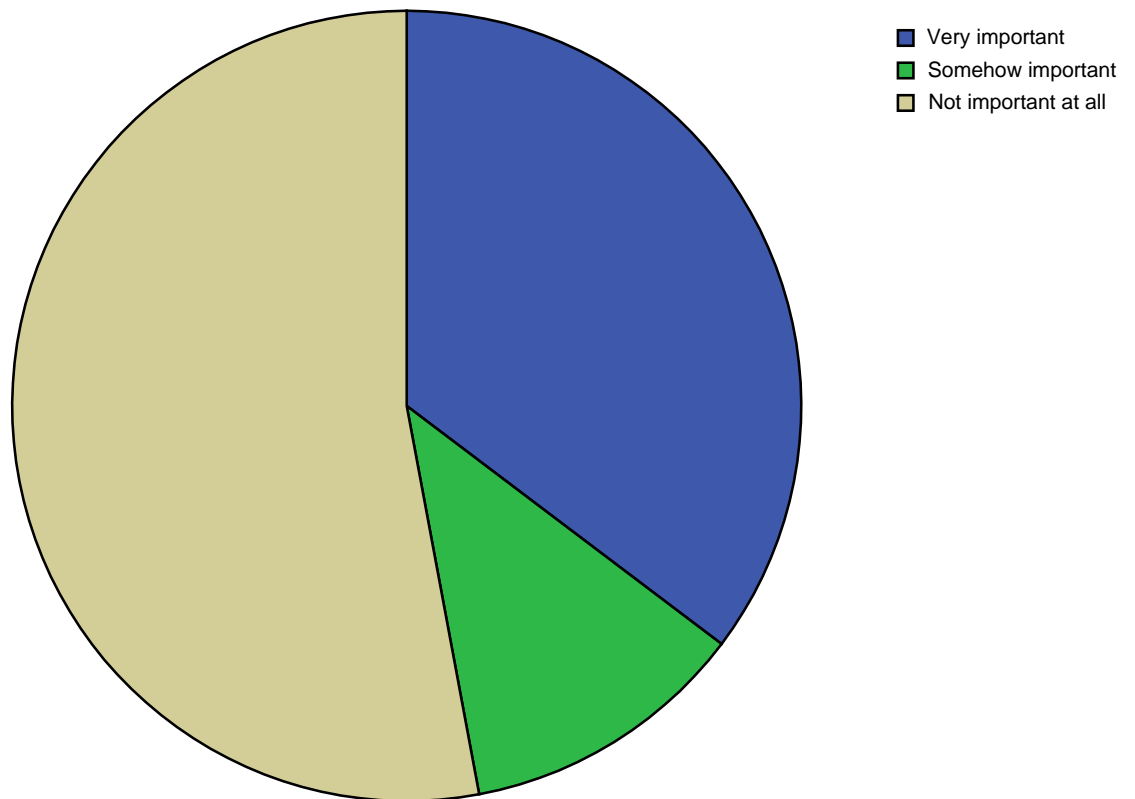
Following the model of professional development of relatives

N	Valid	17
	Missing	0
Mode		3

### Following the model of professional development of relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	35,3	35,3	35,3
	Somehow important	2	11,8	11,8	47,1
	Not important at all	9	52,9	52,9	100,0
Total		17	100,0	100,0	

### Following the model of professional development of relatives



## BEING HOSTED BY FRIENDS OR RELATIVES IN AN ENGLISH SPEAKING COUNTRY

### Statistics

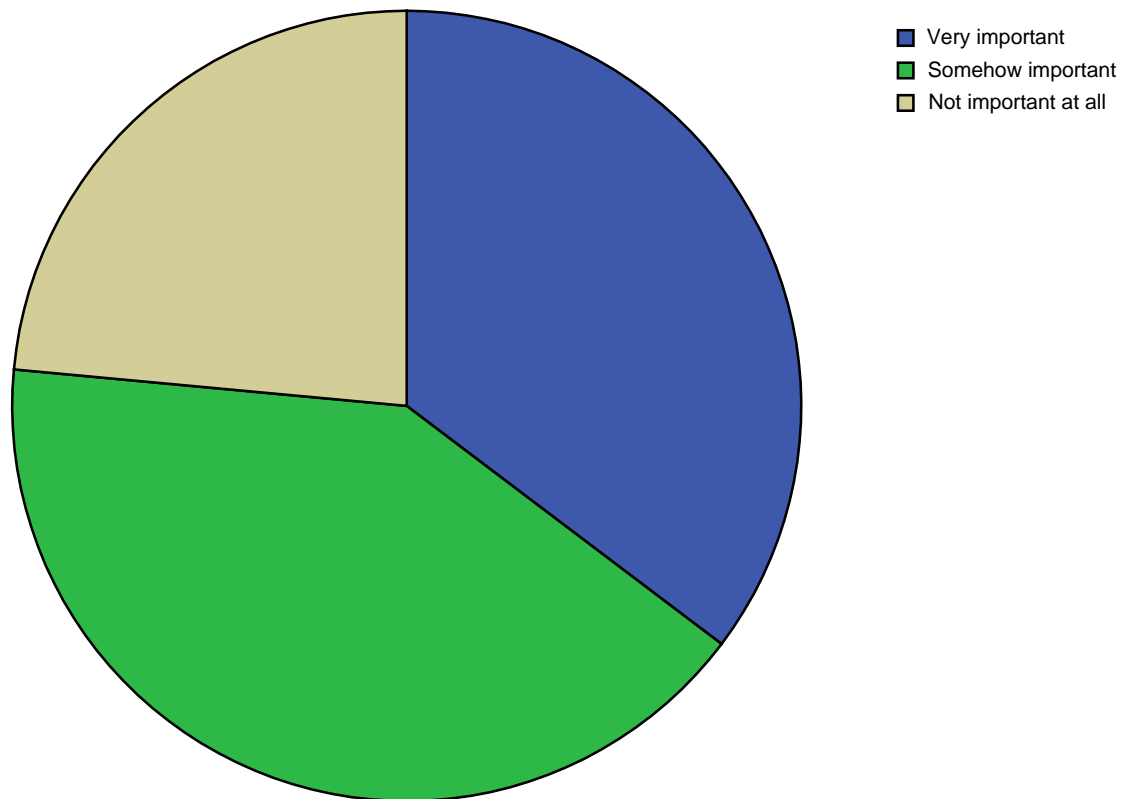
Being hosted by friends or relatives in an English-speaking country

N	Valid	17
	Missing	0
Mode		2

### Being hosted by friends or relatives in an English-speaking country

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	6	35,3	35,3	35,3
Somehow important	7	41,2	41,2	76,5
Not important at all	4	23,5	23,5	100,0
Total	17	100,0	100,0	

### Being hosted by friends or relatives in an English-speaking country



## HAVING A BETTER PERSONAL STATUS

### Statistics

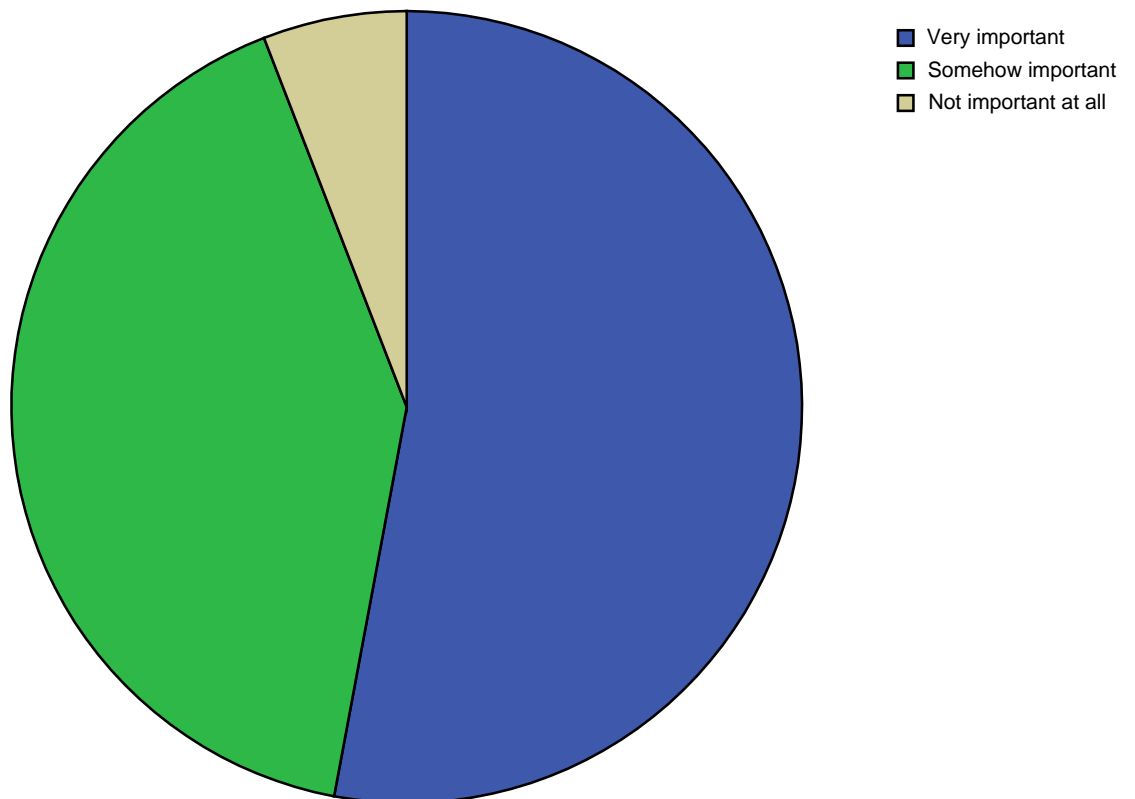
Having a better personal status

N	Valid	17
	Missing	0
Mode		1

### Having a better personal status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	9	52,9	52,9	52,9
Valid Somehow important	7	41,2	41,2	94,1
Valid Not important at all	1	5,9	5,9	100,0
Total	17	100,0	100,0	

### Having a better personal status



## USING THE LANGUAGE IN SOCIAL, POLITICAL, OR RELIGIOUS CONTEXTS

### Statistics

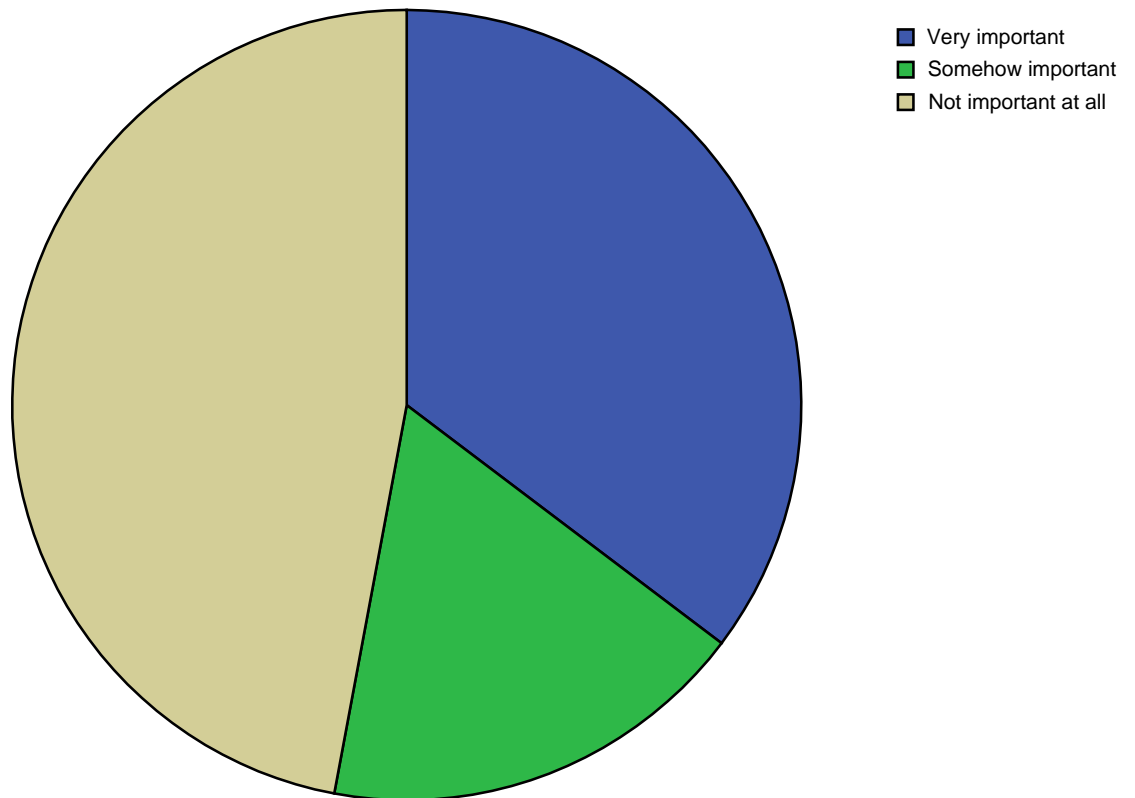
Using the language in social, political, or religious contexts

N	Valid	17
	Missing	0
Mode		3

### Using the language in social, political, or religious contexts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	35,3	35,3	35,3
	Somehow important	3	17,6	17,6	52,9
	Not important at all	8	47,1	47,1	100,0
Total		17	100,0	100,0	

### Using the language in social, political, or religious contexts



## APPENDIX 4

### Time management - Graphs and tables

#### Statistics

		Using time management strategies	Keeping a positive attitude towards the time and everyday situations	Taking the whole academic load
N	Valid	17	17	16
	Missing	0	0	1
	Mode	2	1	1

### USING TIME MANAGEMENT STRATEGIES

#### Statistics

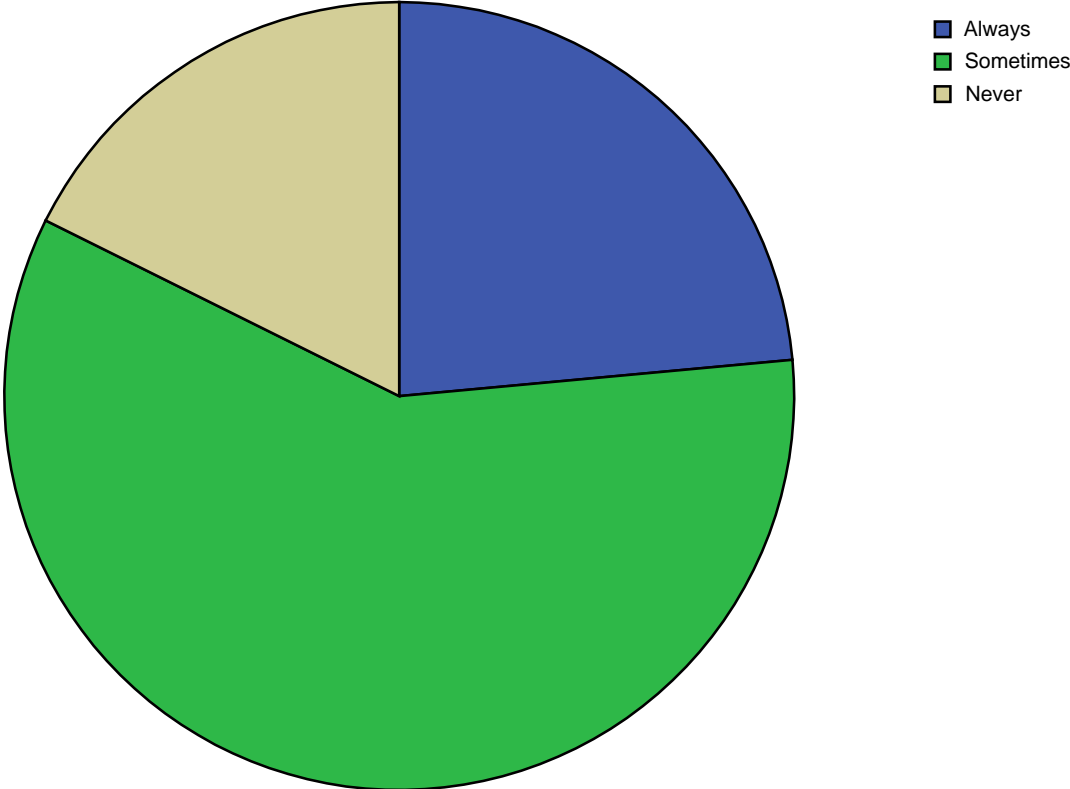
Using time management strategies

N	Valid	17
	Missing	0
	Mode	2

#### Using time management strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	4	23,5	23,5	23,5
	Sometimes	10	58,8	58,8	82,4
	Never	3	17,6	17,6	100,0
	Total	17	100,0	100,0	

**Using time management strategies**



## KEEPING A POSITIVE ATTITUDE TOWARDS THE TIME AND EVERYDAY SITUATIONS

### Statistics

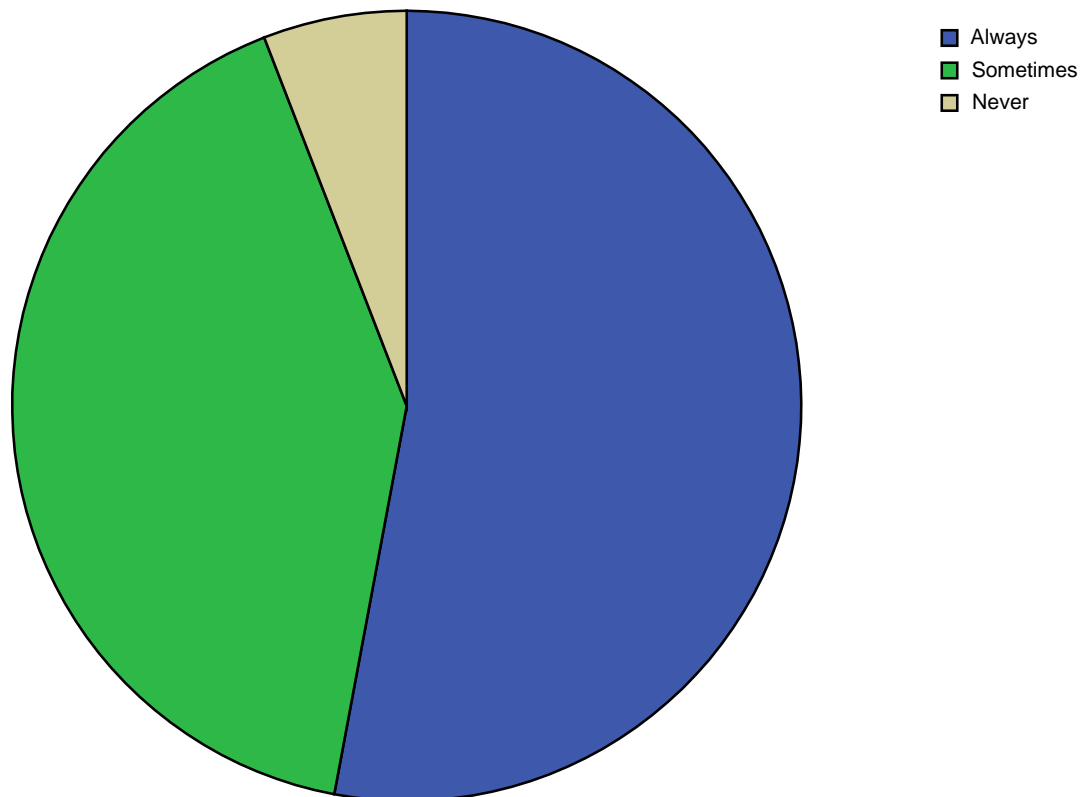
Keeping a positive attitude towards the time and everyday situations

N	Valid	17
	Missing	0
Mode		1

### Keeping a positive attitude towards the time and everyday situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	52,9	52,9	52,9
	Sometimes	7	41,2	41,2	94,1
	Never	1	5,9	5,9	100,0
	Total	17	100,0	100,0	

### Keeping a positive attitude towards the time and everyday situations



## TAKING THE WHOLE ACADEMIC LOAD

### Statistics

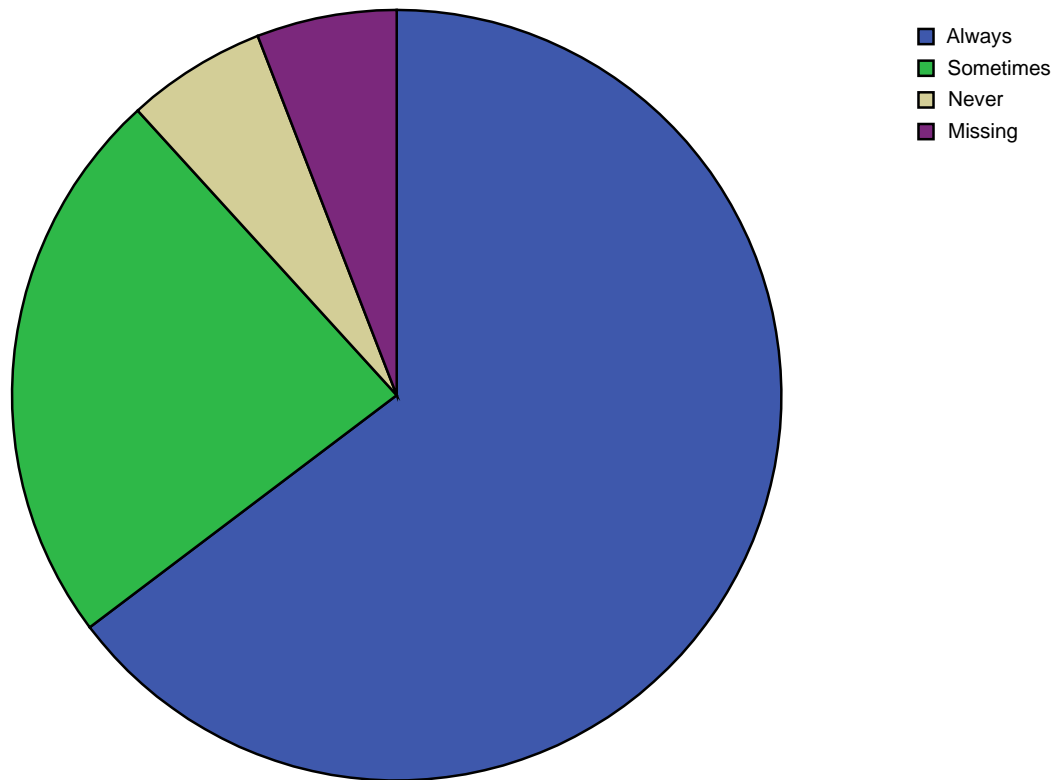
Taking the whole academic load

N	Valid	16
	Missing	1
Mode		1

### Taking the whole academic load

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	64,7	68,8	68,8
	Sometimes	4	23,5	25,0	93,8
	Never	1	5,9	6,3	100,0
	Total	16	94,1	100,0	
Missing	No Response	1	5,9		
Total		17	100,0		

### Taking the whole academic load



## APPENDIX 5

### Motivation towards UIS EFL course - Graphs and tables

#### Statistics

		The academic exigency in the UIS Languages Institute	The communicative and functional use of the language	The methods of the classes	The quality of the materials
N	Valid	9	10	9	9
	Missing	8	7	8	8
	Mode	2	1	3	4

		The schedule of the classes	The proximity of the Languages Institute to the Ss house
N	Valid	9	9
	Missing	8	8
	Mode	6	6

## Academic Exigency in the UIS languages Institute

### Statistics

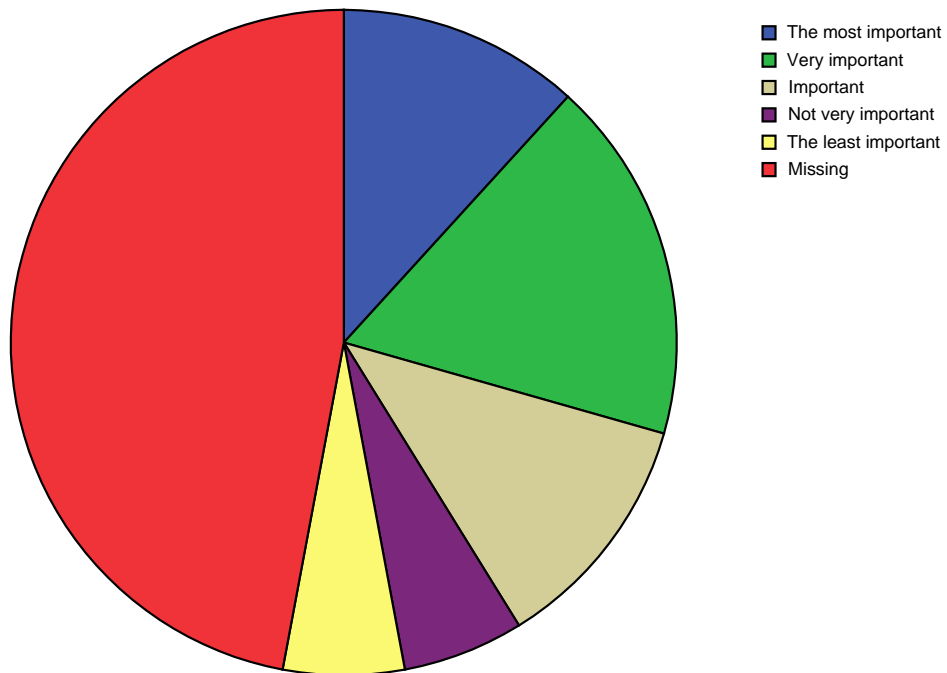
The academic exigency in the UIS Languages Institute

N	Valid	9
	Missing	8
Mode		2

### The academic exigency in the UIS Languages Institute

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	2	11,8	22,2	22,2
	Very important	3	17,6	33,3	55,6
	Important	2	11,8	22,2	77,8
	Not very important	1	5,9	11,1	88,9
	The least important	1	5,9	11,1	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

### The academic exigency in the UIS Languages Institute



## THE COMMUNICATIVE AND FUNCTIONAL USE OF THE LANGUAGE

### Statistics

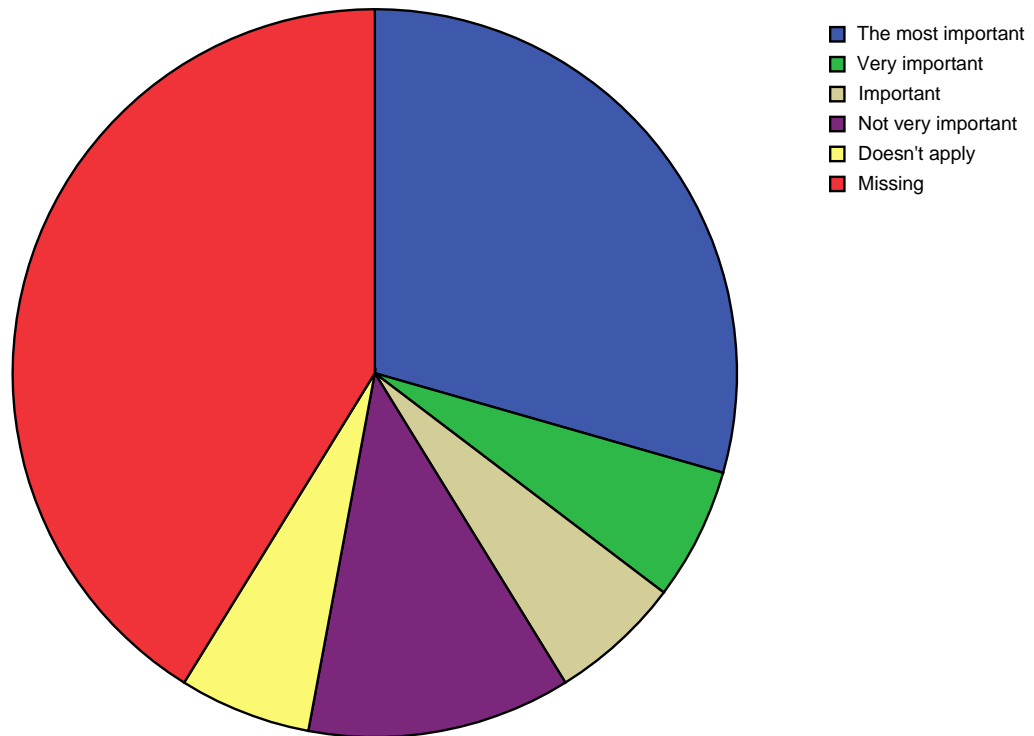
The communicative and functional use of the language

N	Valid	10
	Missing	7
Mode		1

### The communicative and functional use of the language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	5	29,4	50,0	50,0
	Very important	1	5,9	10,0	60,0
	Important	1	5,9	10,0	70,0
	Not very important	2	11,8	20,0	90,0
	Doesn't apply	1	5,9	10,0	100,0
	Total	10	58,8	100,0	
Missing	Wrong response	7	41,2		
Total		17	100,0		

### The communicative and functional use of the language



## THE METHODS OF THE CLASSES

### Statistics

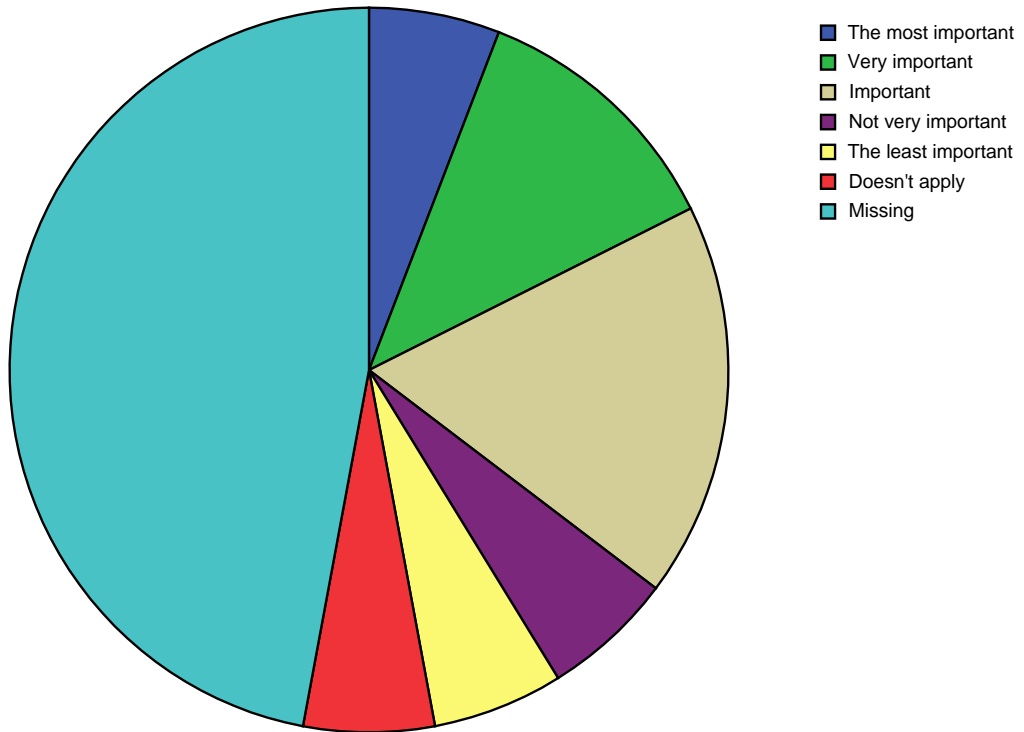
The methods of the classes

N	Valid	9
	Missing	8
Mode		3

### The methods of the classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	1	5,9	11,1	11,1
	Very important	2	11,8	22,2	33,3
	Important	3	17,6	33,3	66,7
	Not very important	1	5,9	11,1	77,8
	The least important	1	5,9	11,1	88,9
	Doesn't apply	1	5,9	11,1	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

### The methods of the classes



## THE QUALITY OF THE MATERIALS

### Statistics

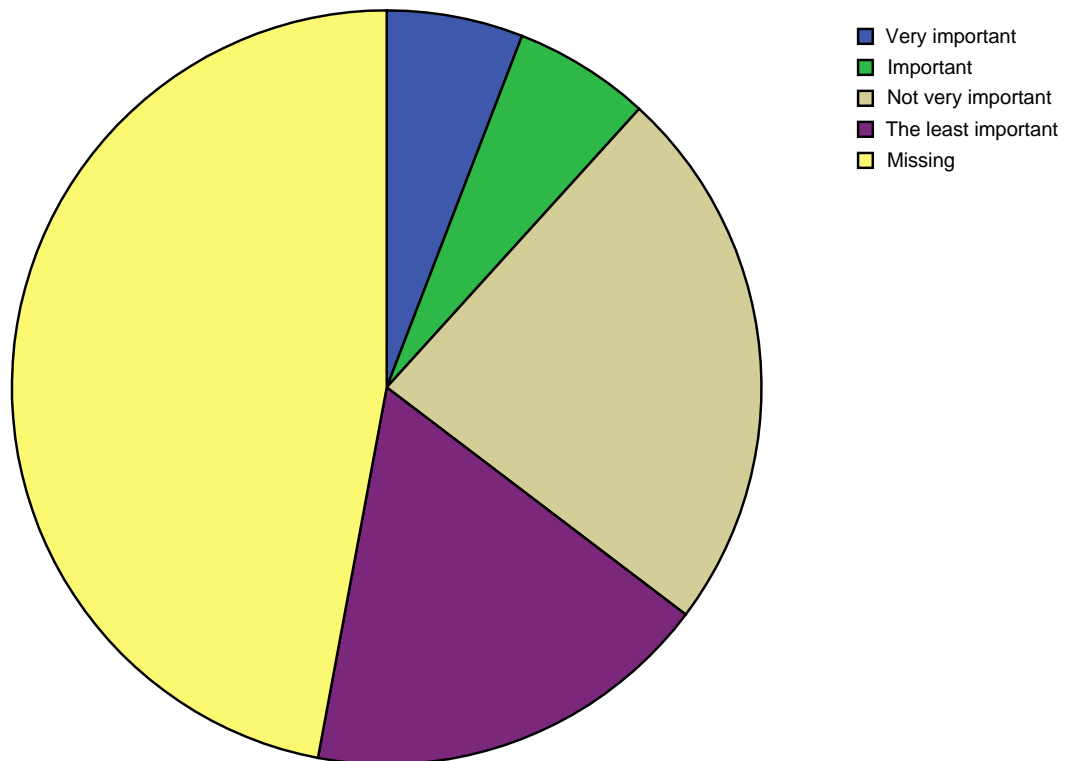
The quality of the materials

N	Valid	9
	Missing	8
Mode		4

### The quality of the materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	5,9	11,1	11,1
	Important	1	5,9	11,1	22,2
	Not very important	4	23,5	44,4	66,7
	The least important	3	17,6	33,3	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

### The quality of the materials



## THE SCHEDULE OF THE CLASSES

### Statistics

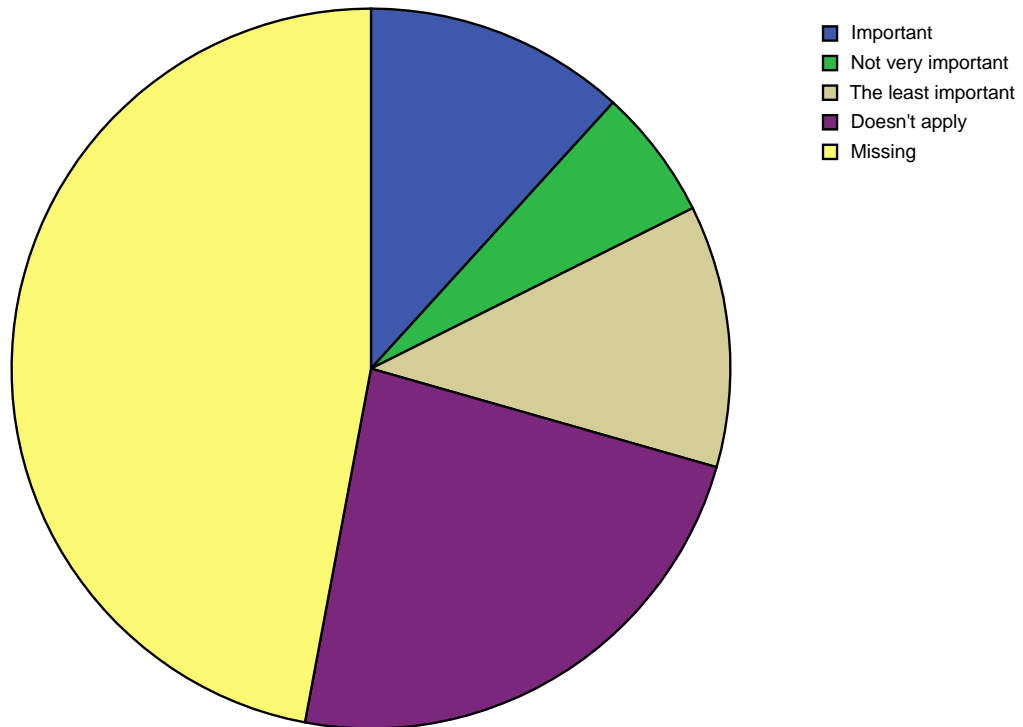
The schedule of the classes

N	Valid	9
	Missing	8
Mode		6

### The schedule of the classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Important	2	11,8	22,2	22,2
	Not very important	1	5,9	11,1	33,3
	The least important	2	11,8	22,2	55,6
	Doesn't apply	4	23,5	44,4	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

### The schedule of the classes



## THE PROXIMITY OF THE LANGUAGES INSTITUTE TO THE S'S HOUSE

### Statistics

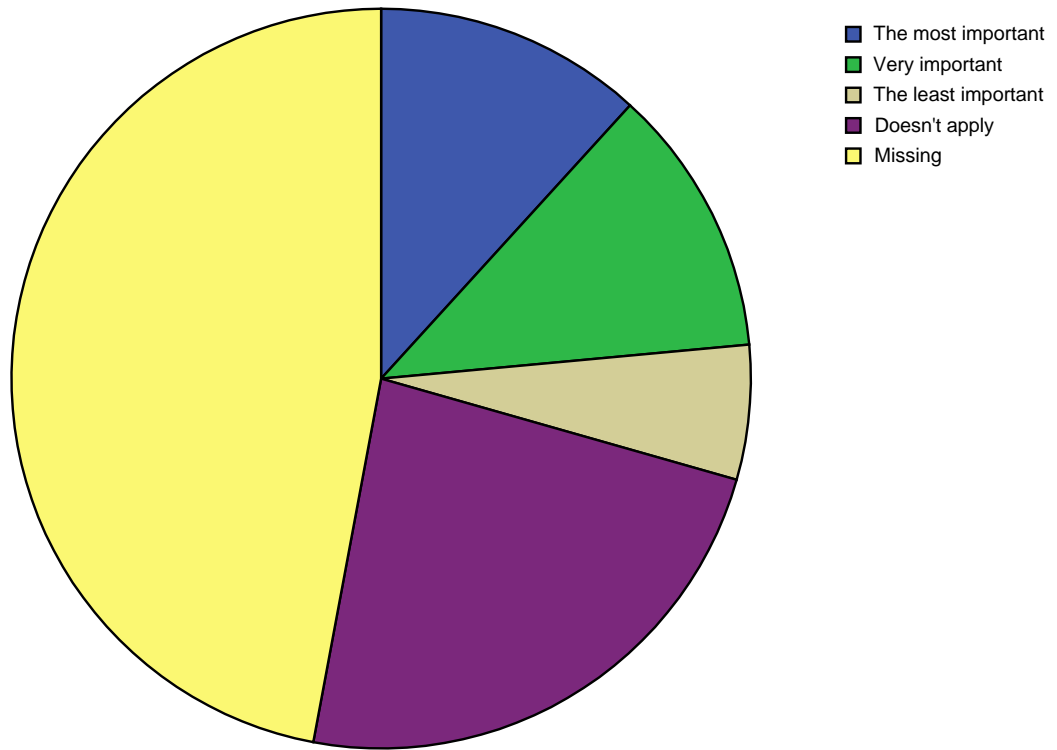
The proximity of the Languages Institute to the Ss house

N	Valid	9
	Missing	8
Mode		6

### The proximity of the Languages Institute to the Ss house

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The most important	2	11,8	22,2	22,2
	Very important	2	11,8	22,2	44,4
	The least important	1	5,9	11,1	55,6
	Doesn't apply	4	23,5	44,4	100,0
	Total	9	52,9	100,0	
Missing	Wrong response	8	47,1		
Total		17	100,0		

### The proximity of the Languages Institute to the Ss house



## APPENDIX 6

### Population's personal information - Graphs and tables

#### PERSONAL INFORMATION HOW MANY HOURS OF ENGLISH THE STUDENT TOOK AT SCHOOL

##### Statistics

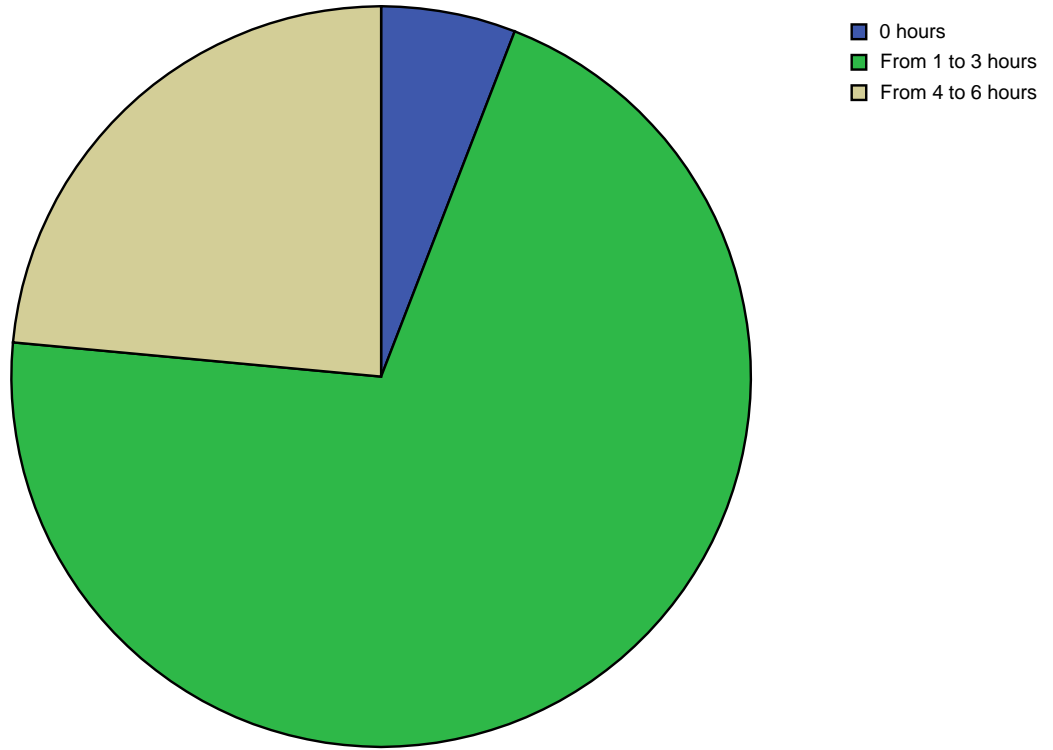
How many hours of English the student took at school

N	Valid	17
	Missing	0

##### How many hours of English the student took at school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 hours	1	5,9	5,9	5,9
From 1 to 3 hours	12	70,6	70,6	76,5
From 4 to 6 hours	4	23,5	23,5	100,0
Total	17	100,0	100,0	

### How many hours of English the student took at school



## WHICH FACULTY THE STUDY PROGRAM BELONGS TO

### Statistics

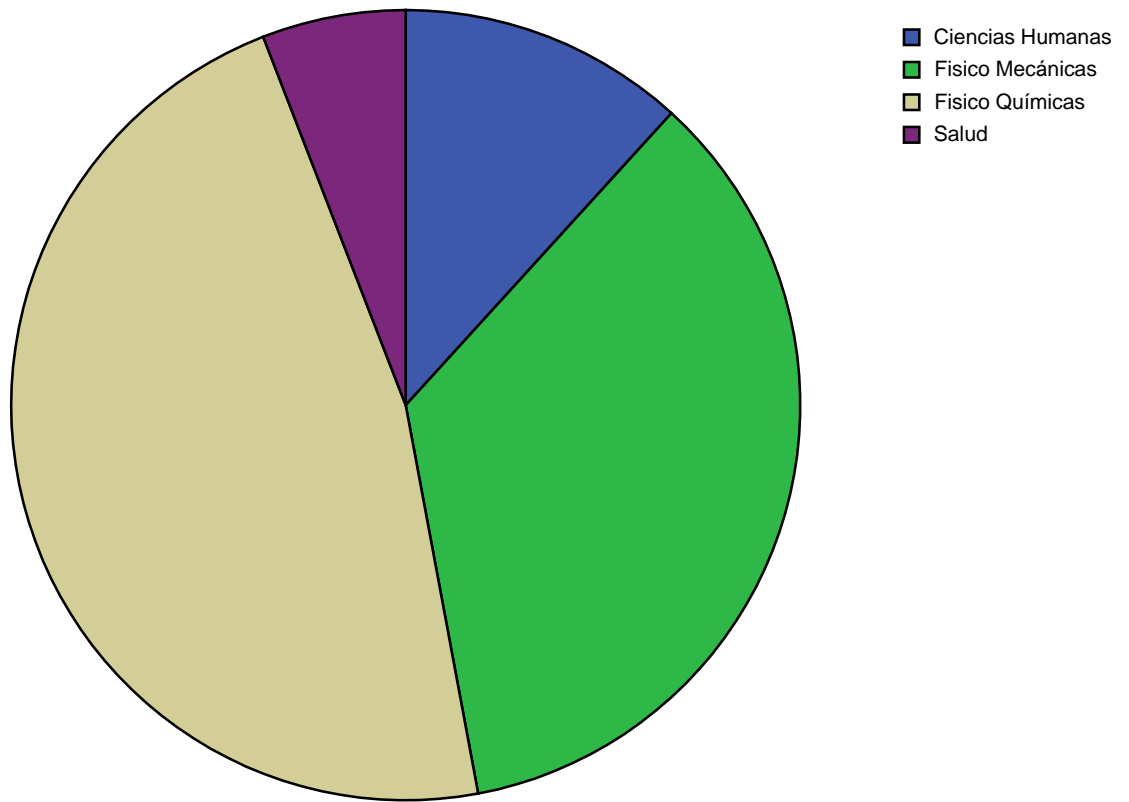
Which faculty the Study Program belongs to

N	Valid	17
	Missing	0

### Which faculty the Study Program belongs to

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ciencias Humanas	2	11,8	11,8	11,8
Fisico Mecánicas	6	35,3	35,3	47,1
Fisico Químicas	8	47,1	47,1	94,1
Salud	1	5,9	5,9	100,0
Total	17	100,0	100,0	

### Which faculty the Study Program belongs to



## WHETHER THE STUDENT HAD STUDIED ENGLISH BEFORE ENROLLING AT UIS

### Statistics

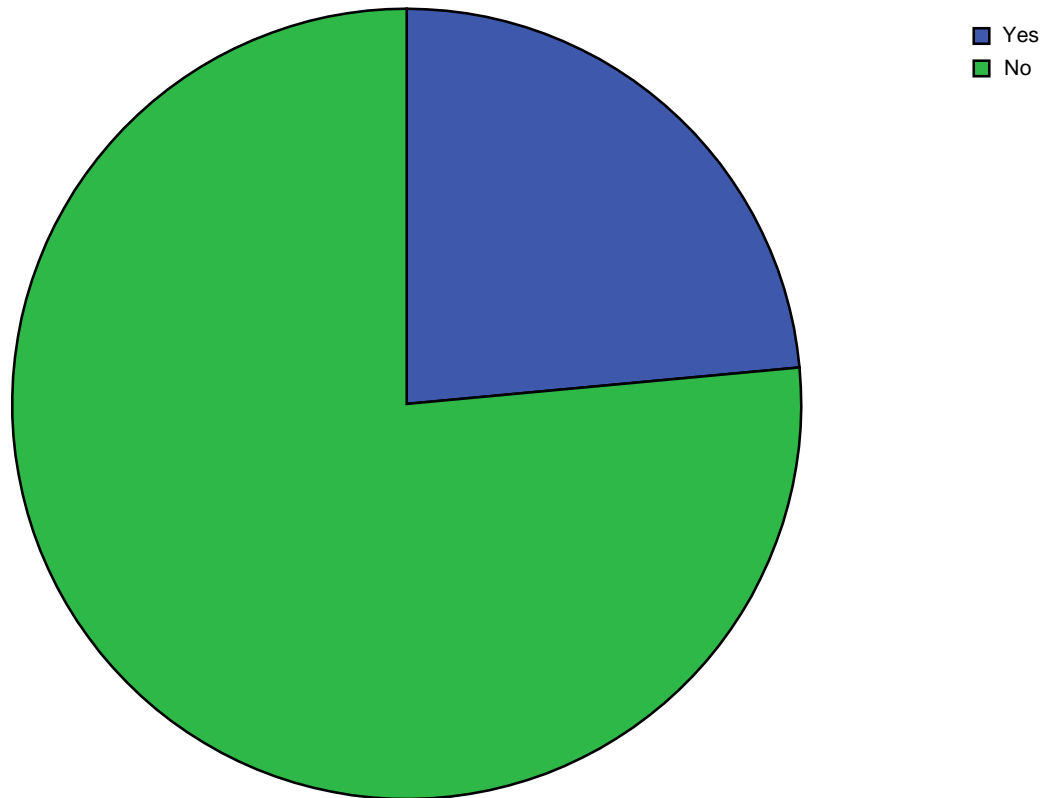
Whether the Student had studied English before enrolling at UIS

N	Valid	17
	Missing	0

### Whether the Student had studied English before enrolling at UIS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	23,5	23,5	23,5
	No	13	76,5	76,5	100,0
	Total	17	100,0	100,0	

### Whether the Student had studied English before enrolling at UIS



## COMEDORES

### Statistics

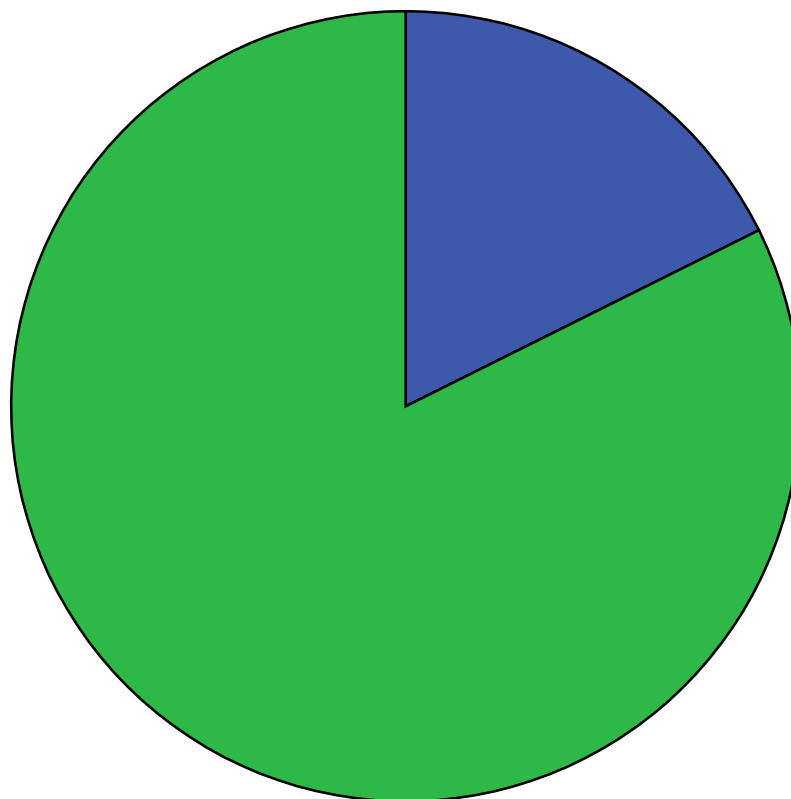
Comedores

N	Valid	17
	Missing	0

### Comedores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	17,6	17,6	17,6
	No	14	82,4	82,4	100,0
	Total	17	100,0	100,0	

### Comedores



## BIENESTAR UNIVERSITARIO

### Statistics

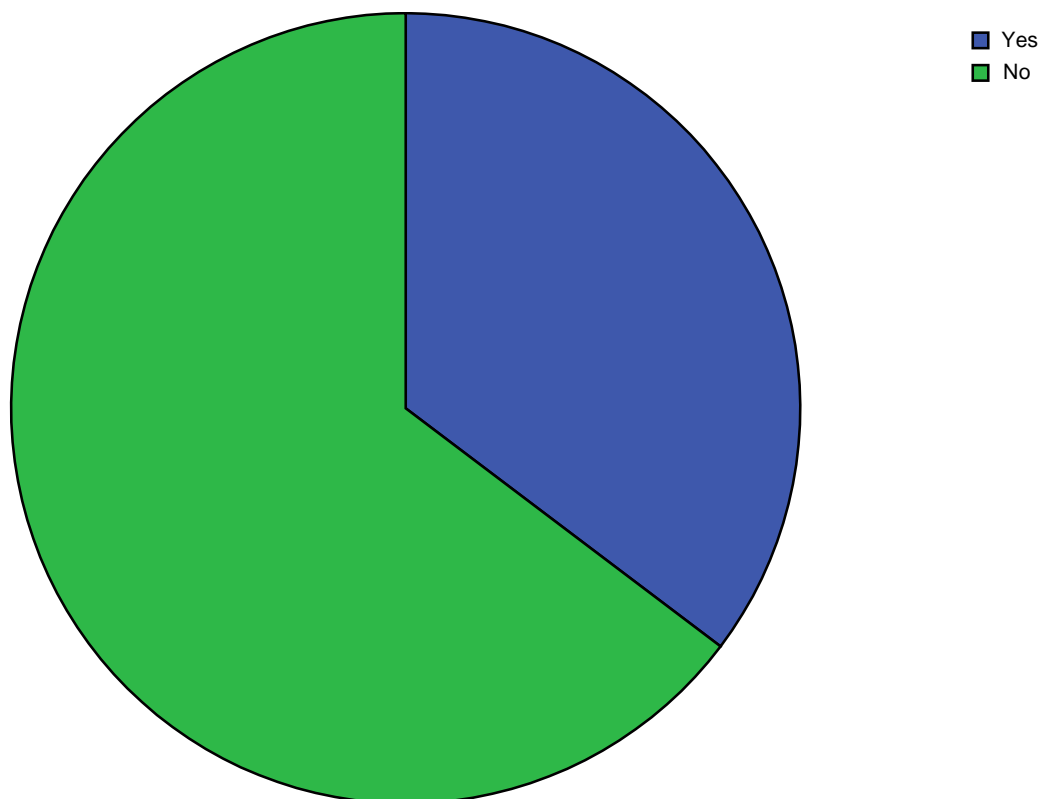
Bienestar Universitario

N	Valid	17
	Missing	0

### Bienestar Universitario

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	35,3	35,3	35,3
	No	11	64,7	64,7	100,0
	Total	17	100,0	100,0	

### Bienestar Universitario



## RESIDENCIAS UIS

### Statistics

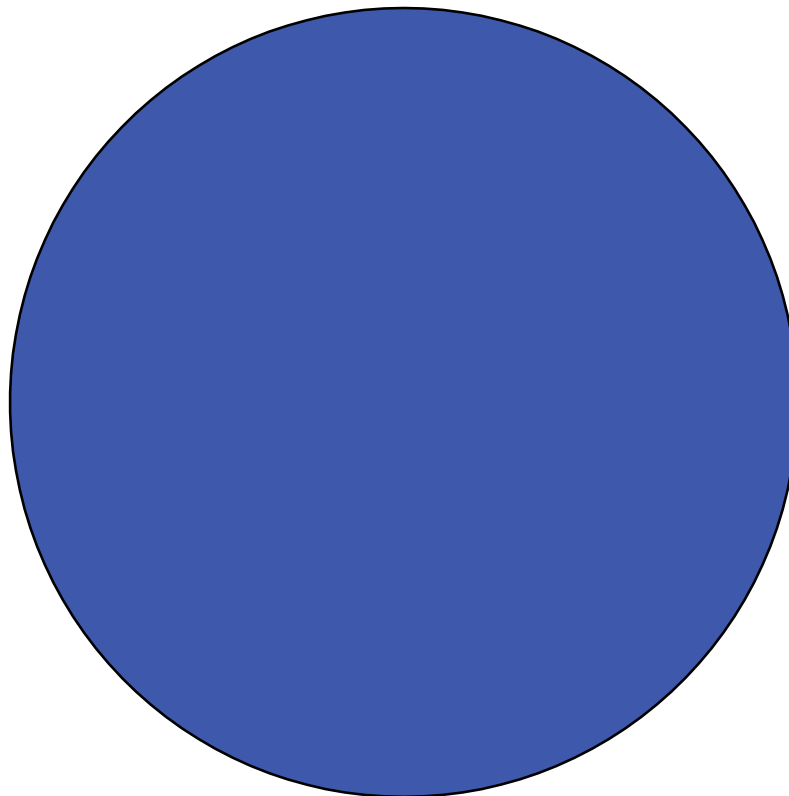
Residencias UIS

N	Valid	17
	Missing	0

### Residencias UIS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	100,0	100,0	100,0

### Residencias UIS



■ No

## DISTANCE FROM HOME TO THE UNIVERSITY (IN MINUTES)

### Statistics

Distance from home to university (in minutes)

N	Valid	17
	Missing	0

### Distance from home to university (in minutes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 15 minutes	8	47,1	47,1	47,1
	From 15 and 30 minutes	4	23,5	23,5	70,6
	More than 45 minutes	5	29,4	29,4	100,0
	Total	17	100,0	100,0	

### Distance from home to university (in minutes)

