

**Perceptions of the Students of Licenciatura en Lenguas Extranjeras con Énfasis en  
Inglés About Their Curriculum at Universidad Industrial de Santander**

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### **Resumen**

**Título:** Percepciones de los estudiantes de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés sobre su plan de estudios en la Universidad Industrial de Santander\*

**Autores:** Nelson Fabián Rodríguez Pedroza & Samuel David Sanmiguel Santos\*\*

**Palabras claves:** Percepción, evaluación del programa, currículo, enseñanza del idioma inglés, formación de docentes.

**Descripción:**

Dada la importancia de la evaluación de programas académicos en el contexto de la formación de docentes de inglés, este trabajo de investigación tiene como objetivo reportar las percepciones sobre el plan de estudios del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander, el cual ha estado en funcionamiento desde el año 2016, desde la perspectiva de estudiantes de sexto semestre en adelante. Esto para reflexionar sobre sus opiniones y críticas en cuanto a su calidad, relevancia y efectividad. Además, esta investigación sigue un diseño secuencial explicativo, que se divide en dos fases. En la primera fase, 52 estudiantes de 6° a 10° semestre del programa respondieron un cuestionario originalmente diseñado por Peacock (2009) que fue traducido al español y modificado para así adaptarlo al contexto del estudio. En la segunda fase, se realizaron tres entrevistas semiestructuradas de grupos focales con 9 de los participantes que respondieron el cuestionario. Los datos recogidos en las dos fases mostraron que los estudiantes tienen una percepción positiva sobre el plan de estudios; sin embargo, en la información recolectada en el componente cualitativo los estudiantes expresaron más aspectos negativos y nombraron aquellos que piensan se pueden mejorar en el programa.

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**Abstract**

**Title:** Perceptions of the Students of Licenciatura en Lenguas Extranjeras con Énfasis en Inglés About Their Curriculum at Universidad Industrial de Santander\*

**Authors:** Nelson Fabián Rodríguez Pedroza & Samuel David Sanmiguel Santos\*\*

**Keywords:** Perception, curriculum, ELT, program evaluation, pre-service teachers.

**Description:**

Given the importance of program evaluation in the English as a Foreign Language teacher education context, this research paper aims to report the perceptions about the curriculum of the "Licenciatura en Lenguas Extranjeras con Énfasis en Inglés" program at Universidad Industrial de Santander, which has been in operation since the year 2016, from the perspective of students from sixth semester to tenth semester. This to reflect on their opinions and criticism regarding its quality, relevance, and effectiveness. Furthermore, this research follows an explanatory sequential design, which is divided into two phases. In the first phase, 52 students from 6th to 10th semester of the program answered a questionnaire originally designed by Peacock (2009). In order to adapt it to the context of the study, the questionnaire was translated into Spanish and modified by the researchers. In the second phase, three semi structured focus group interviews were conducted with 9 of the participants who answered the questionnaire. The data collected in the two phases showed that students have a positive perception of the curriculum; however, in the information collected in the qualitative component, the students expressed more negative aspects and named those that they think can be improved in the program.

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## **Perceptions of the Students of Licenciatura en Lenguas Extranjeras con Énfasis en Inglés About Their Curriculum at Universidad Industrial de Santander**

### **1. Generalities of the research project**

#### **1.1 Context of the problem**

In Colombia, there exist two different systems of higher education quality assurance: first, qualified register and second, accreditation. The former is defined by the decree 1075 from 2015 as a requirement for any institution of higher education to be allowed to develop their academic programs; the latter is known as Sistema Nacional de Acreditación (SNA) that helps the academic community accredit the quality of the education and certify the services' quality. In addition, the government along with the National Ministry of Education established the demands and specific characteristics for institutions offering teacher education programs to obtain, renew or modify their qualified register in the decree 2450 from 2015 and its resolution 2041 from 2016.

From the year 2000 to 2017, the School of Languages at Universidad Industrial de Santander in Bucaramanga, Colombia offered the program *Licenciatura en Inglés*, which by 2016 already had 375 graduates (Proyecto Educativo del Programa Licenciatura en Lenguas Extranjeras con Énfasis en Inglés, 2016). During this time, the School carried out diagnostics to evaluate the program's quality and found some deficiencies that needed to be addressed (Olave, personal communication, 2021). Because of this, and considering the resolution and decrees aforementioned the School of Languages decided to make structural modifications to its academic program *Licenciatura en Inglés* creating the new program *Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* which has been functioning since 2018.

Moreover, the School took into consideration aspects such as teachers, researchers, infrastructure, and adequate resources for the new program to start. In addition, according to

the Proyecto Educativo del Programa Licenciatura en Lenguas Extranjeras con Énfasis en Inglés (2016), by creating the new program the School of Languages tried not only to fulfill the demands of the government, but also to strengthen the pedagogic, linguistic and research components of the program. Some of the changes made were: (1) the insertion of new subjects such as *pedagogía para la inclusión escolar*, Introduction to Articulatory Phonetics of English and *Trabajo de Grado I & II*. (2) The reorientation of knowledge in the field of linguistics by replacing some subjects, such as Linguistics II and III to Discourse Analysis and Sociolinguistics. This with the purpose of creating a program that seeks to educate capable and competent teachers both in the English language as well as in the research field who are able to be agents of change and who are aware of their role taking into account their own culture and others.

Evidently, this new program was created to meet the demands for the teacher education programs in Colombia made by the government and the current needs and trends of the society and the marketplace, which are in constant change. Furthermore, it is important that directives and teachers from the School of Languages along with students analyze and evaluate their program given that its short period of activity makes it necessary to explore different perspectives about the program, its strengths and weaknesses.

### ***1.1.1 Research question***

What are the perceptions of the students of Licenciatura en Lenguas Extranjeras con Énfasis en Inglés about their curriculum regarding its quality, relevance and effectiveness at Universidad Industrial de Santander?

## **1.2 Justification**

There have been many studies conducted around the world on the research topic of student perceptions within the EFL context; nevertheless, there is a considerable gap that

concerns the subject of language teacher education programs and their components. As such, there are several reasons that provide the necessity of carrying out a study of this matter.

First, the topic of program self-evaluation is a very valuable exercise for universities to perform. Robinson (as cited in Peacock, 2009) stated that one of the aims of this evaluation is to provide information about the value of a program and to measure how universities are meeting their objectives and how they can provide the necessary improvements. Moreover, Roldan (2005) expressed that the evaluation of a program offers reliability and validity to the curriculum and the career itself, and that its importance not only lies on what is needed for improvement but also in the establishment of the guidelines for the updating and the time in which they must be complied. Furthermore, the role of students within these evaluative processes can be perceived as insufficient. A great number of reasons have been given to this phenomenon, but one appears to be the most prominent: purposeful exclusion. This is something criticized by several scholars (Gelvez, 2010; Sánchez, 2018; Sánchez, Carvajal, Herrera, & Pérez, 2015; Vergara, 2012) who state the importance of the inclusion of students at the moment of program evaluation because they are the ones who understand firsthand if the goals proposed are being met and if there might be changes that need to be made.

Second, learner satisfaction within the specific context of student teachers is also something that needs to be more studied. Obando & Sánchez (2018) concluded that given the nature of teacher education programs covering dissimilar areas that are interconnected; it was necessary to listen to students' expectations and ideas for all these dimensions to complement each other and not fall apart. In addition, Richards (as cited in Obando & Sánchez, 2018) and Yavuz & Zehir Topkaya (2013) stated that being familiar with the satisfaction of the learners would allow curricular agents to get a general picture of how the program was being received and what students thought could be improved. Furthermore, Tessema, Ready, & Yu (2012) concluded that it is necessary to know student teachers' levels of satisfaction given that it

allows the identification of factors and the extent in which they affect the viability of their curriculum. Finally, Ten Eyck, Tews, & Ballester (2009) and Witowski (2008) stated that understanding learners' satisfaction helps the universities to make a curriculum that is representative not only of the students' needs but also the marketplace and thus keep up with the demand of a fast-changing world.

Ultimately, it is of great importance to conduct a study which is subjected to the Colombian teacher educational context and more specifically to the public higher education sector in which we are. Considering the new laws and decrees that prompted the creation of the program and with the searching of accreditation by the National Accreditation Council, it is justifiable to perform a study based on the perceptions and satisfaction that students have with their curriculum. In addition, it is important that students get involved and express their opinions, especially those which are in advanced semesters given that they have already taken a greater number of subjects.

### **1.3 Objectives**

In order to guide this study, the following objectives are proposed:

#### ***1.3.1 General Objective***

To report the perceptions about the curriculum of the “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés” program from the students’ perspective to reflect on their opinions and criticism regarding its relevance, effectiveness, and quality.

#### ***1.3.2 Specific objectives***

- To document students’ opinions and criticisms about their pensum/curriculum.
- To identify necessary/suggested changes to the program from students’ perspectives.
- To analyze the judgments made by students about their curriculum.
- To reflect on students’ opinions about their expectations of their curriculum in terms of the relevance, effectiveness, and quality.

## **2. Theoretical framework**

### **2.1 Background**

Research about curriculum and program evaluation from the students' perspective has gained importance in the last decade. Many worldwide researchers have attempted to evaluate the quality of different university programs and their curriculum, considering such populations. In many studies (Cretu, 2014; Dereobali & Ünver, 2009; Valdés, Lagos, Gedda, Herrera, & Godoy, 2014; Vera, 2018) the concern has been to revise students' opinions and ideas to improve the aspects of the programs that might need it. The main aspects highlighted in these studies are related to the practical disciplinary knowledge and the lack of specific courses that could teach, improve, and prepare students when facing real-life situations.

In the context of English Language Teaching education programs and their evaluation, many studies have been carried out in Turkey. These studies (Akcan, 2016; Karakas, 2012; Küçükoğlu, 2018; Varol, 2018; Yavuz & Zehir Topkaya, 2013) explore the perceptions that student teachers have regarding their programs from an evaluative point of view. Their findings summarize that, even though most students are satisfied with their programs, they still consider it necessary to improve the quality of pedagogical, language and research courses.

In the Americas, though in fewer numbers, studies have also been carried out (Brahona, 2014; Faez & Valeo, 2012; Obando & Sánchez, 2018; Tessema et al., 2012) in which students express their satisfaction with their curriculum and evaluate the different factors that might affect their learning process and the quality of their EFL programs. All these studies express the necessity of updating or changing structures of the programs and the inclusion of new courses of SLA, FLT, cultural aspects of language and English. In addition,

the studies point out that students from advanced semesters seemed to be more satisfied with the curriculum and felt more prepared to teach than those from the first semesters.

It is important to highlight that most of the studies mentioned use a mixed-method research approach with the implementation of Likert scale questionnaires and focus group interviews to collect the information. Furthermore, several studies (Coskun & Daloglu, 2010; Karim, Shahed, Mohamed, Rahman, & Ismail, 2019; Martínez, 2017) that focused on students' perceptions to evaluate the effectiveness of their programs used the Peacock (2009) model. This model, created by Matthew Peacock, uses a 22-item questionnaire based on FL teaching education literature to state a program's strengths and weaknesses. These studies stated the significance that the specific context of the students have when learning how to teach another language and their findings express the importance of their opinions when talking about program evaluation.

Finally, when talking about ELT program evaluation studies there are certain gaps. First, there were not many studies found on the topic in the Latin American context and even less in Colombia. Second, it was noticeable the lack of student participation in these evaluative processes.

## **2.2 Important Concepts**

### ***2.2.1 Preparing teachers for their future role in society***

According to Roldan (2005) a program or curriculum is a structured collection of in and out-of-class experiences organized as a plan of the learning process and provides the students with the knowledge and skills they will need in their professional lives. In addition, Vergara (2012) states that the objective of a program is to present in an organized manner different factors such as the courses, the contents and the hours needed because they shape students' learning experiences. This organization will lead students to achieve comprehensive training as individuals to respond to the social needs of their contexts.

Regarding teacher training education programs Safari & Rashidi (as cited in Fandiño, 2017) state that these programs provide their students with instructional proposals, methodological approaches and pedagogical strategies that will help them when teaching in the future. Moreover, González & Quinchía (2003) express that these programs lead towards the consolidation of four basic dimensions: 1) command of the language, 2) experience in teaching EFL, 3) experience in research and 4) knowledge of local realities. In addition, Day (as cited in Karakas, 2012) claims that there is a knowledge dimension that teacher education needs, and that it should consist of areas such as content knowledge, pedagogic knowledge, pedagogic content knowledge that consists of the knowledge student-teachers acquire within a pedagogic context, and support knowledge which is that of interdisciplinary interactions.

Furthermore, certain dimensions are also given to English teachers themselves. Cross (2003) states that there are four must-have characteristics an ideal teacher needs: English competence, professional competence, general level of education and positive attitudes and beliefs towards the profession. As a result, Agray (as cited in Fandiño, 2017) expresses that is the state, the society, and the universities the ones who expect English Language teachers to have the above-mentioned characteristics and knowledge dimensions as well as to develop many different skills to satisfy the functionalist interests of their students.

### ***2.2.2 The Importance of Program evaluation***

Stufflebeam (2003) defines the concept of evaluation as a process that provides descriptive and judgmental information about an object's implementation, design, worth, etc. to guide the understanding and improvement of such phenomena.

Regarding program evaluation, Obando & Sánchez (2018) state that it is a process that helps universities investigate the strengths and weaknesses of their programs regarding a variety of different aspects that can include outcomes, syllabi, materials, teaching methods, teacher training, among others. Furthermore, authors such as Fairris (2012), Küçükoğlu



(2018), Mayorga (2015) and Roldan (2005) express that some of the main purposes of program evaluation are the following:

- To improve the program
- To allow the reflection of what is being done
- To correct errors
- To help teachers improve
- To establish and then spread best-practice program features
- To enhance the chances for program accreditation or reaccreditation

All of this to respond to the current needs and demands of the globalized society. For this reason, program evaluation must be a comprehensive process that entails practice, theory, and appreciation to make value judgments about the relevance of the design and the implementation of the curriculum (Roldan, 2005).

### ***2.2.3 Is It Real or It is Just my Brain?***

In its beginnings, many scholars defined perception as the final response one had of the information perceived by the senses. Oviedo (2004) states that with the Gestalt movement in the 20th century the concept was redefined as a tendency to mental order consisting of two steps. First, perception oversees the intake of information, and second; it allows the transformation of that information into abstract thoughts (judgments, categories, concepts, etc).

Following this movement and with the intersection of other fields like philosophy, many scholars started to define the concept as a more complex process. Authors such as Hellriegel & Slocum (2004), Vergara (2012) and Mayorga (2015) state that perception is a psychological process elaborated from the personal and social experiences of people in which they recognize, organize, interpret, give meaning, and respond to information from their

context and the world. Moreover, Gongora (as cited in Vergara, 2012) expresses that perception works as an informative organization of sensory data, needs and expectations.

In addition, Rivera, Arellano & Molero (2000) state that the concept of perception has three main characteristics: it is subjective because everyone reacts differently to the same stimulus, it is selective because people select what they want to perceive given that not everything can be taken in, and it is temporary because it is a short-term phenomenon that varies depending on the necessities. Furthermore, Robbins (as cited in Vergara, 2012) explains that there are many factors that affect perception such as: interests, past experiences, expectation and satisfaction.

#### ***2.2.4 A Gratifying Emotional State?***

Although many scholars have tried to define the term satisfaction as a general concept and others as consumer satisfaction; neither side has agreed on their definitions. However, authors such as Oliver (as cited in Gelvez, 2010) and Sánchez et al., (2015) stated that satisfaction is both a cognitive and gratifying emotional state and the evaluative process of the relationship between expectations and perceptions. In addition, Sánchez et al., (2015) express that given this relation it has become of great importance the measurement of satisfaction to perceive the levels of fulfillment that people have from a given service.

Regarding education, Sánchez (2018) associated satisfaction with different notions such as needs, happiness, pleasure, and desires. In addition, he states that student satisfaction would be the cognitive and emotional perception that students have of their educational service. Moreover, Blázquez, Resino, Cano & Gutierrez and Zas (as cited in Sánchez, 2018) express the importance of considering students' opinions given that they help to improve and determine the quality of education. Similarly, Tessema et al., (2012) stress the idea that student satisfaction is of great importance for universities because it provides them with information to enhance the programs and respective curriculum.

It is important to state that even though the term has been defined in the context of market and services, in this study it will be associated with the fulfillment of students' expectations. Given that when talking about student satisfaction it is necessary to highlight the fact that universities not only provide a service but also are centers of knowledge where students grow both personally and professionally.

### 2.3 Legal Framework

This study is framed within the following laws:

- The Decree 2450 from December 17, 2015 states that  
*Las instituciones de educación superior oferentes de programas académicos de licenciatura y aquellos enfocados a la educación deben mostrar de modo coherente la existencia de estrategias diseñadas para posibilitar el proceso de autoevaluación de la propuesta académica, orientadas desde una perspectiva de autocrítica, ajustadas al proyecto educativo institucional y en atención a las políticas de la comunidad académica. (p 9.).*
- Law 30 from 1992, the article 55 states that “*La autoevaluación institucional es una tarea permanente de las instituciones de Educación Superior y hará parte del proceso de acreditación.*” (p 13.). In addition, the article 113 states “*Con el fin de mantener un mejoramiento continuo de la calidad de los docentes, todo programa de formación de docentes debe estar acreditado en forma previa, de acuerdo con las disposiciones que fije el Consejo Nacional de Educación Superior.*” (p 24.).
- Law 1651 (Bilingualism law) from 2013 that states “*las instituciones de educación para el trabajo y desarrollo humano que decidan ofrecer programas de idiomas deberán obtener la certificación en gestión de calidad, de la institución y del programa a ofertar*” (p 2.).

### 3. Methodology

A mixed method design was employed in this study to answer the research question which aims to report the perception of the students about their curriculum. In addition, the participants that were part of the study were students of the program *Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* at Universidad Industrial de Santander in Bucaramanga, Colombia. The methodology in depth will be explained below.

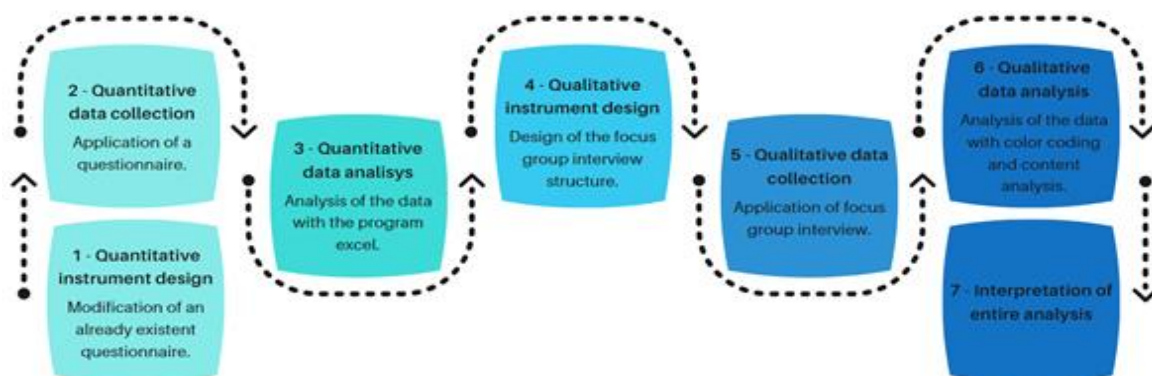
#### 3.1 Research design

The evidence in previous studies on how to collect data helped guide this study to follow the explanatory sequential design. According to Creswell (2012), the quantitative data help the researcher to have a general idea of the problem and the qualitative data help to explain or expand the general idea of the problem. Based on this and on the objectives proposed, this study was framed in a mixed method research approach because of its suitability. Dörnyei (2007) & Creswell (2012) define the mixed method design as the combination of qualitative and quantitative methods within a single study to understand the research problem better. Therefore, this research approach served to answer the research questions proposed and to provide meaningful information for the research problem.

To have a better understanding of the present study, the stages are shown and described below (see Figure 1).

**Figure 1.**

*Stages of the Research*



Source: Adapted from Creswell, 2012.

### 3.2 Participants

The participants of this research study were 52 students of the program *Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* from sixth to tenth semester at Universidad Industrial de Santander in Bucaramanga, Colombia. The participants were men and women from 18 to 25 or more years old. The quantity in gender is not specified because it varied and did not affect the study.

To achieve the objectives proposed, this study had three different sampling techniques. First, the voluntary response sampling technique to recruit students to answer the questionnaire. This technique is described as a non-probability sampling design by Murairwa (2015) who states that it is a procedure that “selects the final sample from the potential respondents who are willing and qualified to participate in the study” (p. 2). Second, the stratified random sampling technique to divide the population into strata, which is described by Dörnyei (2007) as a very effective form of rational grouping given that it proportionate the size of the population into small groups. These two techniques served for the purpose of obtaining participants who represent the entire population being studied.

Third, the purposeful sampling technique to select participants for the focus group interview. This technique is defined as the selection of a sample from which the most can be learned (Merriam & Tisdell, 2015). Therefore, it allowed us to find participants that enrich the specific needs of the present research study.

### 3.3 Data collection instruments

The instruments to collect data in this study were divided in two phases:

In the first phase, we used the questionnaire by Peacock (2009) applied in previous studies which consists of 22 items about curriculum, pedagogy, reflection on teaching and self-evaluation regarding EFL programs. This questionnaire was first translated into Spanish for a better understanding of the statements and second it was modified to adapt it to the

context of the study. The modifications were as follows: (1) we took into consideration five (5) statements found useful from the *Sistema de Autoevaluación de Programas Académicos* (SIAPAD), which seeks to evaluate the university's undergraduate programs, and added them to the main questionnaire. (2) We decided to write six (6) new statements based on the *Proyecto Educativo del Programa Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* (PEP LLEI) that covered specific aspects of this program, such as its organization, strengths, and the contents to be learned in each subject (see Annex A). This considering the first specific objective that states the documentation of students' opinions and criticisms about the program. In addition, we wrote the statements of the final version of the questionnaire and focused them in a way that could relate to the aspects of quality, content, and effectiveness of this specific program. Moreover, it is important to mention that Peacock's questionnaire has been used in a great number of studies in different contexts to assess EFL programs; and according to Coskun & Daloglu (2010) this questionnaire has been effective when evaluating those EFL programs regardless of the location in which the studies took place.

The final version of the questionnaire was validated with the help of:

- (1) The supervisor of the thesis.
- (2) A professor of the school of languages who received an evaluation rubric designed by us to assess each statement and the overall questionnaire.
- (3) A peer student who gave us feedback regarding the understanding of the items and the way they were presented.

Second, three online focus group interviews were carried out to expand and validate the findings already gathered. They were carried out in groups of 2 to 4 people divided depending on the semesters they were in. One interview was for the students from sixth to eighth semester, another interview was for students of ninth and tenth, and one last interview

for a mixture of students of the semesters studied. These interviews were designed considering the second specific objective that states to identify necessary/suggested changes to the program from students' perspectives and also taking into account similar data collection instruments applied in previous studies (see Annex B). The interviews were semi-structured for us to respond to the new ideas that the participants discussed. Merriam & Tisdell (2015) state that the established questions or issues to be investigated help to guide this kind of interview, but the data collected is socially constructed by the participants.

The interview was validated given that (1) it was used in previous studies and (2) the supervisor of the thesis provided feedback regarding the organization and distribution of questions.

### **3.4 Resources and Analysis techniques**

The analysis techniques that were used in this study after collecting the data were divided in three phases.

In the first phase, for the questionnaire, the data was uploaded manually to the spreadsheet program Excel given that it permits to analyze and measure the information gathered; in addition, this program was chosen due to its ease and availability. Furthermore, the technique used to analyze the data was descriptive statistics, which allows the researchers to organize, simplify and summarize the information and display the analysis graphically. In the second phase, the data collected by the focus group interview was categorized depending on the similarities of the participants' comments through the color-coding technique and then it was analyzed using the content analysis technique. This technique allowed demonstrating the relationships, meanings or presence of different words or categories to answer the research question proposed. In the third phase, after the quantitative and qualitative data was categorized and organized individually, the entire analysis was done by triangulating through the interpretation of the information according to the researcher's knowledge about the study.

#### **4. Results**

In this section the results are divided in three sections. First, the quantitative analysis based on the data gathered from the questionnaire. Second, the qualitative analysis based on the data gathered from the focus group interviews. Finally, the interpretation of the entire analysis.

##### **4.1 Quantitative analysis**

The questionnaire used in this section was designed in Google forms. The link to the questionnaire was sent to the students via WhatsApp in a group of the school of languages along with a message stating the population needed. Also, we asked the dean of the school to help us publish the link on the Facebook group of the program to reach a broader audience. In the questionnaire, students could find the consent form to be part of the study and the 33 Likert scale statements.

To do the analysis of the questionnaire, the 33 statements were divided into the variables present in the research question (relevance, effectiveness, and quality) and the answers of the students, who are referred to as ID, were divided into the semester they were enrolled in. In addition, the analysis is done by describing the data from the three variables separately; for each variable the median was calculated in each semester to finally talk about the variable in general. The median was chosen given that this measure is not sensitive to extremes but it's actual value is only dependent on the middle scores (Dörnyei, 2007). Furthermore, the analysis was done keeping in mind that values of 1 and 2 indicate negative perceptions towards the program, values of 3 indicate no particular feeling because they do not have a fixed position, and values of 4 and 5 indicate positive perceptions towards the program.



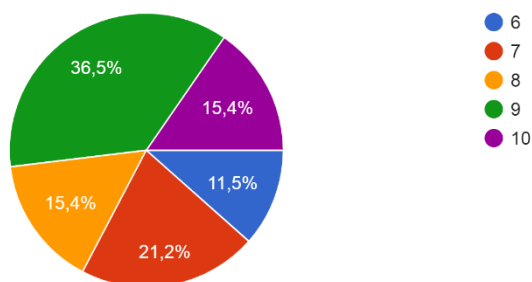
Finally, the figures shown are (1) the median of each student calculated by their answers of the statements that belong to each variable and (2) the statements with the higher degree of agreement and the lower degree of agreement in each variable.

#### ***4.1.1 Demographic information***

The participants in this part of the study were 52 students from the sixth to tenth semester of the program. As shown in figure 2, 11,5% of the participants (6) were from the sixth semester, 21,2% (11) were from seventh semester, 15,4% (8) were from eighth semester, 36,5% (19) were from ninth semester, and 15,4% (8) were from the tenth semester. It is important to mention that some of these students belonged to the program “Licenciatura en Inglés”, but changed programs around their 4th semester. Furthermore, the bigger number of the students being from 9th semester can be due to the fact that it is the semester with the biggest amount of students enrolled in the program.

**Figure 2.**

*Demographic information: Semester that the participants are in.*



#### ***4.1.2 Relevance***

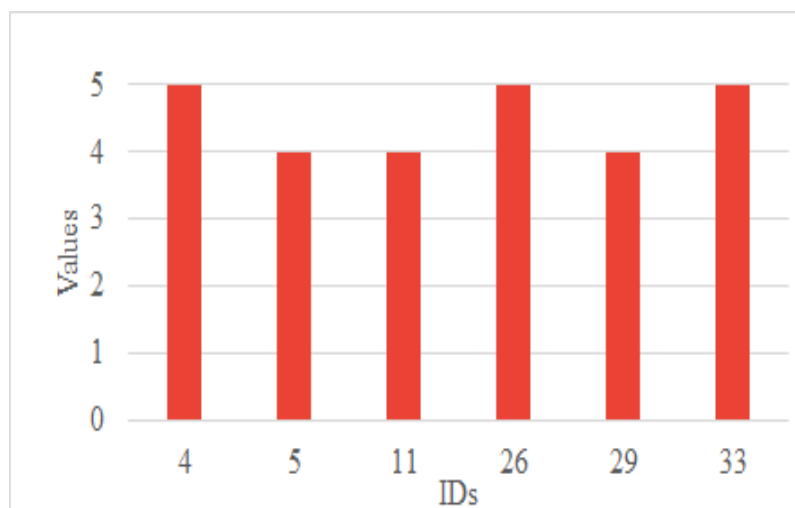
The variable of relevance in the questionnaire consisted of 5 statements that were items 12, 28, 29, 30, 31 (see annex A).

**4.1.2.1 Sixth Semester.** The general median calculated for sixth semester students is 4,5 which states that they have a positive perception of the variable. In figure 3 it is shown

that the median for each student regarding the statements belonging to this category are all above 4, thus implying that all of them have a positive perception towards the statements.

**Figure 3.**

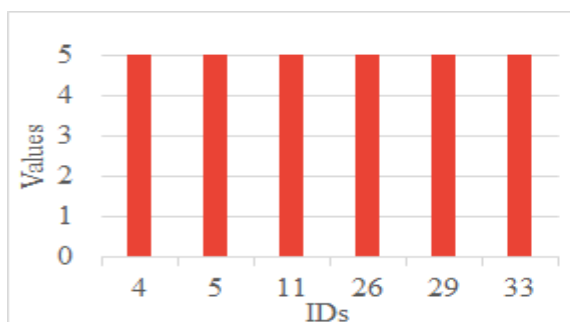
*Median in general for sixth semester students regarding relevance.*



In regards to specific statements for the 6th semester students, two of them present some contrast. On the one hand, item 12, which refers to the relevance of the subjects offered by the program, has the highest positive perception among the statements that belong to this variable. As it is shown in Figure 4, all six participants valued this statement with 5. On the other hand, item 29, which refers to whether the program is up-to-date and responds to the tendencies of today's society, the lowest rated answers in this variable are found. In figure 5, it is shown that one student valued the statement with 1 and another one with 2

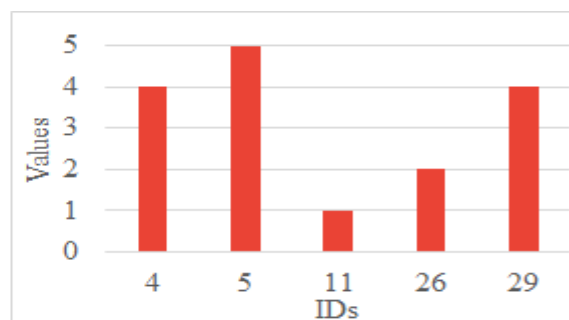
**Figure 4.**

*Value given to item 12 by 6th semester students*



**Figure 5.**

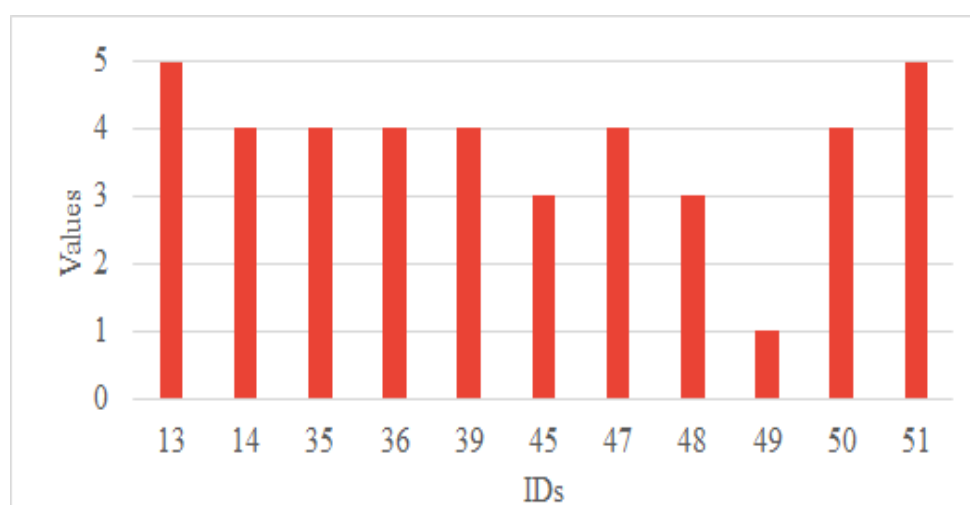
*Value given to item 29 by 6th semester students*



**4.1.2.2 Seventh Semester.** The median calculated for all the students of the seventh semester is 4, which states that they also have a positive perception of the variable. In figure 6 it is shown that the median of eight out of the eleven students regarding the statements belonging to this category has a value of 4, implying that the majority have a positive perception. In addition, two students did not have a particular feeling towards the statements given that their median has a value of 3. Nevertheless, one student has a median of 1 implying that they have a negative perception towards these statements and the variable in general.

**Figure 6**

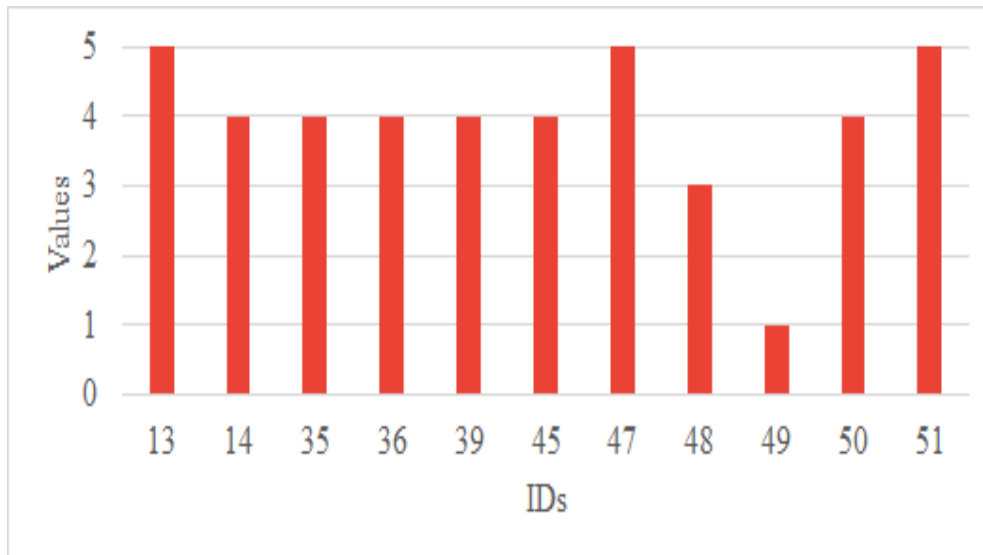
*Median in general for seventh semester students regarding relevance.*



Regarding individual statements, students of the seventh semester have the highest positive perception of item 30, which refers to the relevance of the program in regards to their needs as future English teachers. As it is shown in figure 7, nine students have a positive perception about this statement given that their median is above the value of 4, one student has no particular feeling towards it given the value of 3, and one student has a negative perception about it since they gave a value of 1 to this statement.

**Figure 7**

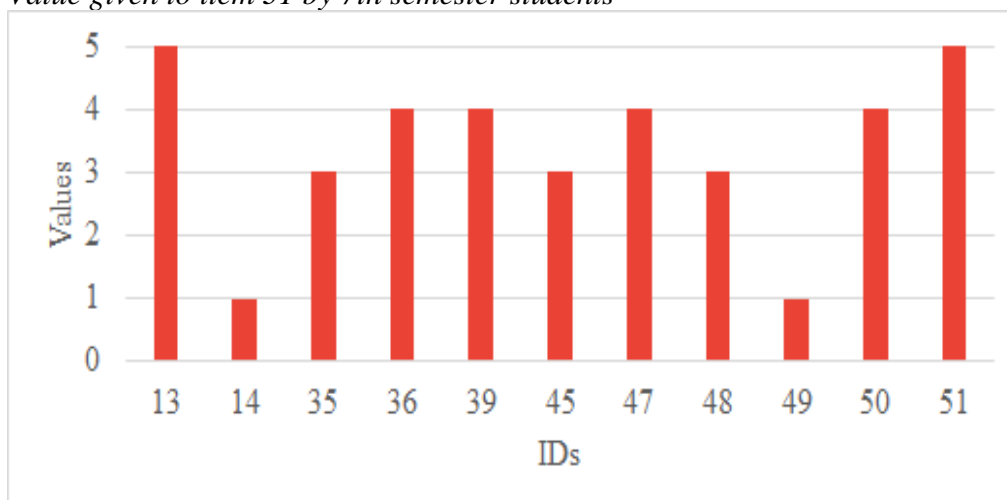
*Value given to item 30 by 7th semester students*



In contrast, Item 31, which refers to whether the program satisfies students' learning needs, is the one with the lowest rated answers. Figure 8 shows that two participants have a negative perception about this statement giving it a value of 1, and three students have no particular feeling towards it giving it a value of 3.

**Figure 8**

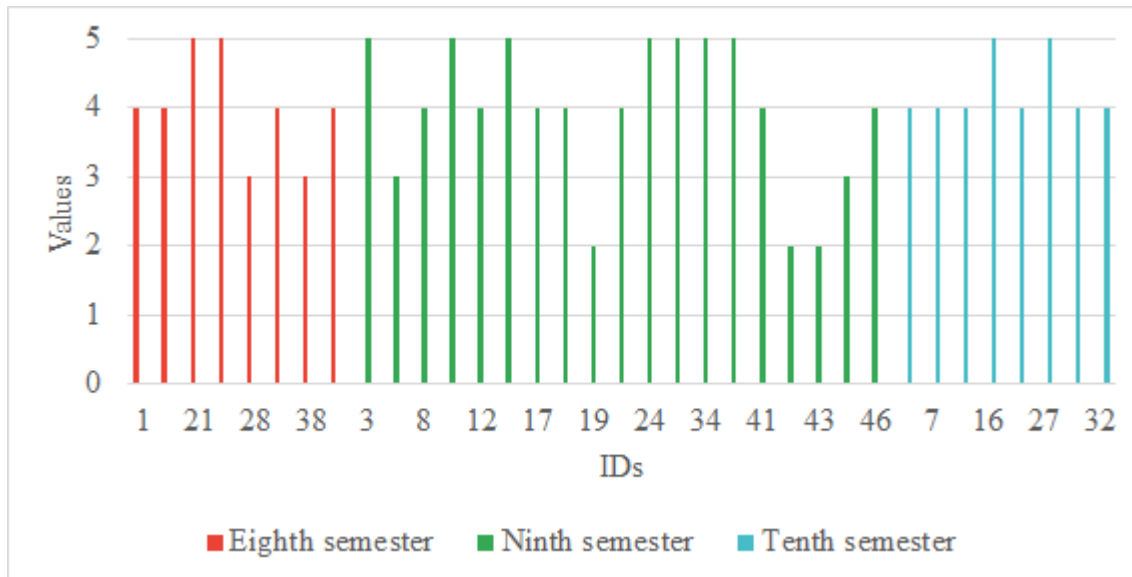
*Value given to item 31 by 7th semester students*



**4.1.2.3 Eighth, ninth and tenth semester.** The median calculated for the eighth, ninth and tenth semester students is 4 per semester, which states a positive perception of the variable for the students of these three semesters. These data are grouped in this way given that the values provided by the students are very similar across all semesters. In figure 9 the three semesters are shown together; here it is shown that twenty eight out of thirty five students have a median value of 4 and above, of this number six out of eight from eighth semester, sixteen out of nineteen from ninth semester and all eight students from tenth semester. Of the remaining seven students, four have a value of 3, indicating they don't have particular feelings towards the variable. Two students are from eighth and two from ninth. The remaining three students from the ninth semester have a value of 2 implying a negative perception of the variable.

**Figure 9**

*Median in general for eighth, ninth and tenth semester students regarding relevance.*

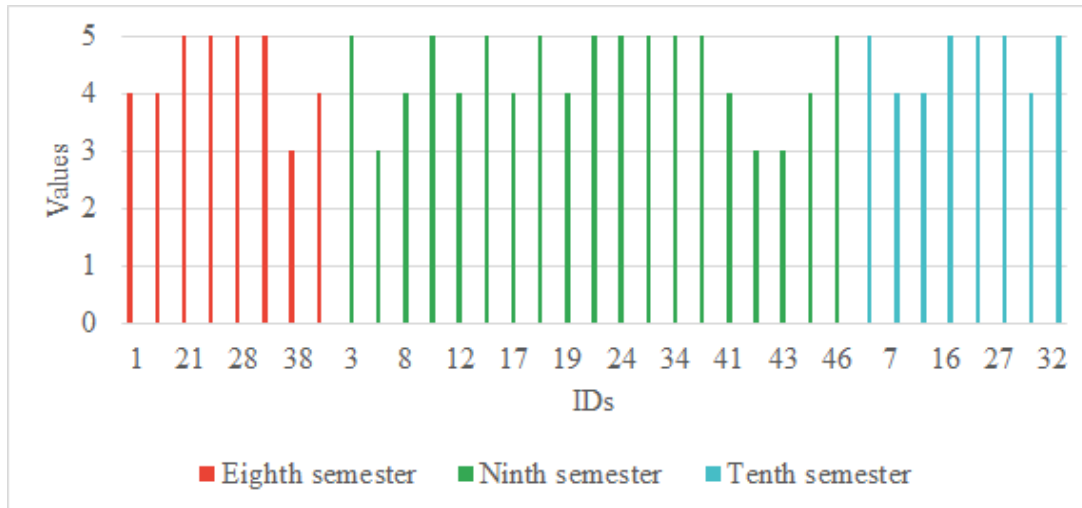


Regarding specific statements, for the students of eighth, ninth and tenth semester item 12 which refers to the relevance of the subjects offered by the program has the highest positive perception across all statements. Figure 10 shows that thirty one of the thirty five

students gave it a value of 4 and above. The four students with a different answer gave it a value of 3 indicating they do not have particular feelings towards this statement.

**Figure 10**

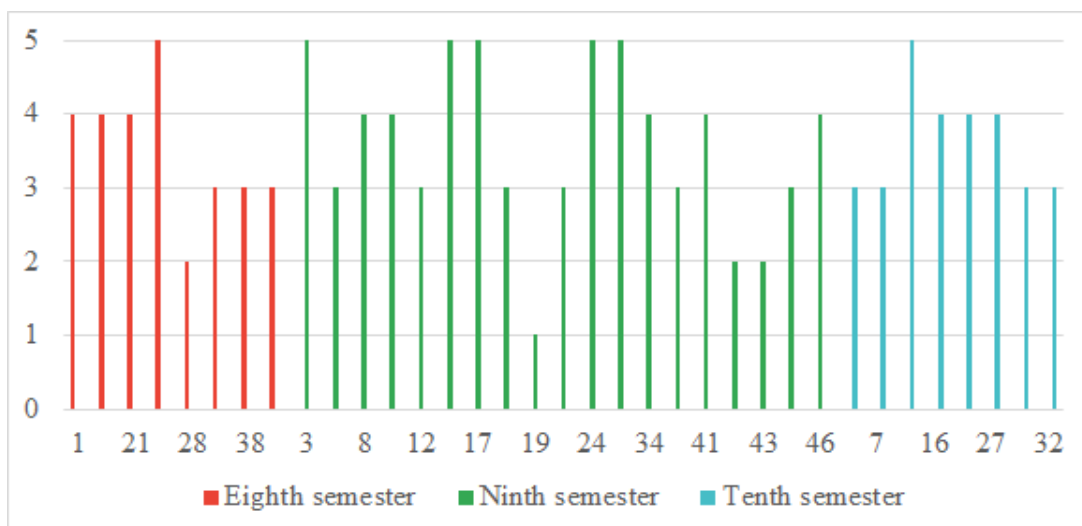
*Value given to item 12 by 8th, 9th, and 10th semester students*



Item 28, which refers to whether the program offers an adequate education for the necessities of the local context, has the lowest rated answers in this variable. In figure 11 it is shown that 13 out of the 35 students gave a value of 3, implying no particular feelings towards the statement, while four students gave it a value of 2 or below, implying a negative perception of the statement.

**Figure 11**

*Value given to item 28 by 8th, 9th, and 10th semester students*



Based on the aforementioned, the general median of all the semesters in this variable was of 4, indicating that there is a positive perception for the variable of relevance.

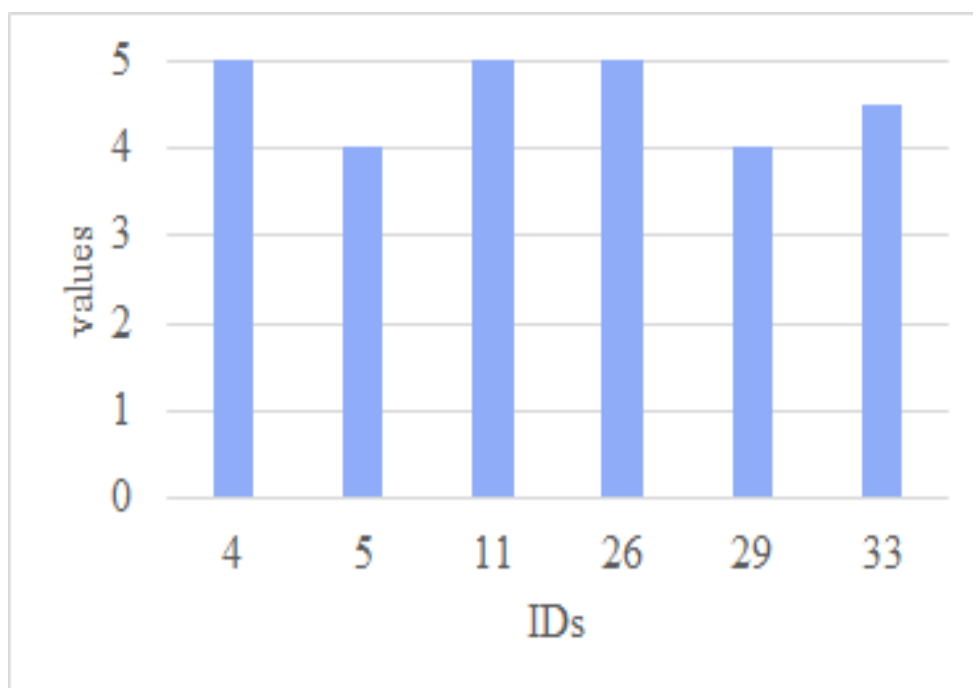
#### 4.1.3 Effectiveness

The variable of effectiveness in the questionnaire consisted of 12 statements that were items 10, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27 (see annex A).

**4.1.3.1 Sixth Semester.** The general median calculated for sixth semester students is 4,75 which states that they have a positive perception of the variable. In figure 12, it is shown that the median for each student regarding the statements belonging to this category are all 4 and above, thus implying that all of them have a positive perception towards the variable.

**Figure 12**

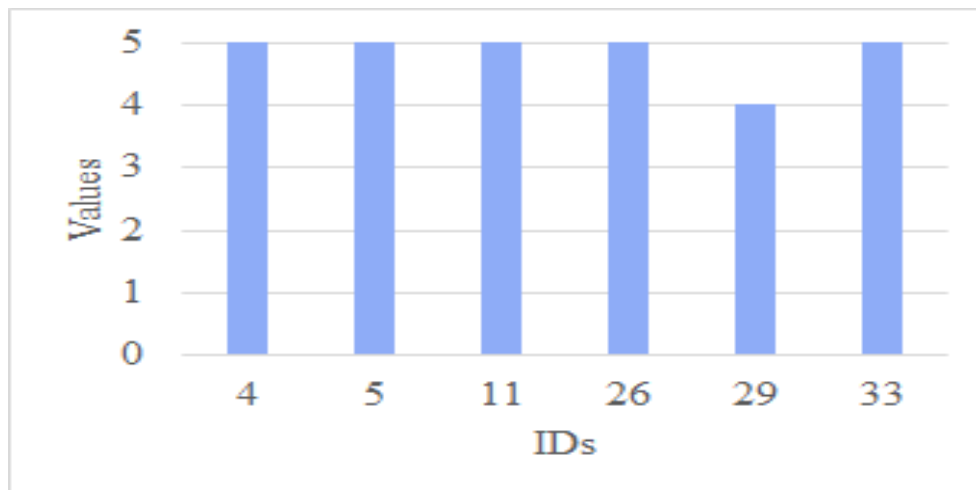
*Median in general for sixth semester students regarding effectiveness.*



In regards to specific statements for the 6th semester students, the one with the highest positive perception is item 27 which refers to whether the level of English achieved in the program is appropriate to be an English teacher. As it is shown in Figure 13, five out of six participants valued this statement with 5.

**Figure 13**

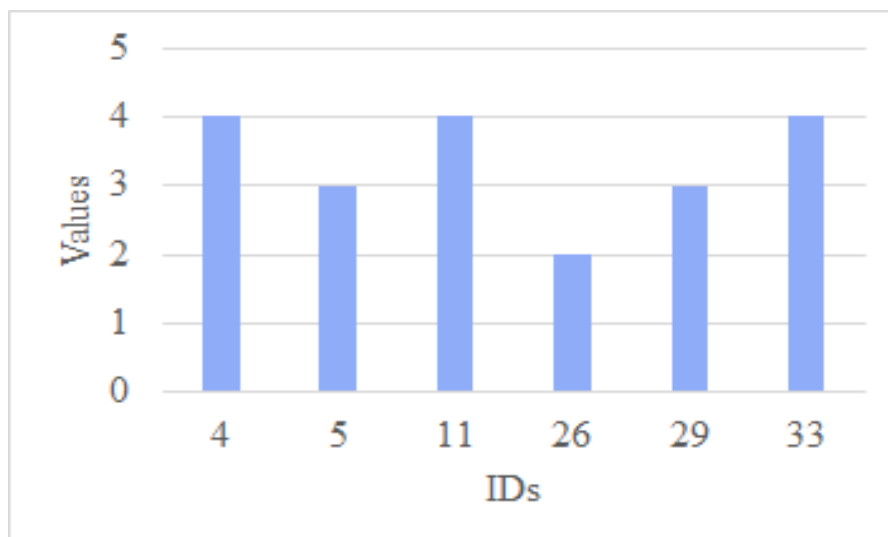
*Value given to item 27 by 6th semester students*



Item 19, which refers to whether the program teaches classroom management techniques, has the lowest rated answers in this variable. In figure 14, it is shown that two students valued the statement with 3 indicating they do not have particular feelings towards this statement and the other one with 2 indicating a negative perception towards it.

**Figure 14**

*Value given to item 19 by 6th semester students*

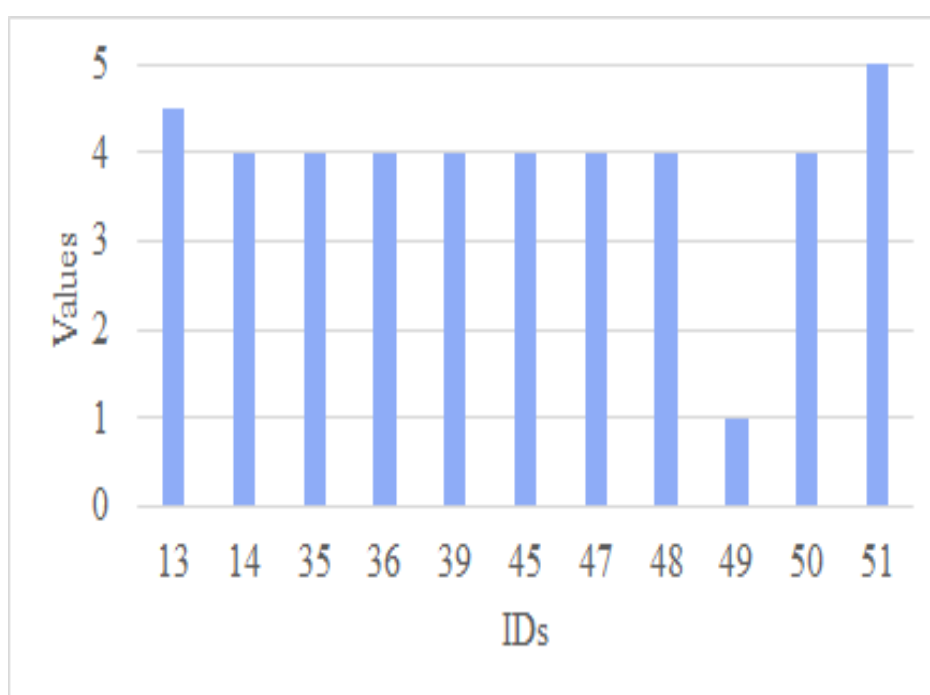




**4.1.3.2 Seventh Semester.** The median calculated for all the students of the seventh semester is 4, which states that they have a positive perception of the variable. In figure 15, it is shown that the median of ten out of the eleven students regarding the statements belonging to this category has a value of 4 and above, implying that the majority have a positive perception. Nevertheless, one student has a median of 1 implying that they have a negative perception towards these statements and the variable in general.

**Figure 15**

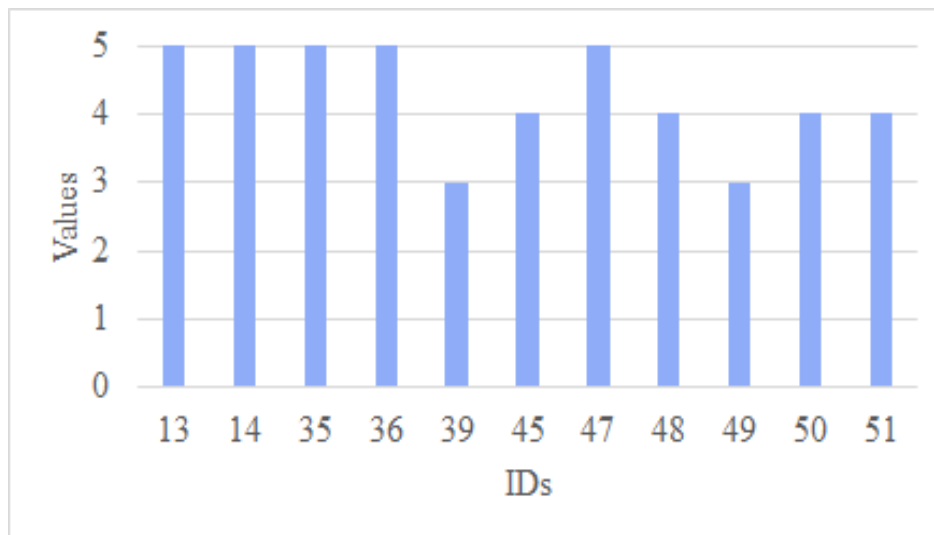
*Median in general for seventh semester students regarding effectiveness.*



Like the previous semester the item with the highest positive perception is number 27 which refers to whether the level of English achieved in the program is appropriate to be an English teacher. In figure 16 it is shown that 9 out of the 11 students gave it a value of 4 and above indicating a positive perception. While the other two gave a value of 3 indicating no feelings towards the statement.

**Figure 16**

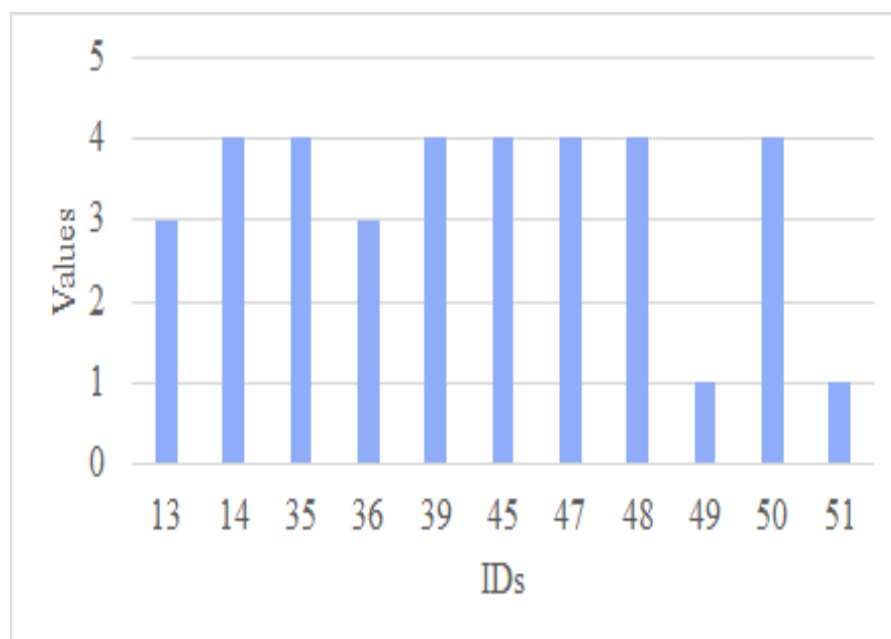
*Value given to item 27 by 7th semester students*



The item that for seventh semester students had the lowest rated answers was number 24, which states that the program teaches foreign language testing and evaluation skills. In figure 17, it is shown that 4 out of the 11 students gave it a value of 3 or below indicating no feelings or a negative perception of the statement.

**Figure 17**

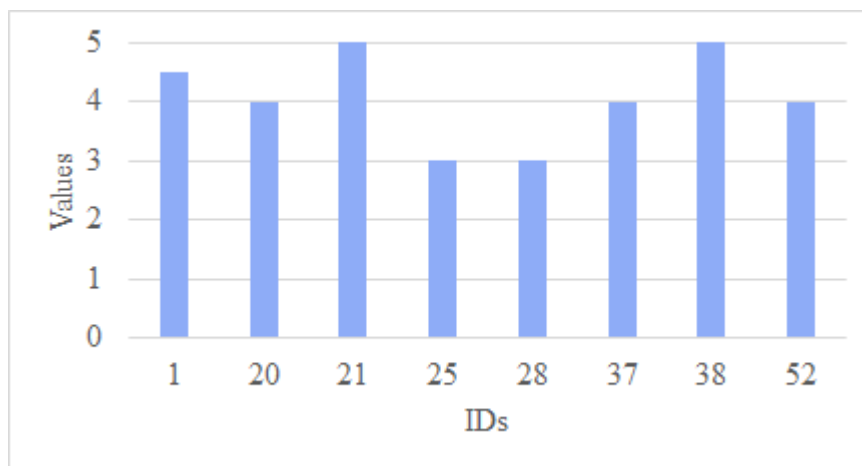
*Value given to item 24 by 7th semester students.*



**4.1.3.3 Eighth Semester.** The general median calculated for eighth semester students is 4, which states that they have a positive perception of the variable. In figure 18, it is shown that the median for six out of the eight students regarding the statements belonging to this category are 4 or above, thus implying that the majority have a positive perception towards the variable while two of them have a value of 3 indicating no feelings towards it.

**Figure 18**

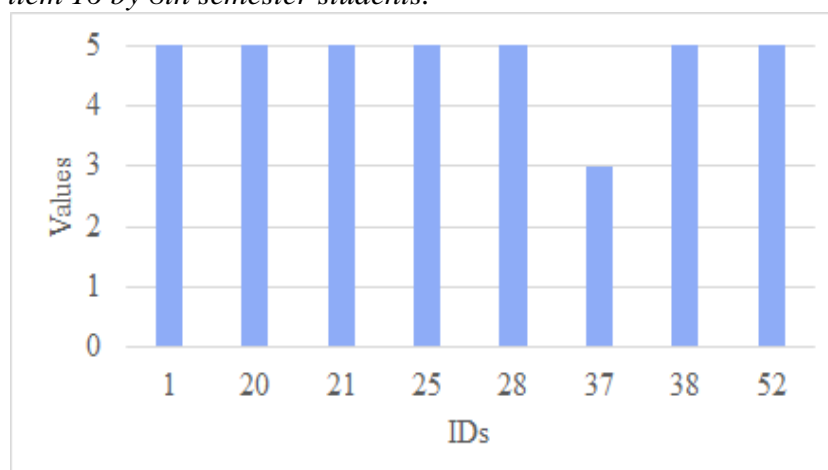
*Median in general for eighth semester students regarding effectiveness.*



For the students of the eighth semester item 16, which refers to whether the program gives students a training that allows them to achieve an adequate level of English, has the highest positive perception. In figure 19 it is shown that all but one student gave it a value of 5.

**Figure 19**

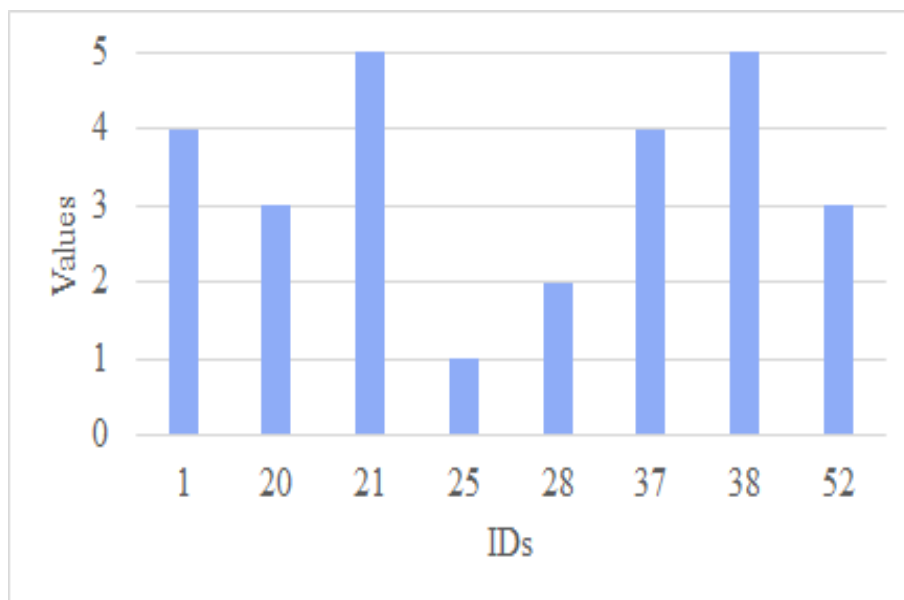
*Value given to item 16 by 8th semester students.*



Item 23, which states whether the program teaches to use didactic materials for teaching a foreign language, has the lowest rated answers of this variable for the students of eighth semester. In figure 20, it is shown that four out of the eight students gave the statement a value of 3 or below, indicating that either they have no feelings towards it or a negative perception.

**Figure 20**

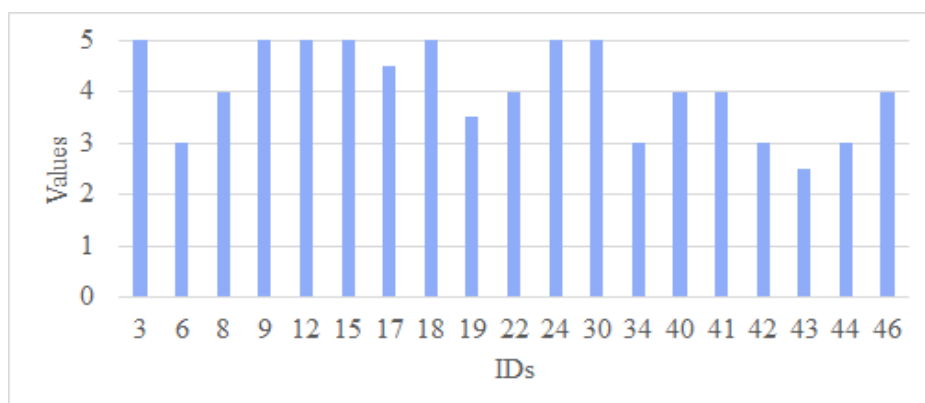
*Value given to item 23 by 8th semester students.*



**4.1.3.4 Ninth Semester.** The general median calculated for ninth semester students is 4, which states that they have a positive perception of the variable. In figure 21, it is shown that the median for 13 out of the 16 students regarding the statements belonging to this category are 4 or above; thus, implying that the majority have a positive perception towards the variable. Out of the remaining six students, three of them have a value of 3 indicating no feelings towards it, and one student has a value of 2,5 indicating a negative perception.

**Figure 21**

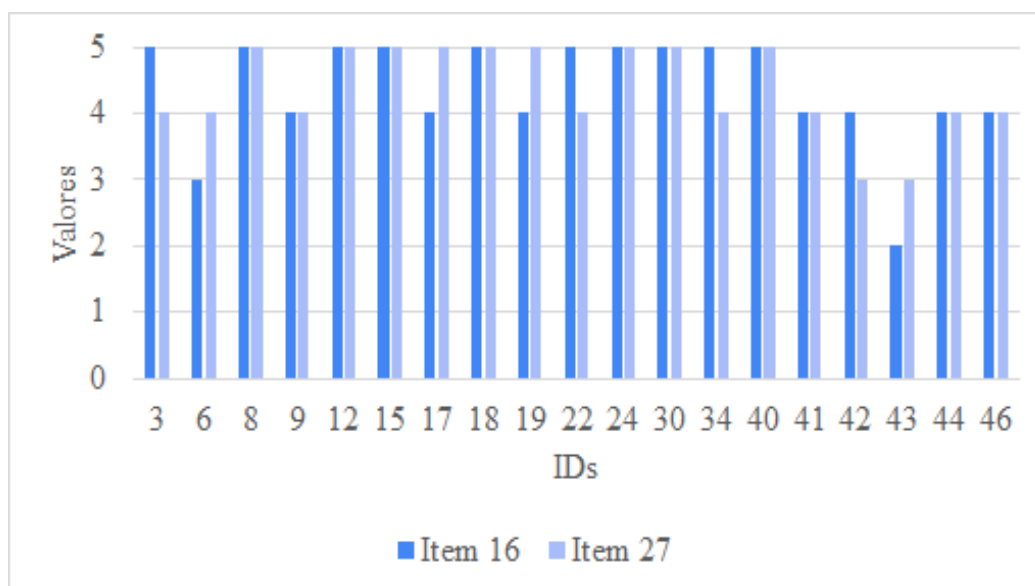
*Median in general for ninth semester students regarding effectiveness.*



For the students of ninth semester there were two items (16 and 27) with the highest positive perception in this variable. This aligns with students from sixth and seventh semester whose highest positive rated items were those respectively. In figure 22, it is shown that 16 out of the 19 students gave a value of 4 and above for these two statements.

**Figure 22**

*Value given to items 16 & 27 by 9th semester students.*

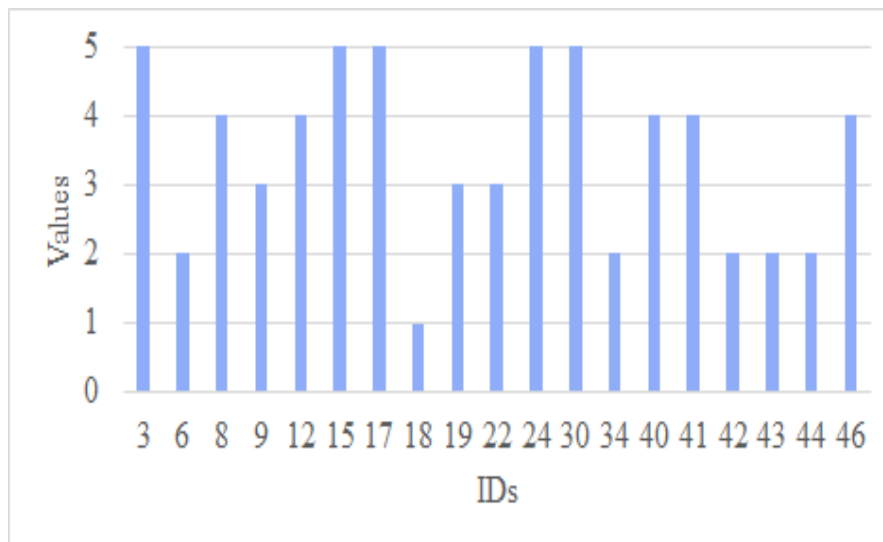


For the ninth semester students item 22, which refers to whether the program teaches how to adapt foreign language teaching material, was the one with the lowest rated answers.

In figure 23 it is shown that nine out of nineteen students gave a value of 3 or below, with six of them giving a value of 2 or below, indicating a negative perception towards this statement.

**Figure 23**

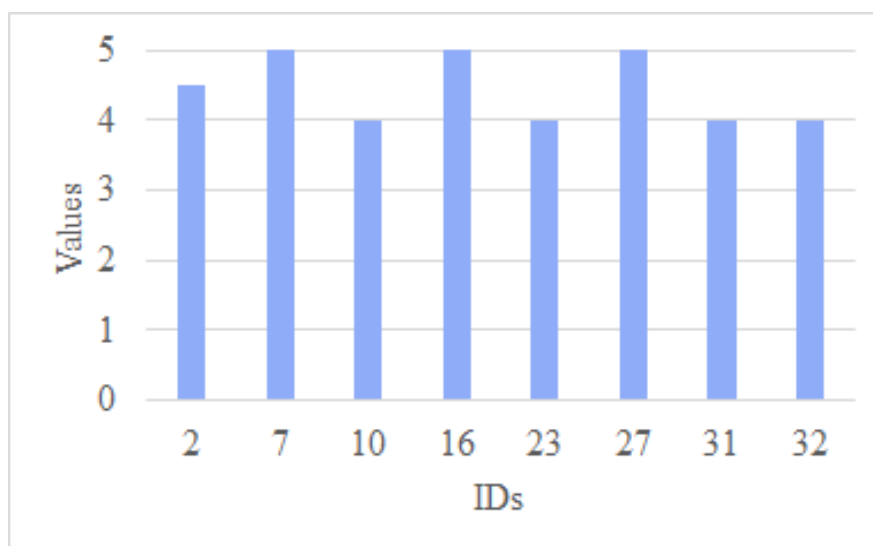
*Value given to item 22 by 9th semester students*



**4.1.3.5 Tenth Semester.** The general median calculated for tenth semester students is 4,25 which states that they have a positive perception of the variable. In figure 24 it is shown that the median for the 8 students regarding the statements belonging to this category are 4 or above, thus implying that all have a positive perception towards the variable.

**Figure 24**

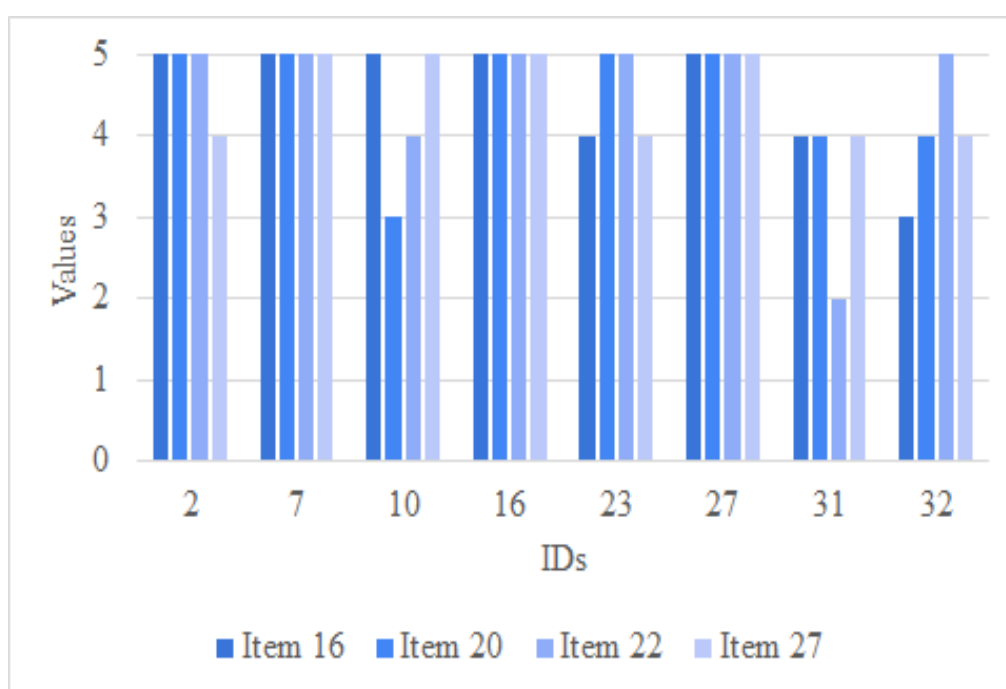
*Median in general for tenth semester students regarding effectiveness.*



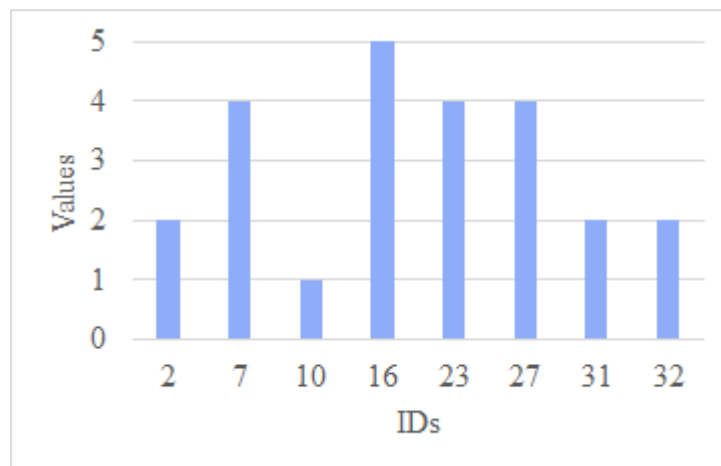
Regarding specific statements it was discovered that tenth semester students agreed with their classmates of past semesters given that item 16 (like eighth semester students) and item 27 (like sixth, seven and ninth semester students) had the highest positive perception with seven out of the eight students giving them a value of 4 or above. In addition, items 20 and 21, which refer to whether the program prepares the students to teach English also had a high positive perception with five out of the eighth students giving them a value of 5.

**Figure 25**

*Value given to items 16, 20, 22 & 27 by 10th semester students*



For students of tenth semester the item with the lowest rated answers is number 19, since three out of the eight students gave it a value of 2 or below indicating a negative perception towards it, as shown in figure 26. It is worth mentioning that this item was also the lowest rated for students of sixth semester.

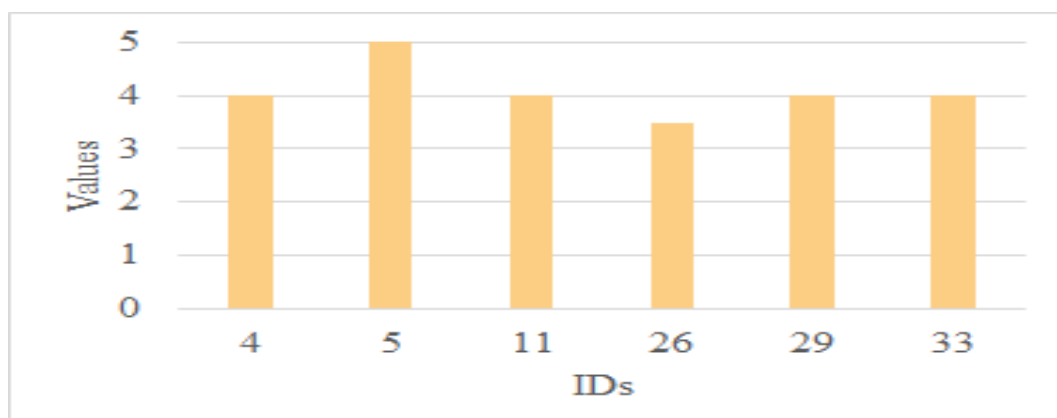
**Figure 26***Value given to item 19 by 10th semester students*

Based on the aforementioned, the general median of all the semesters in this variable was of 4 indicating that there is a positive perception for the variable of effectiveness.

#### **4.1.4 Quality**

The variable of quality in the questionnaire consisted of 16 statements that were items 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 18, 32, and 33 (see annex A).

**4.1.4.1 Sixth Semester.** The general median calculated for sixth semester students is 4 which states that they have a positive perception of the variable. In figure 27 it is shown that the median for all but one student regarding the statements belonging to this category are all above 4, thus implying that the majority have a positive perception towards the variable.

**Figure 27***Median in general for sixth semester students regarding quality*

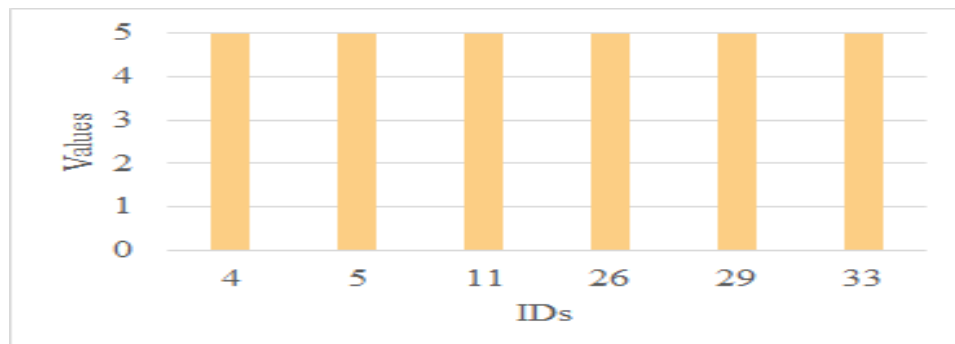


For specific statements, for sixth semester students item 33, which refers to whether the program encourages students to be reflective teachers, has the highest positive perception.

In figure 28 it is shown that all gave it a value of 5.

**Figure 28**

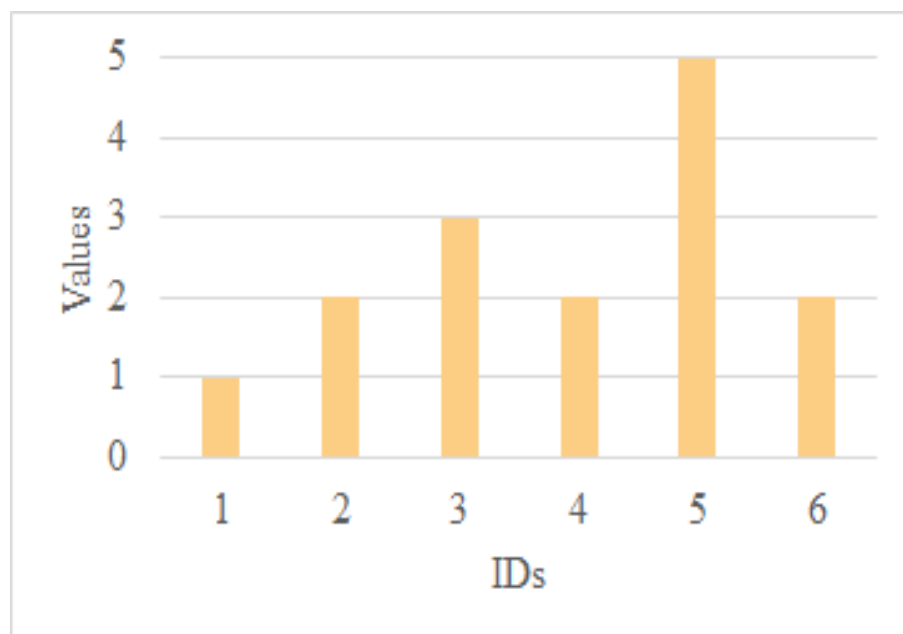
*Value given to item 33 by 6th semester students*



For sixth semester students item 15, which determines whether there is a relationship between the theoretical component and the practical component of the subjects that have both components, has the lowest rated answers. In figure 29 it is shown that four out of the six students gave it a value of 2, indicating that they have a negative perception.

**Figure 29**

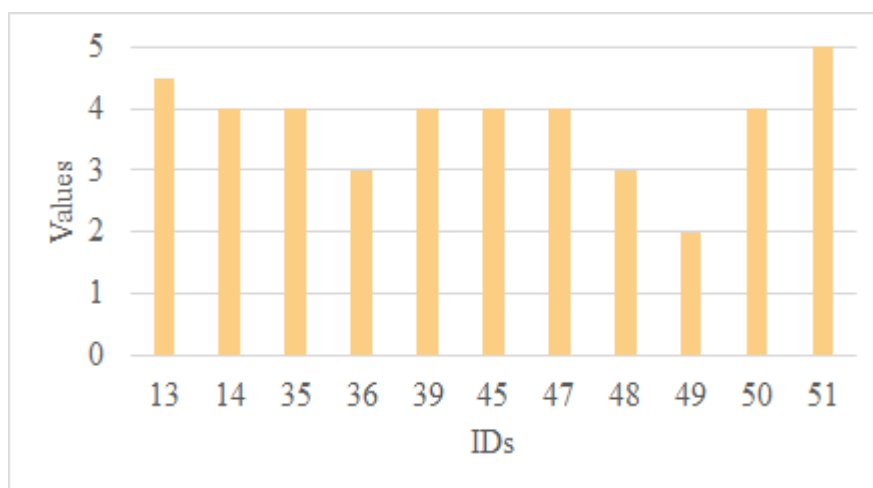
*Value given to item 15 by 6th semester students*



**4.1.4.2 Seventh Semester.** The general median calculated for seventh semester students is 4 which states that they have a positive perception of the variable. In figure 30 it is shown that the median of eight out of the eleven students regarding the statements belonging to this category are 4 or above, thus implying that the majority has a positive perception.

**Figure 30**

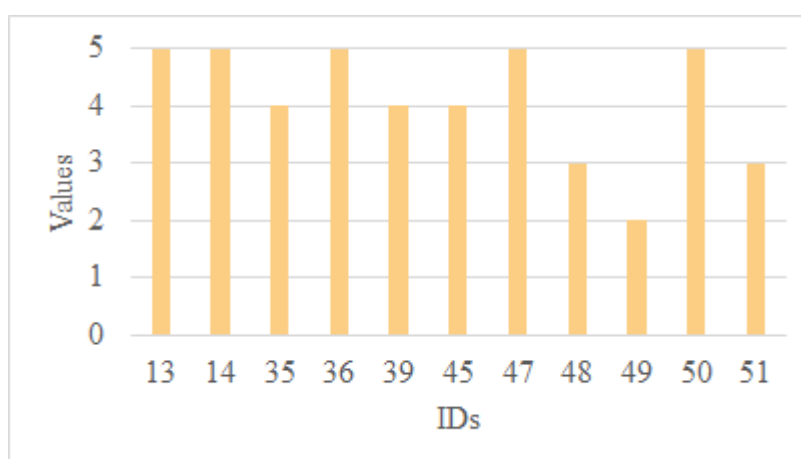
*Median in general for seventh semester students regarding quality.*



Regarding specific statements, item 32, which refers to whether the program encourages students to reflect on the past experiences as language students, has the highest positive perception. In figure 31 it is shown that eight out of the eleven students gave it a value of 4 or above.

**Figure 31**

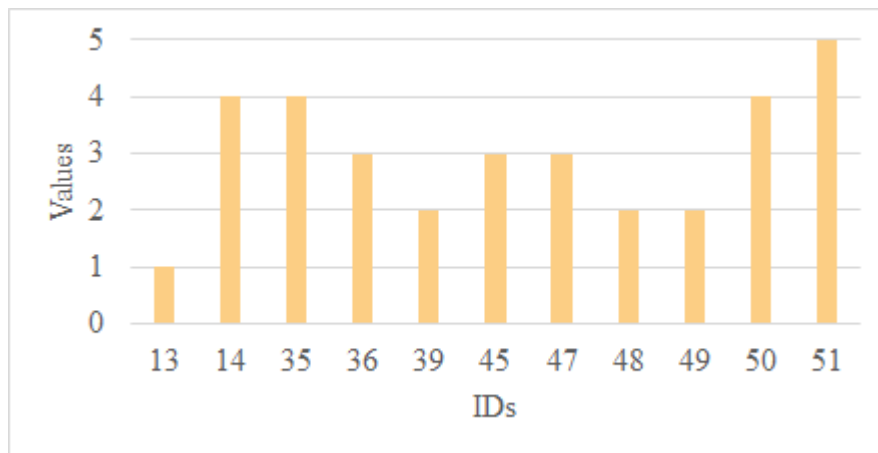
*Value given to item 32 by 7th semester students*



For seventh semester students item 14, which refers to whether the practical component of different subjects of the pedagogical line of the program is well organized, four out of the eleven students gave it a value of 2 or below which indicates a negative perception as seen in figure 32.

**Figure 32**

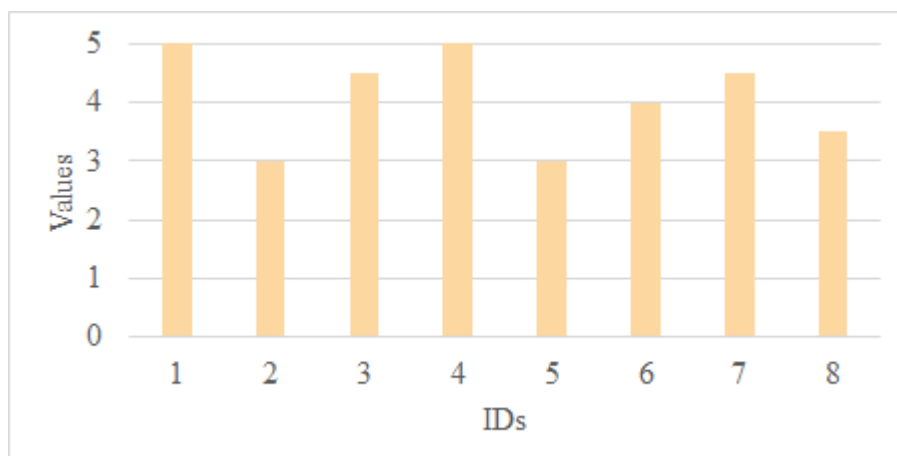
*Value given to item 14 by 7th semester students*



**4.1.4.3 Eighth Semester.** The general median calculated for eighth semester students is 4, 25 which states that they have a positive perception of the variable. In figure 33 it is shown that the median of five out of the eighth students regarding the statements belonging to this category are 4 or above, thus implying that the majority has a positive perception towards the variable.

**Figure 33**

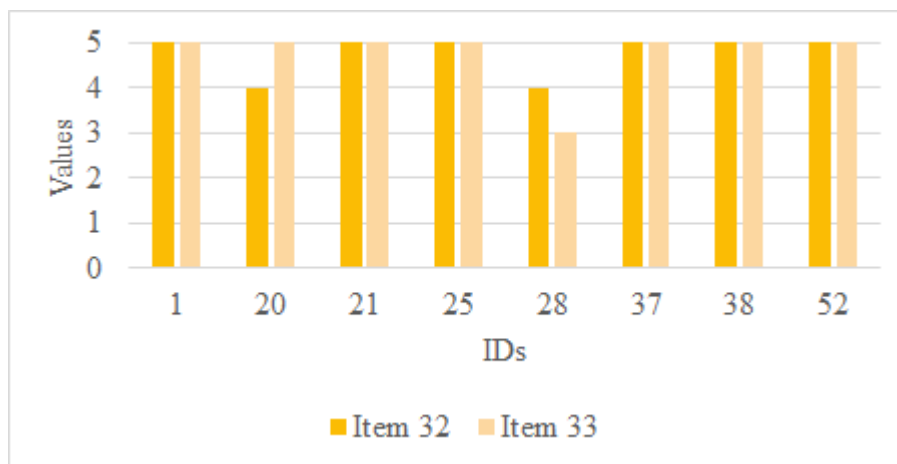
*Median in general for eighth semester students regarding quality.*



Regarding specific statements, items 32 and 33 which refer to whether the program encourages students to be reflective in their learning and teaching, has the highest positive perception. In figure 34 it is shown that six out of the eighth students gave both items a value of 5, while the other two gave them a value of 4.

**Figure 34**

*Value given to items 32 & 33 by 8th semester students*



Items 5 and 6 which refer to the organization of the program and whether it helps students progress through it easily, have the lowest rated answers in this variable. In figure 35 it is shown that six out of the eighth students gave a value of 3 or below indicating no feelings towards the statement and negative perception.

**Figure 35**

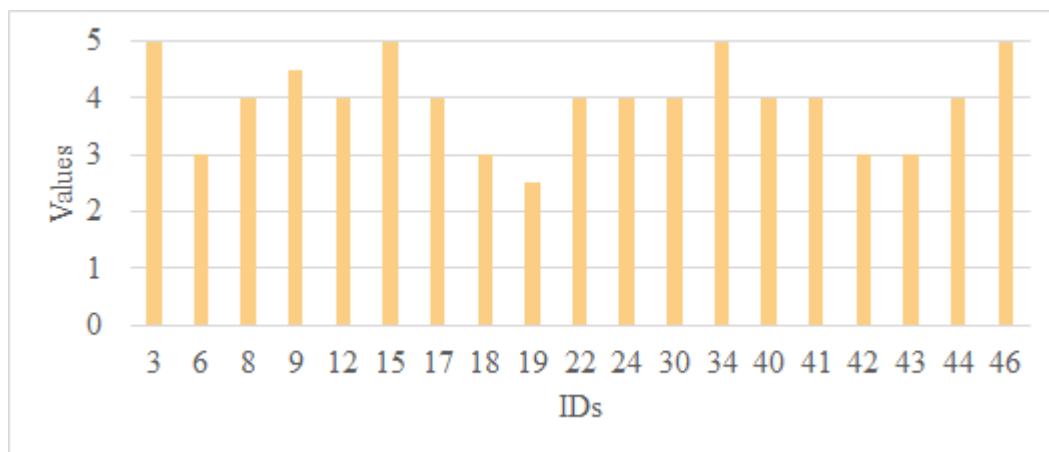
*Value given to items 5 & 6 by 6th semester students*



**4.1.4.4 Ninth Semester.** The general median calculated for ninth semester students is 4 which states that they have a positive perception of the variable. In figure 36 it is shown that the median of 14 out of the 19 students regarding the statements belonging to this category are 4 or above, thus implying that the majority has a positive perception. The remaining five students have a value of 3 indicating having no feelings towards the variable.

**Figure 36**

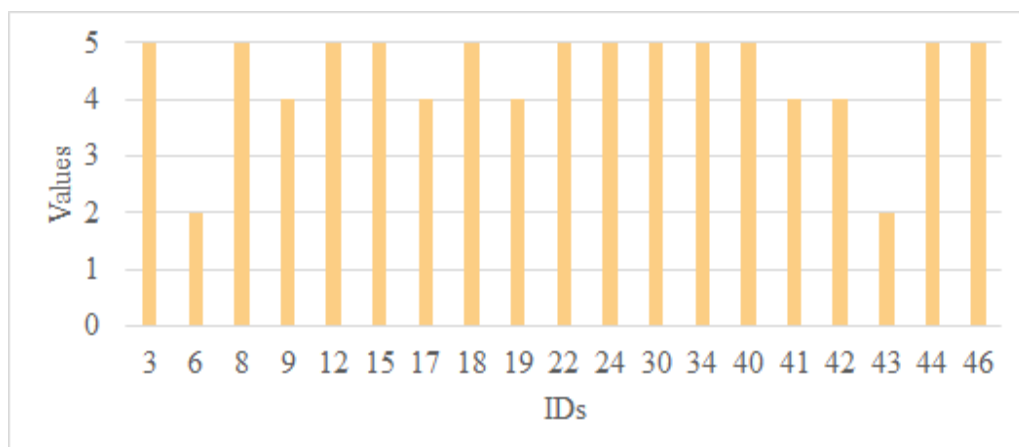
*Median in general for ninth semester students regarding quality.*



Item 7 which refers to whether the program allows students to take subjects that are of their particular interest has the highest positive perception. In figure 37 it is shown that 17 out of the 19 students gave it a value of 4 or above, indicating positive perception, while the remaining two gave it a value of 2 indicating negative perception.

**Figure 37**

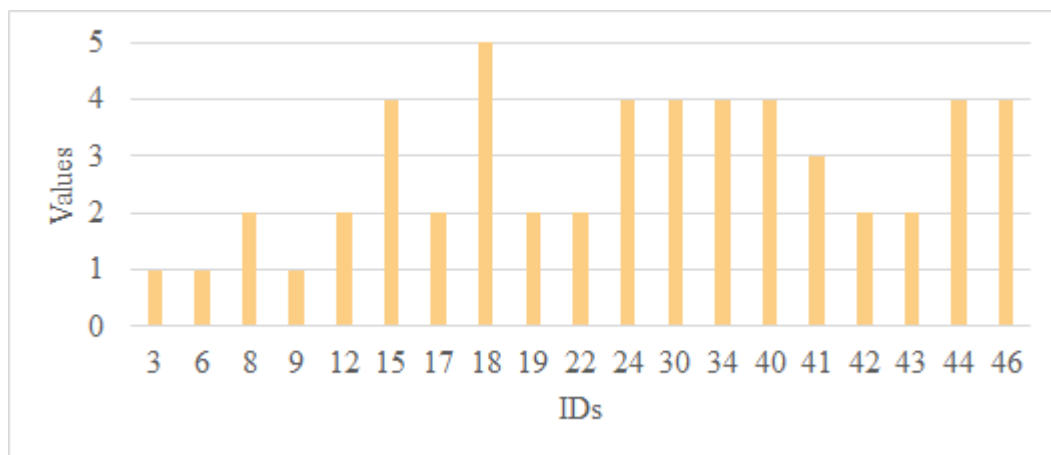
*Value given to item 7 by 9th semester students*



For ninth semester students the item with the lowest rated answers is number 8 which refers to whether the program offers sufficient elective subjects. In figure 38 it is shown that 10 out of the 19 gave it a value of 2 or below, indicating a negative perception by the greatest number of students so far.

**Figure 38**

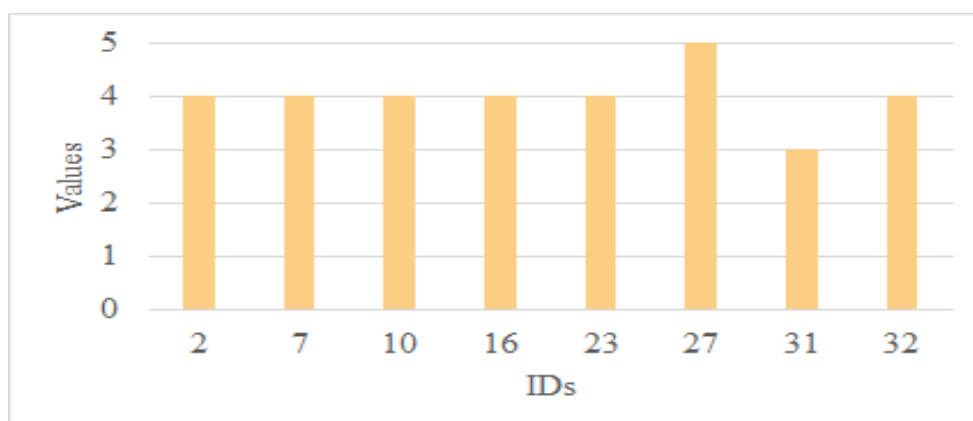
*Value given to item 8 by 9th semester students*



**4.1.4.5 Tenth Semester.** The general median calculated for tenth semester students is 4 which states that they have a positive perception of the variable. In figure 39 it is shown that the median of seven out of the eight students regarding the statements belonging to this category are 4 or above, thus implying that the majority has a positive perception. The remaining student has a value of 3 indicating having no feelings towards the variable.

**Figure 39**

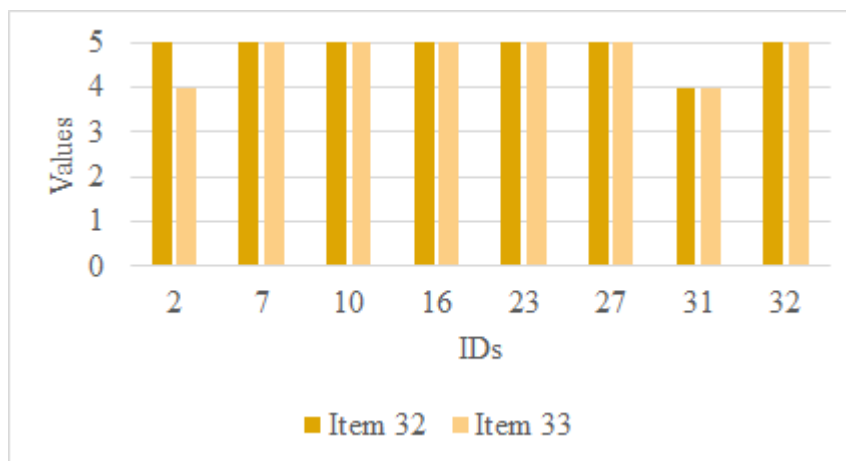
*Median in general for tenth semester students regarding quality.*



Regarding specific statements it was discovered that tenth semester students agreed with their classmates of past semesters given that both item 33 and item 32 (like sixth, seven and eighth semester students) had the highest positive perception with all eight students giving them a value of 4 or above as shown in figure 40.

**Figure 40**

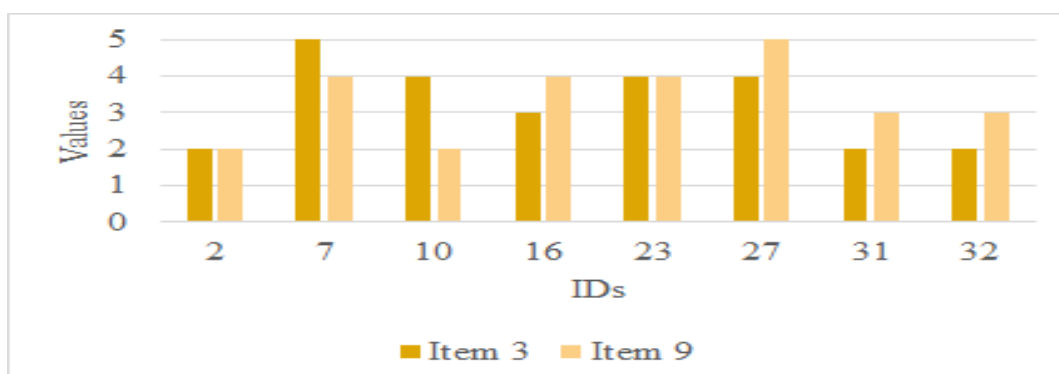
*Value given to item 32 by 10th semester students*



For tenth semester students the items with the lowest rated answers were number 3 which refer to whether the program has good balance between the teaching of english, teaching skills and classroom management skills, and number 9 which refers to whether the program promotes the diversity of teaching-learning strategies. In figure 41 it is shown that three out of the eight students gave a value of 3 or below indicating that they have no feelings towards the statement or a negative perception.

**Figure 41**

*Value given to items 3 & 9 by 10th semester students*



Based on the aforementioned, the general median of all the semesters in this variable was of 4 indicating that there is a positive perception for the variable of quality.

#### **4.2 Qualitative analysis**

In order for the participants to be part of the focus group interview they had to accept the invitation that was found in the questionnaire answered in the previous stage. Out of the 52 students that answered the questionnaire, 34 stated that they wanted to be part of these interviews. Given the students willingness to participate, two virtual focus group interviews were planned. One for 9 students of sixth, seventh and eighth semester, and another one for 6 students of ninth and tenth semester. They were divided in this way taking into account the number of students who answered per semester. To schedule the interviews a Google Forms link was sent to these students with possible dates and hours, 18 responses were received and the dates were scheduled. After that, the Zoom link to carry out the interview was shared with them with a friendly reminder the day before the interview. Nevertheless, to the first interview one student of sixth semester connected to the meeting, and given the format chosen and the lack of time to reschedule, two students from different semesters than the ones chosen for this group were contacted to develop the interview. To the second interview for students of ninth and tenth semester, four out of the six that said were going to participate connected to the meeting. Finally, given that the first interview had one student of the semesters needed a third interview was scheduled with four students, two of them from seventh semester and two from eighth. To this interview, students of the latter semester connected to the meeting. In total, out of the fifteen students that said they were going to participate in the interviews nine appeared. All of these students made the change from the program "*Licenciatura en Ingles*", one of the sixth semester, two of eighth semester, four of ninth semester, and two of tenth semester.



To do the analysis of the focus group interviews: First, students' interventions were transcribed to facilitate the manipulation of the data. Second, participants' responses were categorized, based on our criteria, by searching for common trend patterns in the discussion. Finally, the categories that emerged from the previous step were linked to the three variables mentioned in the research question (relevance, effectiveness, and quality). For the analysis, each variable is presented separately; strengths, weaknesses and suggestions are discussed along with extracts from the interviews displayed throughout each section. In addition, it is worth mentioning that there are topics that appear in all variables, but the comments in each category are different.

#### **4.2.1 Relevance**

The categories that were placed in this variable are related to subjects such as: (1) the third language (Portuguese or French), (2) cultural studies and (3) didactics, and the goals set by the school of languages.

**4.2.1.1 The third language (Portuguese/French).** The majority of students mentioned that learning another language different from English was a good decision made by the school to include in the new program. However, they stated that they only learned how to speak that language and not how to teach it, which made them feel that that language was not as important as English. “...*Nunca nos enseñaron a cómo vamos a enseñar ese idioma si no fue solamente para aprender la lengua y nada más.*” ST2. In addition, they stated that it was necessary for them to learn how to teach this language given that knowing how to do it would give them more job opportunities not just in Colombia but abroad. Moreover, student 1 mentioned that the syllabus for the third language is well organized but that he believes it can be improved by adding aspects relevant for teaching that language. “...*porque la lengua extranjera, ya sea el francés o el portugués, la enseñan cómo, ahí como, como por enseñarla,*

*así como por tener el conocimiento. Pero no nos enseñan nada más, ni fonética ni gramática...*” ST1.

**4.2.1.2 Cultural Studies.** Students made comments related to the subjects *American Cultural Studies* and *British Cultural Studies* mentioning that they feel it is not necessary to have two subjects to teach cultural studies, “...*entonces, a mi parecer, ambas asignaturas podrían fácilmente ser o estar fusionadas en una sola una sola asignatura. Para mí sería mucho más práctico...*” ST7. Instead, many suggested that it could be only one subject with an intercultural approach, since we are living in an intercultural world and it is not relevant to learn about specific countries. “... *también es necesario tener un enfoque más intercultural, enfocado no solo en cómo es allá, ya que eso es lo que necesita la carrera y todo el mundo, porque esto no se da aquí en Colombia, sino en todas partes...*” ST5.

In addition, it was also stated by student 6 that the program cannot promote an intercultural discourse while they are only teaching American and British cultures. They stated that it would feel disingenuous to do such a thing without first eliminating such subjects and changing the approach. “... *la carrera no puede presentar un discurso intercultural si aun sigue enseñando solamente la cultura británica e inglesa. eso es demasiado incoherente, y que nada haya cambiado, pues habla muy mal del programa*”

**4.2.1.3 Didactic subjects.** Students mentioned that it is very good and relevant with today's standards that there are three subjects related to didactics (*Didáctica del inglés*, *Didáctica del inglés para niños*, and *Tendencias Didácticas Contemporáneas*) as part of the pedagogic component of the program. They claimed that these subjects provide them with the necessary theory and help them in their current and future teaching practice. Moreover, they stated that these subjects allow the interaction with real students and present the various possibilities that as teachers they can encounter when working

*“...yo opino que una de las fortalezas es las didácticas. A mí sí me pareció una decisión correcta que tuviéramos tres tipos de didácticas... creo que sí fue una buena opinión en el hecho de dividirlas, de hacerlas como más enfáticas, teniendo en cuenta como el tipo de población al cual nos íbamos a enfrentar” ST2*

**4.2.1.4 Goals set by the school of languages for this program.** Finally, the last category of this variable is the opinions students have related to the goals the program has set in order to fulfill the demands of today's society. Student 1 stated *“...Yo siento que las directivas de la escuela, en el afán de ofrecer cosas, o sea como estar a la vanguardia, entonces ofrecen cosas que no pueden cumplir...”* arguing that sometimes the program offers courses which seem very enriching and interesting due to its relevance in today's time, but at the moment of implementing these subjects there are big flaws that hinder the students, their learning process and the image of the school itself.

#### **4.2.2 Effectiveness**

The categories that were placed in this variable are related to the level of the English language, the level of the foreign language, the preparedness to teach, and the goals set by the school of languages for this program.

**4.2.2.1 English level.** All of the students agreed that the English component of the program is the best developed, since they see it as effective because the level of English they achieved feels appropriate to communicate and teach the language. In addition, they mentioned that this is noticeable because of the progress of their classmates and their own, and the improvement in their language skills throughout the semesters. *“El de inglés me parece que es el mejor...les ha funcionado porque yo he visto la evolución de varios compañeros, incluso la mía...”* Moreover, students 1 and 3 agreed when they mentioned that along with the English component, the subjects of Academic Writing were great for them, since thanks to what they learnt they feel confident when writing in English. *“...Me gustaría*

*recaltar que el aspecto de escritura académica también parece que está bien. Lo digo desde una experiencia personal, he visto el desarrollo en mi caso y con el inglés como que van de la manito. Dios mío, ha sido un cambio positivo y ha sido un cambio bastante notorio...”*

ST3.

**4.2.2.2 Foreign language level.** For some students the level that they achieved in the other foreign language (Portuguese or French) is seen as ineffective to properly communicate in that language. In addition, as they feel their abilities to speak, write, read and listen is not sufficient, they think that there should be more time spent in learning the many different aspects necessary to be proficient users. “...creo que no llegué a...pues se supone que uno se gradúa como con el nivel B1 o B2 del otro idioma, pero yo creo que tengo el A1 o A2.” ST8

**4.2.2.3 Preparedness to teach.** Another category seen as ineffective for students was their preparedness to teach. Students affirmed that they do not feel prepared to teach, even though they took several pedagogy classes. Some of them stated that they did not feel prepared to teach to a specific group of students, such as kids “...yo no me siento preparada para darle clase a un niño, porque esa práctica para niños fue horrible...” ST1, while others talked about it in a more general form. In addition, they stated that they feel the pedagogical component of the program needs to be more developed for them to feel more prepared.

**4.2.2.4 Goals set by the school of languages for this program.** Some students mentioned that they felt the school of languages had many different goals in regards to this program, and thus not all of those goals seemed to be effective. They stated that if they were going to be just English teachers, then the program was excellent given that there is a great emphasis for this. Nevertheless, they felt as if the many different things that they were told before starting the program such as that it would give them the opportunity to be translators, researchers or teachers of Spanish abroad is not something that can be achieved.

*“...En el momento en el que nos vendieron también la idea de las lenguas extranjeras, nos dijeron que podríamos entonces trabajar como docente si no lo queríamos como docentes de español en el extranjero. Yo me acuerdo, pero realmente no hay nada para que podamos hacer eso...” ST3*

#### **4.2.3 Quality**

The categories that were placed in this variable are related to subjects like (1) the foreign language and (2) didactics; the components of the programs such as (1) practicum, (2) English language and (3) research; academic load, the execution of the curriculum, and objectives of the subjects.

**4.2.3.1 The third language (Portuguese/French).** Even though the majority of students agreed that the addition of another language to the curriculum was a good decision made by the school of languages, they argued that the amount of hours dedicated to learning the third language is not enough. ... *“es muy débil. de hecho uno esperaría más para poder aprender ese segundo idioma, pero creo que se queda todavía muy corto y no creo que se alcancen los objetivos que se quieren alcanzar al terminar ese segundo idioma, bueno el tercero para nosotros” ST5.* They compared the amount of hours they spend learning French or Portuguese to the amount of hours they spent learning English and they concluded that they need more time to have a better learning process, since students consider that they just cover one part of the topics that are proposed in the syllabus.

**4.2.3.2 Didactic subjects.** All students mentioned the high quality of the didactics subjects of the program. They agreed that this line follows a great sequence and the topics learned in each subject are great. In addition, many students see *Didáctica del inglés para niños* as a great addition to the curriculum. *“...además algunas materias como didáctica de inglés para niños en la que aprendí mucho, ya que es muy importante, como también abordar estas edades que antes no se abordaban...” ST6*

**4.2.3.3 Practicum component.** Student 6 mentioned that it was important to highlight the fact that this new program promotes practicum since early semesters “... *este p nsu m tambi n se pens  para que tuviera mayor parte pr ctica. Entonces empezamos a tener pr ctica como desde cuarto quinto semestre si no estoy mal, que es algo excelente porque claramente uno aprende mucho en la praxis..*” However, other students affirmed that it is evidenced that the new program promotes the practicum component in its PEP LLEI, but to actually carry it out depends on the teacher who is in charge of the course. “...*Si se desarrolla, pero ah  viene el problema, porque pues depende con qu  tipo de profesores usted vea en la carrera. Por lo menos en las did cticas yo tuve que ir a practicar a un colegio, pero pues yo he hablado con otros compa eros y todos me dec an no, que no tuvieron esa oportunidad...*” ST9

Moreover, there are students who stated that subjects related to pedagogy are more theory based and that there is little practicum. So they do not know how to put that theory into practice. For that reason they suggested that it is necessary that these subjects focus more on the praxis. “...*y pues el resto de las clases me han parecido m s te ricas y casi no han habido oportunidades en las que pudi ramos aplicar lo que se aprend a en la teor a m s que todo en las clases de did ctica...*” ST9.

**4.2.3.4 English Language component.** The quality of the English language component was lauded by all the students. They stated that it was the best constructed part of the program. In addition, they mentioned that through all the program this component was the one practiced the most.

**4.2.3.5 Research Component.** All students stated that even though this component had a lot of emphasis throughout the program, it was the one with the worst quality. They stated that in comparison to other components this one needed the biggest improvement in aspects such as organization, how the subjects are being carried out, and linkage between

subjects. In addition, students stated the need to have this component revised given that the 3 subjects that should have a clear connection do not have one. For them, *Fundamentos generales de la investigación*, *Métodos cualitativos aplicados a la investigación* and *Metodos cuantitativos* should complement each other in order to do one great research paper, but as each subject is being carried out as something individual this is far from being achieved.

**4.2.3.6 Academic load.** All students discussed the academic load of the program from different perspectives. One perspective was pointed out by student 3 who said that there are some semesters in which the academic load is heavier than others, and that there should be a balance among semesters, since in semesters with a heavier academic load students do not have a meaningful learning process and they just deliver their assignments because of the grades

*... Ya me parece que la carga académica es un poco alta. Hay ciertos semestres en los que estoy como muy... La carga fue bastante alta y entonces, a pesar de que eran materias que se pudieron abordar mucho o que se pudieron internalizar de una mejor manera por falta de tiempo, no se tocaron todos los demás...*

In addition, Student 7 stated that there is not a relation among the amount of hours, the topics proposed and the amount of credits in some subjects

*... yo creería que va más por el lado de la intensidad horaria de las materias que a mi parecer en algunos casos no va acorde de acuerdo al trabajo que se hace en algunas materias. Entonces uno puede ver materias en las que son demasiadas horas de clase que no va acorde ni siquiera los créditos que se le asignaron a esa asignatura...*

The other perspective was mentioned by students from ninth and tenth semesters, who complained about the academic load in the last semesters. They claimed that subjects such as *Trabajo de Grado* and *Práctica Pedagógica* are very demanding and that they had to take more subjects, which are also demanding, apart from those ones “... *Es decir, estar viendo*

*práctica, trabajo de grado, ambas materias y estar viendo que electivas y contextos nos faltan para completar es algo sumamente pesado...*” ST7. For that reason, students suggested that the school of languages should revise and restructure the last semester to balance the academic load “...Digamos cómo reacomodar las asignaturas de los últimos semestres, pues por lo mismo que venían diciendo que tienen una carga pesada...” ST4

**4.2.3.7 Execution of the curriculum.** Something important to highlight is that the majority of students stated that the organization of the program, the contents proposed for each subject, and the methodologies and approaches used are well designed. However, they discussed that there are other factors that affect the fulfillment of such things like the execution of the syllabus. For instance, they consider that sometimes some subjects are not carried out as they are proposed, or that students do not learn what they are supposed to learn due to the fact that there are different teachers teaching the same subject, and they do not agree on what and how to teach. As a result, there are students who learn about certain topics and others who do not.

**4.2.3.8 Objectives of the subjects.** Students stated that they believe that all the objectives proposed in the subjects cannot be accomplished because they have many goals to accomplish in a short period of time; therefore, the quality of the education that is being promoted does not match with what happens in some specific areas.

Finally, there were many suggestions mentioned by the students that do not enter into any of the aforementioned categories such as: (1) the addition of a subject related to classroom management since students consider that they lack this skill, (2) the teaching of aspects such as programs useful when analyzing data in research and the use of technology when teaching, (3) the addition of more subjects related to literature and the linkage of this subject to English Language Teaching.



### **4.3 Interpretation of the entire analysis**

To reflect on students' opinion of the curriculum in terms of the quality, relevance and effectiveness, we triangulated both quantitative and qualitative data. This analysis is divided into each variable (relevance, effectiveness and quality); in each variable there is a description of the similarities and the discrepancies found in both types of data.

#### **4.3.1 Relevance**

On the one hand, the similarities found between both types of data for this variable it's among items 12 and 30 of the questionnaire and the opinion of the students about the relevance of some pedagogic subjects of the program. Both items refer to whether these subjects are relevant for their development as foreign language teachers and the calculated median for them was 5 and 4 respectively, meaning that students have a positive perception of the relevance of the pedagogic courses of the program. Moreover, the students interviewed discussed some individual subjects and considered that having three didactic courses was something positive and very relevant about the program because they can learn about what to teach and how to teach it to various populations.

On the other hand, there is little relation between what students said in the interview about the relevance and up-to-datedness of the program and how they valued item 29 of the questionnaire that talks about the same topic. In the questionnaire, the median for this item was 4 which means that students have a positive perception about the relevance of the subjects that the program offers. However, in the interview students stated that even though the program tries to offer courses that may seem relevant for students' professional life in today's society, the lack of organization hinders their proper development.

#### **4.3.2 Effectiveness**

In the case of effectiveness, items 16, 20, 21 and 27, which talk about the proficiency in the English language, obtained a median of 5, 5, 4, and 4.5 respectively. Thus, achieving

the highest positive perception in this variable which relates to what students discussed in the interviews. Many students stated that the English language component is the best developed in the program. They said that it is very well organized through the program and that they can notice both their own and their classmates' improvement as semesters pass.

However, there is a discrepancy between the answers students gave in the interview and the median (4) of items 17 and 29 which talk about the pedagogic component of the program, more specifically about the teaching skills. In the interviews students affirmed that they do not feel ready to teach, and that this component can be greatly improved. Moreover, students said that it is necessary that the program includes in its curriculum topics/subjects dedicated to teaching classroom management because as it is nowadays they learn little about that.

Another discrepancy found is related to the language assessment skills since it is implied that students have a positive perception about this topic given the median value (4) they assigned to item 24. However, in the interview students stated that the subject *Evaluación de la Enseñanza y del Aprendizaje* is incomplete and that it should be improved for them to actually learn something related to this topic.

#### **4.3.3 Quality**

Finally, there are three important aspects in this variable that do not relate the data that was found in the questionnaire to what the students said in the interviews.

First, it was found in the questionnaire that students have a positive perception of item 1, which talks about the connection among subjects in the curriculum of the program, and affirmed that the organization and linkage among subjects is well done. However, they highlighted in the interviews that they consider that there is a problem when different teachers are teaching the same subject, since there are some teachers who link the topics from

one subject to another but there are others who do not do that, and make it hard for them to see the connections between the subjects.

Second, item 11 and 13 refer to the relation between the amount of hours per subject and the achievement of the objectives of the courses. In the responses of the questionnaire these two items were perceived positively by students. However, in the interviews they claimed that there is not a relation between the amount of hours per subject and the topics proposed to discuss in the course, since there are subjects in which all the topics proposed cannot be covered because of the time.

Last, in the questionnaire item 14 intended to know students' perception about the teaching practice component of certain pedagogical courses. It was found that students have a positive perception about this item; meaning that they consider that the teaching practice component in pedagogical classes are well organized and developed. On the contrary, in the interviews students pointed out that these subjects, in reality, are theory based. Moreover, they suggested that when carrying out these subjects the focus should be on the teaching practice component and accomplish what the curriculum states about them.

## **5. Conclusions**

This study aimed to report the perceptions about the curriculum of the “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés” program at UIS from the students' perspective to reflect on their opinions and criticism regarding its quality, relevance and effectiveness. In addition, this evaluative review revealed what students perceive to be the main strengths and weaknesses of the program, and the results of the study may serve the School of Languages to understand the needs and aspects that can be improved about the program.

It is worth stating that both types of the data collection instruments gave different perspectives about the program which provided valuable data. Nevertheless, even though there are similarities, there seems to be more differences in the responses students gave to the

questionnaire items and the interview questions. As it can be noticed from the questionnaire findings, there is a high level of agreement and satisfaction with the program features; however, when it comes to the interview, students mostly brought up the weak aspects and the ones that they think are in need of improvement.

In addition, it is important to mention that when talking about a best developed component and the strengths and weaknesses of an academic program students' opinions can be biased based on their personal interests and context; as Rivera, Arellano & Molero (2000) state, perception is subjective, selective and temporary.

Moreover, to present this final section of the conclusions in an organized manner the information is displayed in the following way: first, the strengths and the aspects in which students have a positive perception about the program; second, the weaknesses and the aspects in which students have a negative perception about the program; third, some suggestions given by the students to improve the program and finally some recommendations for further research.

Based on what was found, we conclude the following:

### **Positive aspects and strengths of the program**

1. The English language component is the best developed since students stated that their improvement of the language was very notorious throughout the program. This was also found in the Chinese program studied by Peacock (2009) where students complemented the way they improved their English grammar and phonetics through the useful courses their program offered.

2. The curriculum of the program has a good relation among subjects, since students can notice the linkage from one course to another; for instance: the didactics subjects in the pedagogical component. This relates to what Martinez (2017) and Karim et al (2019) found in their studies in Spain and Bangladesh respectively. As in this study, they found students

overall satisfaction in the way their program had been designed. Moreover, the students that made the change from the “Licenciatura en Inglés” program agreed that the curriculum of this program is more complete and better organized.

In general terms, it can be said that students have a very positive perception about the Licenciatura en Lenguas Extranjeras con Énfasis en Inglés curriculum, however there are some aspects students believe that can be improved.

### **Negative aspects and weaknesses of the program**

1. The research component of the program is perceived as the weakest, since students stated there is no relation among its three main subjects (*Fundamentos de investigación, Investigación Cualitativa, Investigación Cuantitativa*) due to many different factors. The one discussed the most is the lack of communication and agreement between the teachers which creates a big gap between the subjects and the students' learning process. This aspect is mentioned in the study of Küçükoğlu (2019) although in that program students indicated the component was very effective.

2. Even though the program proposes a teaching practice component in many subjects since the early semesters, students believe that the pedagogical courses are very theory based. They stated that what is written in the curriculum needs to be carried out in reality. Something similar was found in the study of Coskun, A. & Daloglu, A. (2010) where students agreed that the pedagogic component of their program was weak and did not allow sufficient teaching practice opportunities.

3. For students the academic load in different semesters is not well balanced and it is more notorious in the last ones, where they have to take subjects such as *Trabajo de Grado* and *Practicum* along with others that are demanding and time consuming.

### Suggestions

1. Students state that the program should include subjects related to classroom management. This aspect is mentioned by Coskun, A. & Daloglu, A. (2010) where their students felt that more than one classroom management course was needed for them to learn how to deal with possible problems that may appear in their future working environments.

2. The program should reinforce the Literature component and link it to the teaching of the English language. This aspect is highlighted by Coskun, A. & Daloglu, A. (2010) who state the need for literature courses to be approached as tools for teaching English.

3. The program should teach (1) how to use different softwares that are needed when researching and analyzing data, and (2) how to use different technological tools that are useful when teaching.

4. The subjects *British cultural studies* and *American cultural studies* should be just 1 subject, and its name should change to one that demonstrates the intercultural discourse the program promotes throughout the semesters.

5. Students stated that they learn how to speak a third language (Portuguese or French), but there is the necessity for them to learn more aspects of such language, especially those related to how to teach it.

Additionally, something to highlight is that students mentioned the importance of spaces where directives, teachers and students can discuss topics related to the program and work collaboratively to improve its relevance, effectiveness and quality. Student 6 said as her final comment in the interview:

*“Es muy importante que haya un diálogo constante y abierto con los y las estudiantes del programa y los de los profesores de programa... en la carrera, en lo pedagógico, hablamos mucho de la importancia de escuchar lo que necesitan y quieren los y las estudiantes, pero eso no se pone en cuenta porque durante el programa nosotros y nosotras,*

*no somos importantes, no nos escuchan, no hay un diálogo abierto, no hay espacios para poder expresarnos .... no somos tenidos en cuenta para el programa, ni lo son los profes que tienen conocimiento de las falencias que tiene el programa, entonces siento que no hay un espacio para atender todas esas solicitudes”.*

Finally, for further research there are some aspects that need to be taken into account: (1) given that evaluation is under the influence of its sociocultural context, caution should be exercised in interpreting and generalizing findings given the limitations of the sample size and the particular characteristics of the research context. (2) A greater number of participants would enrich the data collected and improve the scope and understanding of the particular topic, and (3) future researches should include statements related to the teaching of subjects in the questionnaire and the following interview, since most of the students referred to the importance of teachers when talking about achieving objectives of courses, developing meaningful classes, connection between subjects, and doing the practical component of the program.

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## Appendixes

### Appendix A. Questionnaire

#### Percepción de los estudiantes de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés sobre su currículo en la Universidad Industrial de Santander.

##### Introducción

Esta investigación está siendo realizada por Nelson Rodríguez y Samuel Sanmiguel bajo la dirección de la profesora Zulma Rueda en la Universidad Industrial de Santander para reportar las percepciones sobre el plan de estudios del programa “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés” desde la perspectiva de los estudiantes.

##### Procedimientos

Se le pedirá que participe en un cuestionario en línea que consta de 33 preguntas y tomará aproximadamente 30 minutos. Las preguntas incluirán detalles sobre su información demográfica y sus opiniones personales sobre el plan de estudios del programa de “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés”.

##### Riesgos / Incomodidades

No hay riesgos en participar en este estudio.

##### Beneficios

No hay beneficios directos para los sujetos. Sin embargo, se espera que su participación ayude a los investigadores a conocer más sobre la percepción de los estudiantes sobre el plan de estudios de su programa.

##### Confidencialidad

Toda la información proporcionada será confidencial y solo se informará como datos grupales sin información de identificación. Todos los datos se guardarán en un lugar seguro y solo aquellos directamente involucrados en la investigación tendrán acceso a ellos. Una vez finalizada la investigación, se eliminarán las respuestas.

##### Participación

La participación en este estudio de investigación es voluntaria. Tiene derecho a retirarse en cualquier momento o negarse a participar por completo sin poner en peligro el estado de su clase, grado o posición en la universidad.

##### Preguntas sobre la investigación

Si tiene preguntas sobre este estudio, puede comunicarse con Nelson Rodríguez en [nelson2162231@correo.uis.edu.co](mailto:nelson2162231@correo.uis.edu.co), Samuel Sanmiguel en [samuel2162221@correo.uis.edu.co](mailto:samuel2162221@correo.uis.edu.co) y la directora Zulma Rueda en [zulma.rueda@correo.uis.edu.co](mailto:zulma.rueda@correo.uis.edu.co)

---

**\*Obligatorio**

1. Correo \*

---

2. He leído y entendido el consentimiento anterior y al responder este cuestionario doy mi aprobación de querer participar en este estudio. \* *Marca solo un óvalo.*

☐ Si, acepto

Información Demográfica

3. Edad \*

*Marca solo un óvalo.*

☐ 18 - 21

☐ 22 - 24

☐ 25 o más

4. Semestre que cursa actualmente \*

*Marca solo un óvalo.*

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

5. ¿Hizo cambio de programa, de "Licenciatura en Inglés" a "Licenciatura en Lenguas Extranjeras con Énfasis en Inglés"?

*Marca solo un óvalo.*

☐ Sí

☐ No

6. ¿Estaría dispuesto a participar en una corta entrevista de grupo focal (entrevista grupal) relacionada con el tema de estudio durante las próximas semanas? \* *Marca solo un óvalo.*

☐

Sí *Salta a la pregunta 7*

☐

No *Salta a la pregunta 9*

Entrevista de grupo  
focal

La información sobre esta entrevista se les hará llegar por medio del correo electrónico.

7. Nombre \*

---

8. Correo electrónico \*

---

Cuestionario

El siguiente cuestionario cuenta con 33 oraciones y está concebido como una escala de Likert, donde 1 significa totalmente en desacuerdo, 2 En desacuerdo, 3 Neutral, 4 De acuerdo y 5 Totalmente de acuerdo.

## Sección 1: Currículo

1. El programa tiene buena conexión/relación entre los diferentes cursos que ofrece. \*

*Marca solo un óvalo.*

1 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

2. El programa evita presentar la misma información entre diferentes cursos. \*

*Marca solo un óvalo.*

2 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

3. El programa tiene un buen equilibrio entre la enseñanza de: inglés, habilidades de enseñanza y habilidades de gestión del aula. \* *Marca solo un óvalo.*

3 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

4. El programa equilibra la enseñanza basada en el profesor (teacher centered) y la enseñanza basada en el estudiante (student centered) en sus cursos. \* *Marca solo un óvalo.*

4 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

5. La organización del plan de estudios del programa me facilita avanzar por este. \*

*Marca solo un óvalo.*

5 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---



6. La organización del plan de estudios del programa permite la culminación de los estudios en el tiempo programado. \* *Marca solo un óvalo.*

6      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

7. El plan de estudios del programa me permite cursar asignaturas que son de mi interés particular. \* *Marca solo un óvalo.*

7      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

8. Considero que las asignaturas electivas ofrecidas como parte de mi formación son suficientes. \* *Marca solo un óvalo.*

8      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

9. El currículo del programa promueve la diversidad de estrategias de enseñanza aprendizaje. \*

*Marca solo un óvalo.*

9      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

10. El programa me ofrece las bases necesarias para ser partícipe en procesos investigativos dentro del campo educativo. \* *Marca solo un óvalo.*

10      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

11. El contenido de las asignaturas que he cursado en el programa cumple con los objetivos propuestos por estas. \* *Marca solo un óvalo.*

11      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

12. Las asignaturas que ofrece el programa son relevantes para mi desarrollo como docente de lenguas extranjeras. \* *Marca solo un óvalo.*

12      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

13. De acuerdo con las asignaturas que he cursado, la intensidad horaria de cada una de ellas es suficiente para alcanzar los objetivos del curso. \* *Marca solo un óvalo.*

13      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

14. El componente práctico pedagógico de asignaturas como: aprendizaje y modelos pedagógicos, pedagogía crítica y posestructuralismo, desarrollo curricular, didáctica del inglés, didáctica del inglés para niños o tendencias didácticas contemporáneas, está organizado en función de la flexibilidad en horarios, los colegios disponibles, la cantidad de horas a enseñar. \* *Marca solo un óvalo.*

14      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

15. Existe una relación entre el componente teórico y el componente práctico de las asignaturas mencionadas anteriormente. \* *Marca solo un óvalo.*

15      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

## Sección 2: Habilidades

16. El programa me da una formación que me permite alcanzar un nivel de inglés adecuado. \*

*Marca solo un óvalo.*

1      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

17. El programa me da una formación adecuada en habilidades de enseñanza. \*

*Marca solo un óvalo.*

2      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

18. El programa promueve la flexibilidad en el uso de diferentes prácticas de enseñanza para diferentes situaciones. \* *Marca solo un óvalo.*

3 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

19. El programa me enseña habilidades de gestión del aula. \*

*Marca solo un óvalo.*

4 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

20. El programa me prepara para enseñar inglés. \*

*Marca solo un óvalo.*

5 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

21. Al final del programa, estaré listo para enseñar inglés. \*

*Marca solo un óvalo.*

6 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

22. El programa me enseña a adaptar los materiales didácticos de lenguas extranjeras.

\*

*Marca solo un óvalo.*

7 2 3 4 5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

23. El programa me enseña a utilizar materiales didácticos de enseñanza de lenguas extranjeras. \* *Marca solo un óvalo.*

8      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

24. El programa me enseña habilidades de evaluación de idiomas extranjeros. \*

*Marca solo un óvalo.*

9      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

25. El programa me enseña a evaluarme como profesor. \*

*Marca solo un óvalo.*

10      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

26. El programa aumenta mi capacidad de autoevaluación en mi proceso de aprendizaje. \*

*Marca solo un óvalo.*

11      2      3      4      5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

27. El nivel de inglés que he alcanzado es el adecuado para desarrollarme como docente en la lengua. \* *Marca solo un óvalo.*

12      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

## Sección 3: Necesidades

28. El programa me brinda una formación adecuada para las necesidades del contexto local. \*

*Marca solo un óvalo.*

1      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

29. El programa está actualizado y responde a las demandas y tendencias de nuestra sociedad. \* *Marca solo un óvalo.*

2      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

30. El programa es relevante para mis necesidades de formación como docente de inglés. \*

*Marca solo un óvalo.*

3      2      3      4      5

---

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

---

31. El programa satisface mis necesidades de aprendizaje. \*

*Marca solo un óvalo.*

	4	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

#### Sección 4: Reflexión

32. El programa me anima a reflexionar sobre mis experiencias pasadas como estudiante de idiomas. \* *Marca solo un óvalo.*

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

33. El programa me anima a ser un profesor reflexivo (cuando empiece a enseñar). \*

*Marca solo un óvalo.*

	2	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

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Google Formularios

**Appendix B. Interview format****Instrumento para recolección de datos: Grupo focal.**

<b>Proyecto de investigación</b>	Perceptions of the Students of Licenciatura en Lenguas Extranjeras con Énfasis en Inglés About Their Curriculum at Universidad Industrial de Santander
<b>Objetivo</b>	To report the perceptions about the curriculum of the “Licenciatura en Lenguas Extranjeras con Énfasis en Inglés” program from the students’ perspective to reflect on their opinions and criticism regarding its quality, relevance and effectiveness.

**Entrevistador: Nelson Rodríguez.**

**Desarrollo de la entrevista:**

## 1. Introducción a la entrevista:

Saludar a los participantes, agradecerles su participación. Contarles a grandes rasgos de lo que trata el proyecto de investigación y los objetivos de la entrevista:

Este proyecto de investigación busca reportar las percepciones que tienen los estudiantes de la carrera acerca de su programa/pensum/currículo. Para ello estamos haciendo esta entrevista de grupo focal, la cual busca saber las opiniones que ustedes tienen sobre el programa y si creen que el programa debe o podría cambiar en algo.

Aclarar la metodología de la entrevista:

La mecánica de esta entrevista será la siguiente: primero, plantearé algunas preguntas las cuales podrán responder de manera autónoma y espontánea. La idea es que ustedes participen libremente. Igualmente, dependiendo del desarrollo de la entrevista estaré pidiendo a algunos de ustedes su punto de vista. Además, en los casos en que sea necesario, estaré tomando la palabra y avanzando a la siguiente pregunta.



## 2. Información demográfica

Pedirles nombres y semestres (**dependiendo si se hace 1 entrevista por semestre o una entrevista general**)

Preguntas	Observaciones
Nombre y edad de los entrevistados	
semestre de los entrevistados	

## 3. Preguntas introductorias

Preguntas	Observaciones
Al momento de inscribirse a la carrera/ cambiarse de programa ¿Qué le llamó la atención del currículo? ¿Por qué? <small>*Que hablen sobre el programa en general</small>	
¿El programa ha cumplido las expectativas que tenía antes de empezarlo? ¿Por qué? <small>*Que hablen sobre el programa en general</small>	

## 4. Preguntas de contenido

Preguntas	Observaciones
<b>Fortalezas</b>	
Durante el tiempo que ha estudiado el programa, ¿Qué fortalezas cree que tiene este? (¿Por qué? / Ejemplos)	
¿Qué componente cree usted es el mejor desarrollado en el programa? (lingüístico, pedagógico, investigativo) ¿Y por qué?	

<p>¿Les gustaría añadir o aportar algo sobre las fortalezas del programa que a lo mejor quedó fuera de discusión?</p> <p>Antes de continuar con la siguiente sección.</p>	
<b>Debilidades</b>	
<p>Durante el tiempo que ha estudiado el programa, ¿Qué debilidades cree que tiene este?</p>	
<p>¿Qué componente cree usted es el menos desarrollado en el programa?</p> <p>(Lingüístico, pedagógico, investigativo) ¿Y por qué?</p>	
<p>¿Les gustaría añadir o aportar algo sobre las debilidades del programa que a lo mejor quedó fuera de discusión?</p> <p>Antes de continuar con la siguiente sección.</p>	Obviemos esta pregunta!
<b>Cosas a mejorar</b>	
<p>¿Si usted pudiera cambiar algo del programa para mejorarlo, que sería?</p> <p>(Con respecto a: organización del currículo, contenido de asignaturas. Componente práctico, lingüístico, investigativo del programa. Language skills, variedad de asignaturas, conexión entre asignaturas, etc, etc.)</p>	
<p>Finalmente, ¿tiene alguna recomendación que les daría a los encargados de revisar el programa que estudia?</p>	

¿Les gustaría añadir o aportar algo sobre las cosas que podrían mejorar en el programa que a lo mejor quedó fuera de discusión? Antes de finalizar.	
---	--

5. Concluir la entrevista y agradecer a los participantes

<b>Preguntas</b>	<b>Observaciones</b>
¿Tienen algún comentario, duda o pregunta?	
Agradecimientos por parte del entrevistador	

**Observaciones generales:**

--