

**MOTIVATIONAL, ATTITUDINAL AND PERCEPTIONAL FACTORS  
AFFECTING UIS STUDENTS' PARTICIPATION IN THE ENGLISH  
PROGRAM AT UIS**

**RESEARCH INTERNSHIP FINAL REPORT**

**INGRID AUDREY DURAN PORRAS  
DIANA CAROLINA GARCIA JAIMES  
JOSE LIM SERRANO ASZA**

**UNIVERSIDAD INDUSTRIAL DE SANTANDER  
FACULTAD DE CIENCIAS HUMANAS  
ESCUELA DE IDIOMAS  
LICENCIATURA EN INGLÉS  
BUCARAMANGA  
2007**

**MOTIVATIONAL, ATTITUDINAL AND PERCEPTIONAL FACTORS  
AFFECTING UIS STUDENTS' PARTICIPATION IN THE ENGLISH  
PROGRAM AT UIS**

**RESEARCH INTERNSHIP FINAL REPORT**

**INGRID AUDREY DURAN PORRAS  
DIANA CAROLINA GARCIA JAIMES  
JOSE LIM SERRANO ASZA**

**An Internship Report Submitted  
in Partial Fulfillment  
of the Requirements for the Degree  
Bachelor of Arts  
in  
English  
Teaching English as a Foreign Language**

**Project Director:  
Professor Yolima Beltran  
Ph.D in Educational Theory and Policy and Comparative and  
International education  
GILAE 5215**

**UNIVERSIDAD INDUSTRIAL DE SANTANDER  
FACULTAD DE CIENCIAS HUMANAS  
ESCUELA DE IDIOMAS  
LICENCIATURA EN INGLÉS  
BUCARAMANGA  
2007**

## **CONTENT**

	<b>Page</b>
<b>GLOSARY</b>	
<b>SUMMARY</b>	
<b>RESUMEN</b>	
<b>1. RESEARCH GROUP PROFILE</b>	<b>13</b>
<b>2. OBJECTIVES OF THE INTERSHIP</b>	<b>14</b>
<b>3. RESEARCH PROJECT</b>	<b>15</b>
<b>3.1 NAME OF THE PROJECT</b>	<b>15</b>
<b>3.2 GENERAL OBJECTIVE</b>	<b>15</b>
<b>3.3 SPECIFIC OBJECTIVES</b>	<b>15</b>
<b>3.4 THEORETICAL FRAMEWORK</b>	<b>16</b>
<b>3.4.1 MOTIVATION</b>	<b>16</b>
<b>3.4.2 ATTITUDES</b>	<b>19</b>
<b>3.4.3 PERCEPTIONS</b>	<b>21</b>
<b>3.4.3.1SELF- CONCEPT</b>	<b>21</b>
<b>3.4.3.2 SELF –EFFICACY</b>	<b>22</b>
<b>3.4.3.3 LEARNED HELPLESSNESS</b>	<b>23</b>

<b>3.4.4 ATTRIBUTION THEORY</b>	<b>23</b>
<b>3.4.5 LOCUS OF CONTROL THEORY</b>	<b>24</b>
<b>3.4.6 ANXIETY</b>	<b>25</b>
<b>4. DESCRIPTION OF TASKS, OUTCOMES AND FINDINGS</b>	<b>28</b>
<b>4.1 TASK 1: SHADOWING UNSTRUCTURED INTERVIEWS</b>	<b>29</b>
<b>4.2 TASK 2: SCHEDULING UNSTRUCTURED INTERVIEWS</b>	<b>29</b>
<b>4.3 TASK 3: CONDUCTING UNSTRUCTURED INTERVIEWS</b>	<b>29</b>
<b>4.4 TASK 4: TRANSCRIBING UNSTRUCTURED INTERVIEWS</b>	<b>30</b>
<b>4.5 TASK 5: MAKING DOMAIN ANALYSIS</b>	<b>30</b>
<b>4.6 TASK 6: DESIGNING THE SEMISTRUCTURED PROTOCOL</b>	<b>31</b>
<b>4.7 TASK 7: PILOTING THE SEMISTRUCTURED QUESTIONNAIRE</b>	<b>31</b>
<b>4.8 TASK 8: SCHEDULING THE SEMISTRUCTURED INTERVIEWS</b>	<b>31</b>
<b>4.9 TASK 9: CONDUCTING SEMISTRUCTURED INTERVIEWS</b>	<b>32</b>
<b>4.10 TASK 10: TRANSCRIBING THE SEMISTRUCTURED INTERVIEWS</b>	<b>32</b>

<b>4.11 TASK 11: MAKING DOMAIN AND TAXONOMIC ANALYSIS</b>	<b>32</b>
<b>4.12 TASK 12: DIFFERENTIATING GROUP ANALYSIS</b>	<b>33</b>
<b>4.13 TASK 13: CARRYING OUT A FOCUSED GROUP SEMINAR</b>	<b>34</b>
<b>4.14 TASK 14: DESIGNING FOCUSED GROU INTERVIEWS</b>	<b>35</b>
<b>4.15 TASK 15: PILOTING FOCUSED GROUP INTERVIEWS</b>	<b>35</b>
<b>4.16 TASK 16: SCHEDULING FOCUSED GROUP INTERVIEWS</b>	<b>35</b>
<b>4.17 TASK 17: CONDUCTING FOCUSED GROUP INTERVIEWS</b>	<b>36</b>
<b>4.18 TASK 18: DESIGNING PRELIMINARY QUESTIONS FOR THE QUANTITATIVE QUESTIONNAIRE</b>	<b>36</b>
<b>4.19 TASK 19: RECORDING PROJECT METHODOLOGY</b>	<b>36</b>
<b>4.20 TASK 20: GENERAL RESEARCH LOGISTICS</b>	<b>37</b>
<b>4.21 TASK 21: IMPLEMENTING A READING COMPREHENSION COURSE</b>	<b>37</b>
<b>5. PROBLEMS AND SOLUTIONS</b>	<b>38</b>
<b>5.1 PARTICIPANTS RELUCTANCY</b>	<b>38</b>

<b>5.2 TAXONOMIC ANALYSES MIXING</b>	<b>38</b>
<b>6. KNOWLEDGE GAINED</b>	<b>39</b>
<b>7. SELF EVALUATION</b>	<b>41</b>
<b>8. WORKS CITED</b>	<b>46</b>
<b>9. APPENDIXES</b>	<b>52</b>

## GLOSSARY

**Anxiety:** It is a cause or effect of failure that may have not only a negative but also a positive effect on learners that varies in accordance with the degree in which it manifests.

**Attitudes:**All those things that people like or dislike; they are also those affinities and aversions towards objects, situations, people, groups and abstract ideas. Attitudes are made up of three components: cognitive, affective and conative-conductual.

**Attribution theory:** People's attributions of their failure or success to external or internal factors.

**Cultural Domain:** It is a category of cultural meaning that includes other smaller categories. It is composed by a cover term, included terms and a semantic relationship.

**Domain Analysis:**It is the process of analyzing specific data and categorizing this data into a set of cultural domains.

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

**Focused Group Interviews:** It is a form of group interview in which members are encouraged to speak.

**GILAE:** A Spanish acronym that stands for Applied Linguistics and Education Research Group registered in CIVILAC, COLCIENCIAS, 5215.

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

**Learned Helplessness:** It is a psychological state in which people think that no matter what they do they are doomed to failure even when they do actually have the power to change the circumstances.

**Locus of Control:** An individual's expectations of those events which will affect him and that are controlled by either internal or external factors.

**Motivation:** Reasons why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it.

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

**Self-concept:** It is a person's self-perceptions, formed through experiences with his or her environment, particularly with significant others.

**Self-efficacy:** It is people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

**Successful Students:** Are those who have not only approved the minimally required English courses, but have moved on to take optional English courses.

**Taxonomic Analysis:** It is a set of categories that portrays in detail more of the relationships among the things inside a cultural domain.

**UIS:** Acronym that stands for “Universidad Industrial de Santander”. Its main campus is located in Bucaramanga, Santander.

**Unsuccessful Students:** Those students who have not approved the minimal English requirement.

## **SUMMARY**

### **TITTLE:**

MOTIVATIONAL, ATTITUDINAL AND PERCEPTIONAL FACTORS AFFECTING UIS STUDENTS' PARTICIPATION IN THE ENGLISH PROGRAM OFFERED AT UIS

### **AUTHORS:**

INGRID AUDREY DURAN PORRAS  
DIANA CAROLINA GARCIA JAIME  
JOSE LIM SERRANO ASZA

### **KEY WORDS:**

Successful students, unsuccessful students, motivation, attitudes, anxiety, perception, attribution theory.

### **DESCRIPTION:**

This report accounts for the research internship conducted by GILAE "Applied Linguistics and Education Research Group" from March to October 2007. The objective was to complete the qualitative stage of a study on the motivational factor affecting the students' participation in the English program offered by the "Universidad Industrial de Santander" (UIS). This factor is considered to be part of the successful and unsuccessful participants profile design.

Field workers were in charge of the data collection process. Qualitative techniques such as unstructured, semi-structured and focus groups interviews were used to do so. Data collection instruments were designed by researchers and field workers during general meetings. Besides, cultural domain and taxonomic analyses were applied to the data collected in order to find new relevant information that contributed to the identification of the particular features of the successful and unsuccessful groups. The information gathered was related to the motivational, attitudinal and perceptual factors.

Preliminary findings showed that motivation, attitudes and perceptions were differentiating factors for both groups the successful and unsuccessful one. Both groups showed an instrumental motivation. The successful group demonstrated positive attitudes towards the English learning in comparison to the unsuccessful group. Besides, the successful group seemed to have good self perceptions in relation to their English language learning process. By contrast, the unsuccessful showed negative self perceptions in this respect.

---

\*Escuela de Idiomas, Yolima Beltrán, Ingrid Audrey Durán Porras, Diana Carolina Garcia Jaimes, Jose Lim Serrano Asza.

## RESUMEN

### TITULO:

FACTORES MOTIVACIONALES, ACTITUDINALES Y DE PERCEPCION QUE AFECTAN LA PARTICIPACION DE LOS ESTUDIANTES DEL PROGRAMA DE INGLES OFRECIDO POR LA UIS.

### AUTORES:

INGRID AUDREY DURAN PORRAS  
DIANA CAROLINA GARCIA JAIMES  
JOSE LIM SERRANO ASZA

### PALABRAS CLAVES:

Estudiantes exitosos, estudiantes no exitosos, motivación, actitudes, ansiedad, percepción, teoría de la atribución.

### DESCRIPCION:

Este reporte presenta la pasantía de investigación llevada a cabo por el grupo GILAE “Grupo de Investigación en Lingüística Aplicada y Educación” de marzo a octubre del año 2007. El objetivo era completar la fase cualitativa de los factores actitudinales, motivacionales y de percepción los cuales afectan la participación de los estudiantes del programa de inglés ofrecido por la “Universidad Industrial de Santander” (UIS). Este factor es considerado parte del diseño del perfil de los estudiantes exitosos y no exitosos.

Los trabajadores de campo estuvieron a cargo del proceso de recolección de datos. Para tal propósito, se utilizaron técnicas cualitativas como entrevistas no estructuradas y semiestructuradas, así como entrevistas a grupos focales. Los instrumentos de recolección de datos fueron diseñados por los investigadores y trabajadores de campo en reuniones generales. Además, se aplicaron análisis de dominio y análisis taxonómicos para analizar los datos recolectados y encontrar información relevante que pudiera contribuir a la identificación de características específicas del grupo exitoso y no exitoso. La información recolectada fue aquella relacionada con los factores motivacionales, actitudinales y de percepción.

Los hallazgos preliminares indicaron que la motivación, la actitud y la percepción fueron factores importantes que diferenciaron el grupo exitoso del no exitoso. Ambos grupos mostraron tener una motivación instrumental. El grupo exitoso demostró actitudes positivas en cuanto al aprendizaje del inglés en comparación con el grupo no exitoso. Este grupo también evidenció auto percepciones positivas en relación con el proceso de aprendizaje del inglés. El grupo no exitoso, en contraste, mostró auto percepciones negativas al respecto.

---

\*Escuela de Idiomas, Yolima Beltrán, Ingrid Audrey Durán Porras, Diana Carolina Garcia Jaimes, Jose Lim Serrano Asza.

## 1. RESEARCH GROUP PROFILE

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

- Yolima Beltrán: Ph.D in Educational Theory and Policy and Comparative and Internatioanl Education, Penn State University. Presently the Director of the School of Education at Universidad Industrial de Santander.
- Mariela Gómez Ferreira: M.A in Applied Linguistics. Michigan State University. Presently Director of the UIS Language Institute.
- Carmen Celina Uribe Pico: M.A in Bilingual and Multicultural Education. Northern Arizona University. Presently Professor at the School of Languages.
- Maribel Vega M: M.A In English TESOL. Minnesota State University.

## **2. OBJECTIVES OF THE INTERSHIP**

- To gain knowledge of the process about a mixed research.
- To work with a group of experienced researchers to gain expertise on the language learning research field.
- To put into practice all the knowledge gained about research methods during the English Language Program

### **3. RESEARCH PROJECT**

#### **3.1 NAME OF THE PROJECT: FACTORS AFFECTING UIS STUDENTS' PARTICIPATION IN THE ENGLISH PROGRAM OFFERED AT UIS**

#### **3.2 GENERAL OBJECTIVE:**

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

#### **3.3 SPECIFIC OBJECTIVES:**

- To develop the motivational, attitudinal and perceptual components related to the English language learning, which are important factors in the research project called "Factors affecting UIS students' participation in the English program offered at UIS" registered in Vicerrectoría de Investigaciones y Extensión de la UIS with code 5215.
- To contribute to the generation of knowledge by providing insights to the motivational factor affecting UIS students' participation in the English programme.

### **3.4 THEORETICAL FRAMEWORK**

It is widely accepted that motivation along with some other factors are contributing components in successful language learning. Bearing this in mind, motivation, attitudes, perceptions, anxiety along with other concepts and theories will be addressed in this research since they are considered affecting factors for students' participation in the English program offered at Universidad Industrial de Santander.

#### **3.4.1 MOTIVATION**

Diverse authors agree on the way motivation is conceived. Dörnyei identifies motivation as "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (qtd. in Moss). Likewise, Ames and Ames define it as the impetus to create and sustain intentions and goal-seeking acts.

"Motivation determines the extent of active, personal involvement in L2 learning. Conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential L2 skills" (Oxford & Shearin). A research carried out by Janet Niederhauser at South Korean universities suggests that university students do not achieve their full potential as English language learners due to their low motivation, stressing the role of motivation in language learning.

Oxford and Shearin (1994) consider motivation as a multifactorial entity and propose six central aspects that have an effect on motivation:

- Attitudes or sentiments towards the learning community and the target language.
- Beliefs about self or expectancies about one's attitudes to succeed, self-efficacy, and anxiety.
- Clarity and relevance of learning goals as reasons for learning.
- The level to which the learner involves actively and consciously in the language learning process.
- Environmental support such as teacher and peer support, and the integration of cultural and outside-of-class support into learning experience.
- Personal attributes such as aptitude, age, sex, and previous language learning experience.

It is relevant to mention that from all these aspects considered by Oxford and Shearin, the last two ones, environmental support and personal attributes are not a matter of concern in this motivational factor.

Gardner (1985), on his part, states on a socioeducational model, that motivation comprises four main aspects, a goal, goal achievement desire, the individual efforts to achieve the goal, and the attitudes towards the required task to achieve the goal. These factors influence the time devoted to accomplishing the intended aim, as well as the effort made to solve the possible constraints that may come up in the language learning process.

Gardner and Lambert (1972) classify motivation into integrative *motivation*, wanting to learn a language in order to identify with the community that speaks the language, and *instrumental motivation*, learning the language to meet people's needs and goals. In the first case, learners have a positive

attitude towards learning the language and in the second one, learners are motivated to learn the language to reach social and economical status.

Gardner also poses that the integrative motivation is a strong predictor of successful learners. However, a study conducted by Elizabeth England with eighty-four successful foreign language students at an American university found little evidence for an integrative orientation which suggests that foreign language learning success does not necessarily include an integrative motivation.

Similarly, a research carried out by Eva Fung-kuen Lai at the Chinese University of Hong Kong, compared pre- and post attitudes towards the learning of English through the application of two kinds of data collection instruments, pre and post surveys, as well as newspaper reports. This study confirmed the strong instrumental motivation and career-related reasons of the learners to learn the language.

On the other hand, an experimental study conducted by Gardner highlights the role of the integrative motivation on foreign language learning. In this study, Gardner made use of laboratory procedures to examine the role of language aptitude and attitudinal/motivational attributes of 170 volunteers on the rate of learning French vocabulary. It revealed that all three factors influenced rate of learning. Subjects high on integrative motivation and high in language aptitude learned faster than those who were low. Besides, the subjects' level of integrative motivation influenced their perceptions of their efforts and interest on learning the language.

Having presented the dichotomy of motivation and how it influences language learning, it is relevant to introduce Brown's assertions on this issue. After

doing some research, he concludes that both integrative and instrumental motivation for L2 learning are not necessarily mutually exclusive and in most learning situations learners involve a mixture of both. Likewise, Gardner acknowledges that both integrative and instrumental motivation facilitates L2 learning. (qtd.in Wang).

### **3.4.2 ATTITUDES**

Attitudes are a quite broad term, therefore, different conceptual perspectives will be presented regarding some authors with whom this study identifies. Bem conceives them as all those things that people like or dislike; they are also those affinities and aversions towards objects, situations, people, groups and abstract ideas. This author stands out the affective and evaluative quality of attitudes since they are feelings continuously evaluating what is around (qtd.in Perlman and Cozby).

According to Morales and Olza, attitudes are made up of three components: cognitive, affective and *conativa-conductual*. The first one relates to both people's perceptions about a target object and the information possessed about it; the second one refers to the feelings that such an object brings about; and the third one includes the tendencies, willingness, as well as the actions taken in regard to this object.

Another definition of attitudes is the one provided by Milton Rokeach. He states that an attitude is "a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner" (qtd. in Smith). In this sense, it is possible to say that an attitude is enduring because it is learned, and as it is learned, it can be unlearned, and thus taught. Alcántara expands this claim and states that attitudes are stable,

lasting, and despite they are hard to be changed since they are a highly solid structure, they can be improved.

Moreover, Baker enriches the concept of attitudes when he states that they are internalized predispositions, so they are not inherited. He maintains that attitudes towards a particular language might be either positive, negative or even neutral (qtd. in Şimşek et al). Therefore, attitudes exert an important role in foreign language learning because they determine to some extent the degree of success in individuals, as Prodromou asserts when saying: “a successful learner is the one who possesses positive attitudes towards the target language” (qtd. in Şimşek et al).

A study developed by Meihua Liu at the Chinese Tsinghua University, investigated Chinese university students' attitudes towards and motivation to learn English. The researcher correlated these two variables with the students' English proficiency. This study showed that students had positive attitudes toward learning English and were highly motivated to study it. Also, it revealed that students had a much more instrumental than integrative motivation to learn English, and that the students' attitudes and motivation were positively correlated with their English proficiency.

Attitudes also have to do with the target language culture. As Fasold emphasises, attitudes towards a language are often mirrored in the attitudes towards the members of that speech community (qtd. in Şimşek et al). A study carried out by Şimşek et al investigated the current stature of German as a foreign language among Turkish students and their attitudes to German language and culture in a Turkish educational context. The study highlighted that close socioeconomic ties with Germany and the European Union promote the significance of knowledge of the German language in various

aspects of life. Besides, the attitudes toward the German language and culture were found to be instrumentally positive in the sense that the German language and culture serve to facilitate the learner's inter- and cross-cultural and linguistic development of the learners.

Nevertheless, the study developed by König in Turkey that aimed at understanding the attitudes, motivation and orientation of second foreign language learners, showed that attitudes do not have to be necessarily positive to determine success. The sample population was of thirty-nine undergraduate or graduate students, native speakers of Turkish from different universities in Ankara from upper-intermediate and advanced level of proficiency who voluntarily took a second foreign language course. It was found that attitudes towards the speakers of the second foreign language learned seemed to be neutral in general and not affecting their performance.

### **3.4.3 PERCEPTIONS**

All those sensations and mental representations associated with objects, events, and experiences that an individual holds are called perceptions. In this sense, a perception never takes place in isolation, it is rather the product of the accommodations an individual makes to past representations (Lipmann). Similarly, Johann Herbart with his theory of perceptions poses that they are the process of relating new ideas to the bundle of mental representations previously set by an individual (qtd in Biggie and Hunt)

#### **3.4.3.1 SELF- CONCEPT**

Self concept is a person's self- perceptions, formed through experiences with his or her environment, particularly with significant others. In the academic and social field, the self-concept turns into a relational term used to denote students' judgements of their competence or skills related to those of other students. In other words it refers to the determination of one's comparative standing in any given area of competence or skill (qtd.in Pascarella and Terenzini).

#### **3.4.3.2 SELF –EFFICACY**

Self-efficacy is at the core of the Social Cognitive Theory proposed by Albert Bandura. It relates to “people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances”(qtd.in Pajares). Self-efficacy beliefs provide foundations for human motivation, well-being, and personal accomplishments. When people do not believe that their actions can produce the expected outcomes, they have no reasons to persevere when facing difficulties. It explains why people's behaviors do not correspond to their actual capabilities and why their behavior may differ widely even when they have similar knowledge and skills.

Self-efficacy beliefs help determine the outcomes one expects. Those individuals who are confident are more likely to anticipate successful outcomes. Those confident in their academic skills expect high marks on exams and expect the quality of their work to reap personal and professional benefits. On the contrary, those who lack confidence and doubt their social skills often foresee a low performance before engaging in a determined task. Therefore, it can be seen that the outcomes from they both can be portrayed according to their beliefs.

### **3.4.3.3 LEARNED HELPLESSNESS**

A theory closely linked to foreign language learners' perceptions is learned helplessness provided by Martin Seligman. This one states that when people believe their life events are mainly uncontrollable; they lack self-confidence and develop learned helplessness. People who develop learned helplessness think that no matter what they do they are doomed to failure, as a result, they feel their efforts to overcome a situation are futile, even when they do actually have the power to change the circumstances. These people also show a low self-esteem, depression, and a high level of anxiety (qtd.in Diaz and Barriga).

Some experiments carried out by Seligman have shown that people with learned helplessness, when they do not exert control over what goes on around them and when they learn that they do not have this control, also turn into insensitive and passive individuals unable to show normal social behaviors, for whom learning is usually a difficult endeavor (qtd.in Howe).

### **3.4.4 ATTRIBUTION THEORY**

Weiner with his attribution theory maintains that if an attribution is seen as external, unchangeable and outside of the individual's control it will be likely to have a more consistent effect than one which is perceived as internal, changeable and within the person's control (qtd.in Williams et al). In other words, this theory maintains that goal achievement is negatively affected when individuals attribute their failure or success to external factors, which they perceive out of their control. (qtd.in Diaz and Barriga). Therefore, the effort and persistence invested in the achievement of the goal is less when

compared to those individuals that attribute their reasons for failure or success to internal and controllable factors.

A study at the National Open University of Taiwan conducted by Jenny Wang and Emily Wu, intended to identify the factors relating to students' decisions for dropping out or staying in the distance education. It revealed that the factors of external attribution, intrinsic motivation, and students' perceptions of distance learning showed significant relationships with students' decisions of dropout or retention.

However, it is important to mention that external or internal attributions do not precisely reflect the true reasons why individuals may succeed or fail on a given task, "Rather, it is the perceived (i.e. interpreted) explanations that individuals construct for why they do or do not perform well that are considered by attribution theorists to be even more powerful than the actual reasons" (qtd.in Williams et al).

### **3.4.5 LOCUS OF CONTROL THEORY**

Rotter refers to the locus of control as an individual's expectations of those events which will affect him and that are controlled by either internal or external factors. The individual perceives that there is an internal control when the events or their results depend on his behaviour or his personal traits such as his capacity. This type of locus of control keeps a close relation with success since this perception is tied to high levels of achievement. On the other hand, the individual perceives that there is an external control when the events and their results depend on external factors that are out of control such as luck, destiny or other people's actions (qtd.in Howe).

A study conducted by Gifford that aimed at identifying additional effective student pre-college predictors of university academic success, among them locus of control, to determine their effectiveness in predicting first-year student academic achievement. A sample of 3,000 first-year students was used. The results of the study indicated that the ones who entered university with an internal locus of control obtained significantly higher GPAs (grade point average) than those who entered with an external one.

#### **3.4.6 ANXIETY**

Anxiety is a cause or effect of failure that may have not only a negative but also a positive effect on learners. The effect of anxiety on learning varies in accordance with the degree in which it manifests. When learners show a really high or low level of anxiety, apathetic, sleepy, or tensed students, the performance is badly hindered. On the contrary, when the level of anxiety is balanced, when people present an optimum level of activity, worry and excitement for performance, it brings about a positive and adaptive learning effect. (qtd.in Diaz and Barriga).

Taking the same conceptual side, Taylor “views anxiety as a motivator or drive in which increments and decrements are assumed to increase or decrease performance ” (qtd.in Marx and Tombaugh).

Anxiety can be both harmful or helpful for learners. According to Oxford, “though some language researchers assert that a positive mode of anxiety exists, most language research shows a negative relationship between anxiety and performance”. She also suggests that anxiety can be not only “facilitating” in some ways since it can keep students alert, but also

“debilitating” because it can harm students’ performance directly by reducing participation, or undirectly by worrying and provoking self doubt.

Regarding the facilitating or helpful anxiety, Oxford shows a true story in which this type of anxiety is illustrated. Maurice studied French in high school. He thought he was a total language failure since he had auditory processing problems. For graduation, he had to learn a foreign language and to pass an examination. So, he decided to do a Spanish course in Guatemala in order to achieve his goal. He was already anxious when he arrived since he is a visual learner and the majority of the classes were auditory. He was in panic all the time and he thought he needed help from outside so he hired two tutors to provide him with the written code. Anxiety diminished, he could learn Spanish, and finally, passed the examination (qtd.in Arnold).

However, in the following study, the negative effect of the debilitating anxiety is clearly showed. A project developed by Lindy Woodrow describes the conceptualization of second language speaking anxiety, the relationship between this aspect and second language performance, and the major reported causes of second language anxiety. In this case, the results analyses indicated second language speaking anxiety to be a significant predictor of oral achievement and that the most frequent source of anxiety was interacting with native speakers. Evidence for two types of anxious language learner emerged; retrieval interference and skills deficit.

Bailey, similarly, has developed several studies concerning the negative effect of anxiety on foreign language learning. In his study "Cognitive, Affective, Personality, and Demographic Predictions of Foreign Language Achievement", a set of variables that are believed to have an effect on language learning were taken under consideration. The foreign language

anxiety was included in the affective variable. For this end, 184 college students (mostly undergraduate) studying four different foreign languages in all different levels were tested. The results showed that foreign language anxiety, among other variables, was correlated to foreign language achievement, and thus, crucial for better learning.

Another study conducted by Bailey examined the role of anxiety in predicting student attrition in foreign language courses at the college level. Here, participants were 259 students enrolled in Spanish, French, German, or Japanese introductory, intermediate, and advanced courses at a mid-southern university. Anxiety was assessed using three scales, namely, the Input Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale, which measure how anxious students feel at the input, processing, and output stages of the foreign language learning process, respectively. It showed that students who dropped out of their foreign language classes tended to report statistically significantly higher levels of input, processing, and output anxiety, with moderate-to-large effect sizes.

Finally, in the following research this author explores once more the role of anxiety. The sample used was formed by students of German, Spanish and French to find out if there is more anxiety about a certain language or not. A 33-question questionnaire was used, and the results do not reveal any significant difference. The questionnaire also measured the relation between anxiety and achievement in language class. Similar to previous studies, the results showed a negative relationship between these two factors; students with bad results feel more anxious and uncomfortable in foreign language classes.

#### **4. DESCRIPTION OF THE TASKS, OUTCOMES AND FINDINGS**

Having posted the theoretical framework of the motivational factor, it is relevant to move on to the theoretical background that provided the basis for analyzing the qualitative data collected. For such an analysis it is important to define some ethnographic tools for the data collection employed in the ethnographic research.

The first tool was the domain analysis. It is carried out by means of cultural domains. According to Spradley a cultural domain “is a category of cultural meaning that includes other smaller categories (...) Domains, as cultural categories, are made up of three basic elements: cover term, included terms and semantic relationship”. The first element, the cover term, is the name for a cultural domain. The second element, the included terms, are the names for all those terms sharing similar characteristics inside the domain; and the third element, the semantic relationship, is the linking of two categories and has the function of inclusion.

The second tool was the taxonomic analysis. It is a set of categories that portrays more of the relationships among the things inside the cultural domain (Spradley). A taxonomy differs from a domain analysis in the sense that this one shows how all the included terms in a domain are related to the whole.

Finally, the last tool was the focused group interviews. According to Schensul a focused group is a form of group interview in which members are encouraged to speak. They constitute a valuable research tool to collect information on a cultural domain, to discover attitudes, to observe members reactions to the results of previously collected data and to generate

hypothesis (1979). The advantage of this kind of interviews is that they are useful to collect information in a short period of time from a larger population.

The following tasks were carried out taking into account the ethnographic theory mentioned above.

#### **4.1 Task 1: Shadowing Unstructured Interview**

##### **Description**

For this task, one of the main researchers was shadowed by the fieldworkers while she performed an interview of one of the participants. Field notes about the participants' reactions to the questions posed were taken by the fieldworkers.

##### **Outcome**

Probing and elicitation techniques to collect reliable information were seen as the interview was conducted. Skills to deal with people in an interview to gather the information pursued were gained.

#### **4.2 Task 2: Scheduling Unstructured Interviews**

##### **Description**

One of the fieldworkers contacted two participants and the other two contacted one using the list of the participants sample provided by the main researchers from the Language Institute database

##### **Outcome**

Four interviews were scheduled taking into account the participant's availability to access the interviews.

#### **4.3 Task 3: Conducting Unstructured Interviews**

##### **Description**

Four out of the sixteen interviews in total, two for the successful and two for the unsuccessful group, were conducted by the fieldworkers. A descriptive open question was asked to start the interview and the next questions were derived along the way from the participants' answers.

**Outcome**

All the probing and elicitation techniques were put into practice in order to collect the information provided by the participants.

**4.4 Task 4: Transcribing Unstructured Interview**

**Description**

After having conducted the four interviews, these ones were transcribed and typed by the fieldworkers.

**Outcome**

A four interview document was printed and handed in to the main researchers.

**4.5 Task 5: Making Domain Analysis**

**Description**

The information collected from the four unstructured interviews was analyzed by the fieldworkers applying the domain analysis proposed by Spradley.

**Outcome**

Twenty four cultural domains were obtained from the analysis of the interviews.

**Findings**

These findings are related to the participants' perceptions about their own English learning experience, the language, themselves and what they think about the English program at UIS. (See appendix 1).

#### **4.6 Task 6: Designing Semistructured Protocol**

##### **Description**

A meeting with all the fieldworkers and the main researchers was held in order to design the semistructured questionnaire. With the domain analysis done by all the groups of fieldworkers, a deep analysis was done to establish the possible questions.

##### **Outcome**

A questionnaire of thirteen questions was designed regarding not only the domain analysis but also the four contributing factors considered in the research.

#### **4.7 Task 7: Piloting the Semistructured Questionnaire.**

##### **Description**

One student from the campus was chosen to be interviewed. The interview was conducted by one of the fieldworkers while the fieldnotes were taken by the other two.

##### **Outcome**

With the fieldnotes taken, the questions were analyzed. One question was changed and some little modifications were made to the remaining ones.

#### **4.8 Task 8: Scheduling the Semistructured Interviews**

##### **Description**

Twenty one interviews were to be scheduled by the three fieldworkers. Each one of them contacted four participants from the unsuccessful group and three of the successful one. The list of the participants sample provided by the main researchers from the Language Institute database was once again used.

##### **Outcome**

All the interviews were scheduled at different times and days according to the participants' availability.

#### **4.9 Task 9: Conducting Semistructured Interviews**

##### **Description**

Twenty one interviews were to be done, twelve for the unsuccessful and nine for the successful group. Each fieldworker was in charge of four and three interviews accordingly.

##### **Outcome**

Seventeen interviews were finally conducted. Eleven for the unsuccessful group and seven for the successful one.

#### **4.10 Task 10: Transcribing Semistructured interviews**

##### **Description**

The seventeen interviews were transcribed by the fieldworkers. Each one of them typed the interviews they conducted respectively.

##### **Outcome**

A seventeen interview document was printed and handed in to the main researchers.

#### **4.11 Task 11: Making Domain and Taxonomic Analysis**

##### **Description**

New cultural domains were derived from the thirteen questions of the semistructured interviews by all the fieldworkers. The fieldworkers were assigned three of the thirteen domains to do a taxonomic analysis for the successful and the unsuccessful group based on Spradley's theory.

##### **Outcome**

A taxonomic analysis of the three domains assigned was obtained from the semistructured interviews analysis.

##### **Finding**

A document with the taxonomic analysis of each one of the three cultural domains was done by each one of the fieldworkers. This information served

to make a profile of the successful and unsuccessful group. Regarding domain 5, it was found that the academic factors that influence students' decisions to take the English program are related to their academic subjects since they give them priority and they do not have time to devote to the English duties. Besides, students' internal and external constraints such as having a low performance in English; and the English program itself such as assigning schedule to students are some other factors that influence students' decision to take the program. As to domain 10, it was found that ways students define themselves as language learners are predominantly negative in relation to the positive ones. Finally, regarding domain 11, it was noticeable that students tend to use more cognitive strategies such as translation and compensation strategies such as listening to English music and Watching movies in English.

#### **4.12 Task 12: Differentiating Group Analysis**

##### **Description**

Similarities and differences between the successful and the unsuccessful group were established taking into account the taxonomic analysis made by each fieldworker.

##### **Outcome**

Three documents including similarities and differences between the successful and unsuccessful group were achieved.

##### **Finding**

Final conclusions were drawn by each fieldworker from this analysis of similarities and differences (See appendix 2). From domain 5, It can be seen that for the unsuccessful group devoting time to their academic subjects is more important than studying English. In comparison to the successful group, a big number of participants from the unsuccessful group complain about the

schedule interference between the academic subjects and the English program. Besides, the unsuccessful group express openly that they are not interested in taking the English program and assert that the English subject is neither necessary nor compulsory for their careers. In general, the unsuccessful group is the one that complains the most about diverse English program issues such as wrong classification, lack of availability for students to start the course and lack of learning resources.

Taking into account domain 10, the unsuccessful group has a rather negative attitude and aptitude towards the English language learning as well as self-esteem and motivation problems in comparison to the successful group. Likewise, some participants from the unsuccessful group accept that that that they are not good English language students but that they perceive they could give more out of themselves to have a better performance.

Finally, in domain 11, both the successful and unsuccessful group are aware of the strategies they use to learn English. They both also use compensation and reading strategies. On the other hand, the successful group uses communicative strategies while the unsuccessful one uses more structural strategies to learn the language.

#### **4.13 Task 13: Carrying Out a Focused Group Seminar**

##### **Description**

A training on conducting focused groups interviews was carried out by the fieldworkers along with the main researchers. Every one of the fieldworkers was in charge of a specific aspect of the focused groups literature proposed by Schensul to share in the seminar.

##### **Outcome**

The fieldworkers were instructed in carrying out this kind of this group interviews. Knowledge was complemented and enriched by the seminar session.

#### **4.14 Task 14: Designing Focused Group Interviews**

##### **Description**

Preliminary questions for the focused groups interviews were formulated by each group of fieldworkers and the mentor concerning the factor in charge of. These questions were made considering those aspects that had been discarded and the new ones that were to be included.

##### **Outcome:**

An eighteen question document related to the motivational factor was done designed by the fieldworkers and the mentor. (See appendix 3).

#### **4.15 Task 15: Piloting Focused Groups Interviews**

##### **Description**

A focused group piloting was carried out by the fieldworkers. Participants' discussion was taped recorded and field notes were taken by two field workers, as the other one conducted the interview.

##### **Outcome**

Three participants took part in the focused group interview piloting and based on the analysis of it, some modifications were made to the questionnaire.

#### **4.16 Task 16: Scheduling Focused Group Interviews**

##### **Description**

Participants from two different university faculties were to be scheduled. The list of the participants sample provided by the main researchers from the language institute database was used.

##### **Outcome**

Five students from the Physics Mechanics faculty and three students from Basic Sciences were scheduled by the three fieldworkers.

#### **4.17 Task 17: Conducting Focused Group Interviews**

##### **Description**

Participants were invited to have a breakfast in order to have them take part of this interview.

##### **Outcome:**

Two participants showed up and were interviewed.

##### **Finding**

Fieldworkers found out that the data yielded by this kind of interview was exhausted giving way to the quantitative phase.

#### **4.18 Task 18: Designing Preliminary Questions for the Quantitative Questionnaire**

##### **Description**

A revision of the theoretical framework concerning the motivational factor was made by the fieldworkers to devise the questionnaire of the quantitative phase.

##### **Outcome**

A set of twelve multiple choice questions was designed. (See appendix 4).

#### **4.19 Task 19: Recording Project Methodology**

##### **Description**

All the procedure carried out during the reasearch intership was recalled and organized by the fieldworkers to write the research methodology.

##### **Outcome**

A document with the first part of the methodology description was done by the fieldworkers. (See appendix 5).

#### **4.20 Task 20: General Research Logistics**

##### **Description**

A series of meetings were gradually held as required along the research internship in order to make decisions about further procedures to follow, to share files and findings, design instruments and to discuss constraints found.

##### **Outcome**

Fieldworkers were kept updated with the internship tasks and its accomplishment.

#### **4.21 Task 21: Implementing a Reading Comprehension Course.**

##### **Description**

The fieldworkers were assigned a group of unsuccessful students from different university programs in order to train them for the reading comprehension exam required for graduation. This course was also an incentive to encourage their participation in the study. Classes were held every Friday from six to eight in the morning in the campus. A total of seven sessions of two hours each were given. With the syllabus provided by the main researchers, lesson plans and materials were designed by the fieldworkers everyweek. The sessions were lectured in Spanish to facilitate participants' understanding regarding their English level. Attendance varied along the course, at the beginning three students showed up but as time went by an average of ten students attended.

##### **Outcome**

The participants developed English reading skills to pass the exam and fulfill, as a result, the graduation requirement. However, a small quantity of participants was committed to attend the course from beginning to end. Although this course was intended to encourage participants to take part in the study, only a few of them did so.

## **5. PROBLEMS AND SOLUTIONS**

### **5.1 Problem 1: Participants Reluctancy**

#### **Description**

There were not enough participants to conduct the total of the semistructured interviews required since the database was not updated. A similar situation was faced at the time of conducting the focused interviews since the participants from the small sample available were reluctant to participate and only two of them did so.

#### **Solution**

For the semistructured interviews, the number of participants was reduced since it did not affect the percentage of the representative sample. Focused groups were discarded giving way to the quantitative phase due to fact that data was found exhausted.

### **5.2 Problem 2: Taxonomic Analyses Mixing**

#### **Description**

A taxonomic analysis was done for the successful and unsuccessful group altogether. The outcome of this taxonomic analysis did not allow to differentiate the data provided by the successful and unsuccessful group.

#### **Solution**

It was necessary to do a separate taxonomic analysis for the successful and unsuccessful group.

## **6. KNOWLEDGE GAINED**

During this research internship, lots of knowledge and experiences were gained in the language learning research. As novice students in the research field, we were given the opportunity to take part in a real research project that concerns and enriches our professional field. Besides, the experience of working with professional and acknowledged researches, gave us the chance to learn the real implications of a foreign language empirical research and all the systematic procedures it involves.

Moreover, we could put into practice and expand all the knowledge gained about research during the university program. We could recall the domain and taxonomic analysis in order to analyze the data collected. For carrying out the unstructured and semistructured interviews we had the opportunity to use the skills and strategies to interview and deal with people learned in the Classroom Research subject.

We learned to design data collection instruments such as unstructured and semistructured interviews. Besides, we were trained on how to carry out focused groups interviews both in theory and practice, which is different from the other kind of interviews since it demands dealing with a larger number of participants and eliciting information from all of them.

Also, cooperative group work between fieldworkers and main researches was reached during this intership. An opportunity to exchange ideas and to come to agreements was achieved. What is more, we could realize that carrying out a real research project requires a mind open to changes when the set procedures do not work out. It is important to give room to other alternative

ways to achieve the goals intended and solve the constraints that come up along the way.

Finally, another aspect that we would like to stand out is the fact that persuading people to participate is not an easy task since it requires being patient and persistent and not to give up easily.

All in all, having gone through this experience led us to a higher level of awareness and knowledge in terms of research in the foreign language learning field, and to know a matter of concern in our teaching practice, as well as to contribute to digging into the current reasons that originate the UIS students' lack of motivation to participate in the English program. Having taken part in this experience, also motivated us to engage in further educational research studies.

## **7. SELF EVALUATION**

During the internship all the enriching work I did through the carrying out of all the tasks was an important experience that made me be aware of the relevance of doing research. In this same way, I learnt that this is a systematic and exhaustive process that requires lots of responsibility, analysis and a recursive and strategic mind at the time of looking for possible paths to solve the problems that may come up. With regard to this, I contributed to this research in many ways.

Attending meetings were relevant to the successful development of all the tasks for many reasons. They were a key element to establish the procedures to be followed such as designing interviews questionnaires as to each factor, making decisions and providing ideas that fully enrich the research purpose, and coming to agreements in order to solve the unexpected events. Taking into account this, I believe that my endeavour to fully accomplish each of these tasks and commitments to the research were thoroughly fulfilled, since I always tried my best not to overlook any of these aspects.

The submission of the agreed tasks with the main researchers along with the group of fieldworkers was always on the established deadlines. Although it was a bit hard to achieve some of them as in the case of getting the assigned people involved in the research, I stood out because I could contact them all to keep on feeding the research data. Besides, my colleagues of the motivational factor group and I aided to carry out the piloting phases in order to identify the possible data collection instruments weaknesses. My group and I, in turn, handed in these tasks analyses regarding the theories that backed this study up in due time.

All in all, the tasks and meetings set concerning this research intership on my part were completely and satisfactorily achieved, taking into account its objectives and specific procedures to be followed along with what a serious research carries.

**By Ingrid Audrey Durán Porras**

During this internship experience, I can say that I had a good performance since I fully accomplished all the tasks and I had a sense of commitment and responsibility with the research group development.

Having in mind the tasks that I carried out, contacting the participants for all the interviews was the most demanding. However, I kept on looking for the way to have all the participants involved in the interviews, constantly phoning them and sending e-mails were some of the things I tried to do so. What is more, I made the corresponding analyses from the data collected, submitting the documents required in the established deadlines.

Apart from this, I attended the meetings set up by the main mentors; although I missed two or three of them because of my work schedule. During those meetings, I participated actively by providing ideas and opinions to contribute with the analysis of data, question designing for the interviews and the recording of the project methodology.

In conclusion I can say that I was very responsible with all my duties all along this intership experience and that I learned how enriching and important is having the opportunity to participate in a real research project. For me, doing is the only way I can see how things work and therefore, have a very meaningful and complete learning process.

**By Diana Carolina Garcia Jaimes**

Being in a real empirical research concerning the language learning field, in my personal case, proved to be a truly enriching and formative experience in which I was dared to bring into play all my knowledge about research gained all along the English program. Here, I will confront myself regarding the quality of my participation and performance as a fieldworker along the internship.

I will start mentioning those aspects of my participation and performance that I feel I need to work on more and improve for possible future research experiences. I must say that one of the data collection phases, in particular the semistructured interviews, turned for me into a really challenging task since most of the participants scheduled did not show up in the end. This led me to derive relevant conclusions in relation to the way I approached and contacted people, I think I should have been more persuasive and strategic to make participants feel committed in participating in the research.

However, I perceive that the sense of commitment developed and the efforts made outstrip my weaknesses during the internship experience. It is worth mentioning that since the very beginning I liked the idea of working on the motivational, attitudinal and perceptual factors to contribute to the accomplishment of the general research objectives proposed. This made feel riveted all the time trying to give the best out of me during the study. As a result, I attended enthusiastically every single meeting arranged and I was responsible with all the individual tasks that I was assigned as a fieldworker. I never took it for granted, but It is now quite satisfactory for me to know that I tapped all my research skills to bring off the objectives proposed both to a personal and group level.

All in all, my performance and participation in the internship experience was outstanding. In spite of my condition as a novice researcher, I along with my colleagues made important contributions to achieving the intended research goals. And even more importantly, I was always willing to learn all along the research, which was such a challenging and pleasant endeavour of which I will always have memory.

**By José Lim Serrano Asza**

## 8. WORKS CITED

Alcántara, José Antonio. Cómo Educar Las Actitudes, Qué son, Cuáles hay que cultivar, Estrategias para formarlas, Planificación de su formación. Barcelona: Ediciones CEAC S.A., 1998

Alfred, Smith. "The Importance of Attitude in Foreign Language Learning". *The Modern Language Journal*.1971 <<http://links.jstor.org>>

Bailey, Philip; Onwuegbuzie J, and Daley, Christine E. "Cognitive, Affective, Personality, and Demographic Predictions of Foreign Language Achievement". Journal of Educational Research .2000.<  
<http://www.eral.ucsb.edu>>

Bailey, Philip; Onwuegbuzie, J, and Daley, Christine E. "Anxiety about Foreign Language Among Students in French, Spanish and German Classes". Psychological Reports .1998. < <http://www.eral.ucsb.edu>>

Bailey, Phillip ; Onwuegbuzie, Anthony J, and Daley, Christine E. "Foreign Language Anxiety and Student Attrition". Academic Exchange Quarterly. 2003. <[www.goliath.com](http://www.goliath.com)>

Bigge, Morris L. and Hunt, M.P. Bases Psicológicas de La Educación. México: Editorial F. Trillas, S.A., 1970

Denise D. Gifford; Briceño, J and Mianzo, Frank. "Locus of Control: Academic Achievement and Retention in a Sample of University First-Year Students". Journal of College Admission. 2006. <<http://www.nacacnet.org>>

Díaz, Gerardo F. and Arceo, Barriga. Estrategias Docentes Para Un Aprendizaje Significativo "Una Interpretación Constructivista. México: Mac Graw Hill, 2004.

England, Elizabeth. "The Role of Integrative Motivation in English as a Second Language Learning among a Group of Foreign Students in The United States". ERIC digest. <<http://www.eric.org.co/>>

Fung-Kuen, Eva. "Motivation to Learn English in Hong Kong" . Language, Culture and Curriculum.1999. <<http://www.multilingual-matters.net>>

Gardner, R.C. Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold, 1985.

Gardner, R.N. Lalonde, R. Moorcroft. "The Role of Attitudes and Motivation in Second Language Learning: Correlational and Experimental Considerations". Language Learning. 1985. <<http://www.blackwell-synergy.com/>>

Gardner, Robert. and W. Lambert. Attitudes and Motivation in Second Language Learning. Rowley, Massachusetts: Newbury House. 1972

Howe, Michael J.A. Psicología del Aprendizaje, una Guía para el Profesor. México: Oxford university press, 2000.

König, Güray. "Orientation, Motivation and Attitudes of Turkish University Students Learning a Second Foreign Language". Zeitschrift für Interkulturellen Fremdsprachenunterricht [Online]. <<http://www.ualberta.ca/~german/ejournal/Koenig6.htm>>

Lipmann, Otto. Psicología para Maestros. Buenos Aires: Losada, 1957

Liu, Meihua. "Chinese Students' Motivation to Learn English at the Tertiary Level". Asian EFL Journal. <<http://www.asian-efl-journal.com>>

Marion Williams; Robert B, Gérard, P and Maun, Ian. "Learners' Perceptions of their Successes and Failures in Foreign Language Learning". Language Learning Journal. 2004. < <http://www.itmfl.org.uk>>

Marx, Melvin H. and Tombaugh, Tom N. Psychological Principles and Educational Implications. United States of America: Chandler Publishing Company, 1967

Morales, Francisco and Olza, Miguel. Psicología Social y Trabajo Social. España: MC Graw Hill, 1996

Moss, Donna. "Second Language Acquisition in Adults: From Research to Practice". National center for ESL Literacy Education. 2003. <[http://www.cal.org/caela/esl\\_resources/digests/SLA.html](http://www.cal.org/caela/esl_resources/digests/SLA.html)>

Niederhauser, Janet S. "Motivating Learners at South Korean Universities". Forum. 1997

Oxford, Rebeca. Anxiety and the Language Learner: New Insights in: Affect in Language Learning. United Kingdom: Cambridge University Press, 1999.

Oxford, Rebecca and Jill, Shearin.. “Language Learning Motivation: Expanding the Theoretical Framework”. Modern Language Journal. 1994.

Pajares, Frank. “Overview of Social Cognitive Theory and of Self-Efficacy”. <<http://www.des.emory.edu>>

Pascarella, Ernest and Terenzini, Patrick. How College Affects Students. San Francisco: Jossey-Bass Publishers, 1991

Perlman, Daniel and Cozby, Chris. Psicología Social. México: Interamericana, 1986

Sağın Şimşek, C., Selvi, A.F. and Üzüm, B. “Attitudes towards German language and culture: Reflections from Turkey”. Zeitschrift für Interkulturellen Fremdsprachenunterricht .2007. <[http://www.spz.tu-darmstadt.de/projekt\\_ejournal](http://www.spz.tu-darmstadt.de/projekt_ejournal) >

Schensul, Jean. Enhanced Ethnographic Methods: Audiovisual Techniques, Focused Group Interviews, and Elicitation Techniques 3. United States of America: Altamira Press, 1999.

Spradley, James. The Ethnographic Interview. United States of America: Wadsworth Publishing, 1979.

Wang, Luqi. "Perceptions of Chinese College Students' Motivations for Learning Oral English". Zhejiang Gongshang University. 2005.  
<<http://www.linguist.org.cn>>

Wang, Jenny and Wu, Emily. "Recommendations for Reducing Dropout from Distance Education Courses". ERIC Digest. 2004.  
<<http://www.eric.ed.gov/>>

Woodrow, Lindy. "Anxiety and Speaking English as a Second Language". RELC Journal . 2006.  
<<http://rel.sagepub.com/cgi/content/abstract/37/3/308>>

## 9. APPENDIXES

### APPENDIX 1

#### Domain Analysis from the Unstructured Interviews

##### 1. Relación semántica: una forma de

<b>Términos Incluidos</b>	<b>Relación semántica</b>	<b>Término incluyente</b>
Bueno Dura Difícil Positiva Traumática Buena No tenía buenas bases Estaba muy mal Estar bajo presión No veía inglés en el colegio	<b>es una forma de</b>	Referirse en términos generales a la experiencia de su aprendizaje de inglés
Chévere Bueno Me ha gustado mucho Profesores de calidad Se incentiva la comunicación Aprendizaje muy rápido Aprendizaje intensivo		

<b>Términos Incluidos</b>	<b>Relación semántica</b>	<b>Término Incluyente</b>
Profesores jóvenes Priman los contenidos Se descuidan actividades alternas Se enfoca en las cuatro habilidades Apoyo a los estudiantes Conocimiento previo Utilización de recursos tecnológicos Actividades fuera del salón No es estructural El aprendizaje no segmentado Profesores chéveres Profesores nos hacen concientes de los errores	<b>es una forma de</b>	Referirse al programa de propuesta UIS
Requisito Exigencia Importante Necesario Una materia más Preocupación Obligación Absurdo Peso Gasto		

Términos Incluidos	Relación Semántica	Término Incluyente
<p>Aversión Barrera Dificultad Malo Fácil Complemento personal</p>	<p><b>es una forma de</b></p>	<p>percibir el inglés</p>
<p>Contenidos relevantes a la carrera Traducir textos de interés Tener en cuenta intereses personales Mas actividades no tanto gramática Abrir clubes conversacionales Aumentar los niveles gratuitos Aumentar la exigencia académica El mismo profesor para ver proceso Agrupar los estudiantes por carreras</p>	<p><b>es una forma de</b></p>	<p>Mejorar el curso de propuesta UIS</p>

2. Relación Semántica: **es un tipo de**

Términos Incluidos	Relación semántica	Termino Incluyente
Destacado Sabía un poquito Juiciosa Buena estudiante No soy capaz Buen aprendiz	<b>Es un tipo de</b>	percepción del mismo
Leer textos Traducir textos Interpretar textos Estudiar lista de verbos Traducir canciones Leer artículos en Internet Escribir muchas veces una palabra Ver película en inglés Escuchar música en inglés Leer los subtítulos de películas en inglés	<b>es un tipo de</b>	estrategia para aprender inglés
Remitirse al libro Remitirse a los casetes	<b>es un tipo de</b>	Metodología del curso de propuesta
Ni muy bueno malo Conozco lo suficiente		

<b>Términos Incluidos</b>	<b>Relación Semántica</b>	<b>Término Incluyente</b>
Se lo necesario Malito para hablar Bueno en lectura Flojito en lectura Bueno en escucha Bueno en pronunciación Malito en escritura Malísimo en vocabulario Mala memoria Mala en escucha	<b>Es un tipo de</b>	Percepción hacia el desempeño de inglés
Gastos por venir de otra ciudad Hacer préstamos	<b>Es un tipo de</b>	situación económica
Ansiedad Nerviosismo Inseguridad Falta de motivación	<b>es un tipo de</b>	Obstáculo para aprender inglés
Odio Detesto Fastidio	<b>Es un tipo de</b>	sentimiento hacia el inglés
Vocabulario	<b>Es un tipo de</b>	Dificultad para

Falencias en la lengua materna Ortografía inglesa		aprender inglés
EE.UU. como ultimo país para vivir No me llama la atención Hay que aceptarlos Los tolero Formal Variada la cultura en EE.UU.	<b>Es un tipo de</b>	Percepción de la cultura angloparlante

**3. Relación Semántica: es una característica de**

<b>Términos Incluidos</b>	<b>Relación semántica</b>	<b>Relación semántica</b>
Constancia Permanente estudio Voluntad Interés Conciencia Gusto por las lenguas No ser conformistas Trabajar extraclase	<b>es una característica de</b>	Un estudiante exitoso
Falta de interés Fácil de influenciar negativamente	<b>es una característica de</b>	de un estudiante no exitoso

<b>Términos Incluidos</b>	<b>Relación Semántica</b>	<b>Término Incluyente</b>
Difícil Fácil Frustrante	<b>es una característica de</b>	Del examen de comprensión
Traducción Solo verbo <i>To be</i> (presente) Escribir palabras (50 veces) Muy teórica Falta de práctica Profesores didácticos Profesor no tenía buena producción oral	<b>es una característica de</b>	Metodología usada en el colegio

**4. Relación semántica: es una razón para**

<b>Términos Incluidos</b>	<b>Relación semántica</b>	<b>Relación semántica</b>
lo típico al salir del colegio Gratuito Valor agregado Ganas Proporcionan descuentos	<b>es una razón para</b>	Tomar el curso de propuesta UIS
Concentrarse en la carrera		

<b>Términos Incluidos</b>	<b>Relación Semántica</b>	<b>Término Incluyente</b>
Restarle importancia Me quita espacio El examen es suficiente Falta de tiempo Simultaneidad de carrera Trabajo Cruce de horarios Vivir en otra ciudad Por problemas económicos No lo exige la carrera los problemas sociales del país no se dan en inglés	<b>es una razón para</b>	No tomar el curso de propuesta UIS
Interés Comprender textos Desarrollo profesional Desarrollo integral Abrirse mayores campos No perder ofertas laborales Ingles en mercado laboral Presión del profesor Para complacer la familia Desarrollo personal		

<b>Términos Incluidos</b>	<b>Relación Semántica</b>	<b>Término Incluyente</b>
Para no ser analfabeta Conocer otras culturas Viajar Permite participar en programas de intercambio	<b>es una razón para</b>	aprender inglés
Profesores no licenciados Profesores con un nivel malo Ser estructuralista	<b>es una razón para</b>	Obstaculizar un aprendizaje exitoso
No estar preparado Estudiar el día anterior	<b>es una razón para</b>	perder el examen

## APPENDIX 2

### Conclusions Based on the Similarities and Differences between the Successful and Unsuccessful group

#### Domain 5: Tipo de Factor Académico que Influyo en la Decisión de Ingresar o no al Programa de Propuesta UIS

	<b>Diferencias</b>	<b>Similitudes</b>
<b>GRUPO EXITOSO</b>	<p>-DE NO INGRESAR: Respecto a propuesta UIS hacen mayor énfasis en la exigencia académica del curso: requisito de propuesta UIS sobre 4.0, alta intensidad horaria, pesado.</p>	<p>-DE INGRESAR</p> <p>Ambos destacan como positivo el hecho de que los cursos sean exigentes pero con más énfasis el grupo exitoso</p>
<b>GRUPO NO EXITOSO</b>	<p>-DE INGRESAR Falta de créditos de carrera</p> <p>-DE NO INGRESAR</p> <p>Relacionados a la carrera: Saber inglés no es exigencia de carrera</p> <p>Estudiar dos carreras simultáneamente</p>	<p>-DE NO INGRESAR</p> <p>Tomar el examen de lectura es suficiente para cumplir el requisito (1- grupo exitoso/2- grupo no exitoso)</p> <p>Consideran los cursos no consecutivos (1-grupo</p>

	<p>Relacionados al estudiante: Falta de interés, mal rendimiento, temor por perder materias de carrera, traslado de sede y choque posterior.</p> <p>Relacionados a propuesta UIS: Falta de recursos para el aprendizaje, mala clasificación, sobrecupo, falta de cupos, inestabilidad en fechas de inicio.</p>	<p>exitoso/2- grupo no exitoso)</p> <p>El aspecto del tiempo es una dificultad para tomar los cursos</p> <p>Tomar propuesta UIS quita créditos para materias de carrera (1-grupo exitoso/ 1-grupo no exitoso)</p> <p>Presentan quejas en relación al trámite demorado y engorroso que deben llevar a cabo para matricularse (1-grupo exitoso/ 2-no exitoso)</p> <p>En igual número (2-exitoso/ 2-no exitoso) hablan de la inflexibilidad en los horarios.</p>
--	--	---

Se puede notar que para el grupo no exitoso dedicarle tiempo a las materias de carrera es más prioritario que dedicarle tiempo al estudio del inglés. En comparación el grupo exitoso, mayor número de integrantes del grupo no exitoso se quejan de la interferencia horaria producida entre las materias de carrera y el curso de inglés. A diferencia del grupo exitoso el grupo no exitoso expresa abiertamente su falta de interés por tomar los cursos y expresan que el inglés no es una exigencia de sus carreras. En general, el grupo no exitoso es el que más se quejan de diversos factores del programa de propuesta UIS (Sobrecupo, falta de cupos, mala clasificación, inestabilidad en fechas de inicio, falta de recursos para el aprendizaje)

## DOMAIN 10: Formas de Definirse como Aprendiz de Lengua

	Diferencias	Similitudes
GRUPO EXITOSO	<p>Actitud más positiva hacia el aprendizaje: me esfuerzo por aprender, practico mucho.</p> <p>Habilidad principalmente para listening y speaking.</p> <p>No hay problemas de comprensión de lectura.</p> <p>Dicen que son buenos estudiantes.</p> <p>Se definen algunas veces como "un poco lentos" y que "requieren más tiempo".</p> <p>Aparece la categoría Facilidad para aprender: "aprendo todos los días, tengo buen progreso..."</p>	<p>Son buenos pero no tienen tiempo para estudiar.</p> <p>Problemas en cuanto a vocabulario y gramática.</p>
GRUPO NO EXITOSO	<p>Aceptan la falta de interés y de empeño: "no le di importancia, no me he puesto las pilas" y no tengo constancia, me falta persistencia".</p> <p>No tienen habilidad para listening y speaking principalmente.</p> <p>Problemas de comprensión de lectura.</p> <p>Dicen abiertamente que no son buenos estudiantes y que pueden dar más.</p> <p>Utilizan adjetivos peyorativos para definirse: soy torpe, un poco cerrada...</p>	<p>Problemas de memoria.</p> <p>Problemas respecto a las habilidades en general.</p>
<p><b>CONCLUSIÓN:</b> El grupo no exitoso tiene una aptitud y actitud menos positiva hacia el aprendizaje de una segunda lengua, y problemas de motivación y autoestima en comparación con el grupo exitoso. Así mismo, algunos integrantes del grupo no exitoso reconocen que no son buenos estudiantes pero que "podrían dar más".</p>		

### DOMAIN 11: Tipo de Estrategia Usada para Aprender Inglés

	Diferencias	Similitudes
Grupo exitoso	<p>El grupo exitoso usa estrategias más enfocadas en la comunicación, nada estructural.</p> <p>En cuanto a las estrategias de memoria, los del grupo exitoso son más recursivos para aprender nuevo vocabulario.</p>	<p>Ambos grupos usan estrategias para aprender Inglés.</p> <p>Las estrategias más usadas por ambos grupos son las estrategias de compensación. La cantidad de personas que escucha música y ve películas en Inglés es muy equitativa.</p>
Grupo no exitoso	<p>El grupo no exitoso utilizan estrategias estructurales.</p> <p>La repetición y la traducción son las estrategias más usadas.</p>	<p>Ambos grupos ven la importancia de la lectura en el aprendizaje de una lengua.</p>
<p>Conclusión: tanto el grupo exitoso como el grupo no exitoso son concientes de las estrategias que utilizan para aprender inglés. Ambos grupos coinciden en el uso de estrategias de compensación y de lectura. Por otro lado, el grupo exitoso usa estrategias más comunicativas. El grupo no exitoso es más estructural a la hora de escoger sus estrategias.</p>		

## APPENDIX 3

### Questions for the Focused Group Interview Motivational Factor

1. Si no existiera la exigencia del inglés en su carrera y no fuera un requisito de grado, ¿Usted tomaría el curso? ¿Por qué? (**claridad y relevancia que motivan el aprendizaje del inglés, actitud hacia el inglés**)
2. Si ustedes son conscientes de que el inglés es importante para el desarrollo académico, personal y profesional, y además es un requisito de grado. ¿Qué les ha impedido estudiarlo? (**compromiso con el aprendizaje activo**)
3. ¿Usted ve el inglés como una herramienta para llevar a cabo sus proyectos a corto o a largo plazo? ¿Por qué? (**claridad y relevancia que motivan el aprendizaje**)
4. ¿Cree usted que las estrategias que está utilizando para aprender inglés han sido efectivas? ¿Por que? (**compromiso con el aprendizaje activo**)
5. ¿Cree usted que la repetición es una buena estrategia para aprender inglés? (**compromiso..**)
6. ¿Cuales estrategias cree que son mejores para que usted aprender inglés? (**creencias sobre si mismo**)
7. Si una estrategia para aprender inglés no le funciona, busca otras maneras de compensarla? ¿Cómo? (**compromiso...y actitud hacia el inglés**)
8. Si se es conciente que para graduarse es necesario pasar las materias de la carrera así como aprobar el requisito de inglés, ¿por qu

no le ha dado igual importancia? (**compromiso con el aprendizaje y actitud hacia el inglés**)

9. ¿Cuáles habilidades le son mas fáciles y cuales mas difíciles?¿por qué?( **manejo de la ansiedad**)
10. ¿Por qué dice usted que es un buen o mal estudiante en cuanto a las materias de su carrera o de inglés ? (**percepción de autoeficacia**)
11. ¿Su actitud positiva o negativa respecto al inglés se debe a las experiencias previas que tuvo en su colegio? (**actitud hacia el inglés**)
12. ¿Usted cómo aprende más: escuchando, mirando o hablando? (**estilos de aprendizaje**)
13. ¿Por qué dice usted que tiene o no la aptitud para aprender inglés? (**creencias sobre si mismo**)
14. ¿Qué es para usted cultura?
15. ¿Qué aspectos de la cultura angloparlante, ya sean positivos o negativos, resalta? (**actitud hacia la cultura angloparlante**)
16. ¿Cree usted que los aspectos anteriormente mencionados han influido positiva o negativamente su aprendizaje del inglés? (**actitud hacia el inglés y hacia la cultura angloparlante**)
17. ¿Qué sentimientos tiene antes, durante y después de una clase de inglés? (**manejo de ansiedad**)
18. Cuando su profesor le hace una pregunta en ingles en clase, ¿cuál es su reacción? (**manejo de ansiedad**)

## APPENDIX 4

### Questions for the Structured Questionnaire

1. ¿Qué nivel de ansiedad experimenta en la clase de inglés?
  - a. Alto.
  - b. Medio.
  - c. Bajo.
  - d. Ninguno.
  
2. Si siente alguno tipo de ansiedad durante la clase de inglés, ésta:  
(Pregunta control de la uno).
  - a. Me impulsa a exigirme más.
  - b. Me ayuda a estar alerta.
  - c. Me hace difícil la comprensión.
  - d. Me bloquea.
  
3. Usted tomaría el curso de inglés porque:
  - a. Por iniciativa propia.
  - b. Para mi desarrollo personal.
  - c. Porque me gusta el inglés.
  - d. Para cumplir el requisito de la universidad.
  
4. ¿A qué atribuye usted su actitud hacia el inglés?
  - a. A su gusto por el idioma.

- b. A la utilidad que le encuentra al idioma.
  - c. A su falta de interés.
  - d. A su rechazo por el idioma.
5. Sus experiencias previas con el inglés fueron:
- a. Excelentes.
  - b. Agradables.
  - c. Incómodas.
  - d. Pésimas.
6. Ve el inglés como una herramienta para:  
(Control de la pregunta 3).
- a. Crecer profesionalmente.
  - b. Viajar y conocer gente.
  - c. Tener acceso a la información.
  - d. Graduarme.
7. ¿Qué siente cuando se encuentra frente a una tarea relacionada con el inglés?
- a. Es totalmente capaz.
  - b. Con esfuerzo puede llegar a realizarla.
  - c. No es capaz.
  - d. Evita realizarla.
8. Percibe el inglés como:

(Pregunta control de la 4).

- a. Un interés personal.
- b. Una necesidad.
- c. Una obligación.
- d. Un obstáculo.

9. ¿Cómo se define como aprendiz de inglés?

- a. Soy bueno para aprender inglés.
- b. Si me esfuerzo me va bien.
- c. Por más que lo intento no logro un aprendizaje exitoso.
- d. Soy malo para aprender inglés.

10. ¿Cuál de las siguientes afirmaciones se aplica más a usted?

- a. Soy el único responsable de mi buen o mal desempeño en el inglés.
- b. Mi desempeño depende principalmente de mi profesor.
- c. Mi desempeño en el inglés no depende ni de mí ni de mi profesor sino de otros factores.
- d. Mi rendimiento depende en parte de mí y en parte de mi profesor.

11. ¿A qué atribuye usted su desempeño en el inglés?

- a. La metodología que utiliza mi profesor de inglés.
- b. El tiempo que le dedico a estudiarlo.
- c. Obstáculos relacionados con la falta de créditos, horarios...
- d. Es una herramienta de desarrollo personal.

12. Cometer errores y que le vaya mal se debe a:

- a. Es un aspecto normal del desarrollo de aprendizaje.
- b. Soy malo para aprender.
- c. No me preparo lo suficiente.
- d. La metodología que utiliza mi profesor no me funciona.

## APPENDIX 5

### Methodology

1. **población y muestra:** la población de este estudio fue inicialmente constituida por 80 estudiantes activos de la Universidad Industrial de Santander de todos los programas académicos, excepto de licenciatura en inglés. Sin embargo, por diversos inconvenientes de horarios y disponibilidad de los estudiantes, solo se trabajó con una muestra de 78. ésta consiste de 2 grupos que los investigadores han decidido llamar: No exitosos y exitosos. Al primer grupo pertenecen 43 estudiantes y al segundo 35. Se entiende por grupo no exitoso aquellos estudiantes que no han aprobado el requisito de inglés exigido por la universidad para su graduación, y por grupo exitoso los que han cumplido este requisito exitosamente. Es importante mencionar que la selección de la población se dio por medio de un muestreo por conveniencia.
  
2. **Procedimiento:** inicialmente, los investigadores principales se reunieron con el fin de efectuar la revisión preliminar de la literatura para soportar teóricamente el problema planteado en la investigación. Seguidamente, los investigadores determinaron los ejes y posibles categorías conceptuales de los mismos. El primer eje corresponde a Motivación, Actitudes y Percepciones. Las posibles categorías conceptuales son:
  - actitud hacia el inglés
  - actitudes hacia los anglo-parlantes, creencias sobre si mismo (posibilidades de éxito y fracaso, percepción de autoeficacia)

- claridad y relevancia de las razones que motivan el aprendizaje del inglés.
- compromiso con el aprendizaje activo del idioma.
- manejo de la ansiedad

El segundo eje corresponde a los factores educativos:

- respaldo de profesores, compañeros y entorno en el aprendizaje del inglés (factores contextuales: valores y prácticas de la comunidad educativa, PEI y currículo, clima del aula, influencias familiares y culturales)
- experiencias previas de aprendizaje de lenguas: bachillerato en colegio bilingüe, contacto con hablantes nativos, contactos con otras culturas, actividades extracurriculares relacionadas con otras culturas
- habilidades de estudio, planeación y monitoreo
- profesor: actuación pedagógica, manejo interpersonal, mensajes y retroalimentación con los alumnos, organización de la clase, comportamientos que modela, formas en que recompensa y sanciona a los alumnos.
- estilos de aprendizaje
- historial académico del estudiante: en el programa de inglés, GPA, tiempo de permanencia en la universidad, carrera.
- su percepción sobre su dominio de la lengua nativa: hablar, escribir, comprensión de lectura y del discurso.

El tercer eje abarca los factores sociodemográficos:

- edad
- género
- estrato social

- barreras en el aprendizaje del inglés

Finalmente, el cuarto eje comprende propuesta UIS:

- docentes, estudiantes, infraestructura, horarios, contenidos, evaluación del aprendizaje.

Después de establecidos los ejes principales de la investigación, los investigadores principales y los trabajadores de campo se reunieron para la distribución de éstos. Para cada uno de ellos se asignó un investigador principal con sus respectivos trabajadores de campo.

- La siguiente etapa comprende la recolección de datos la cual esta compuesta de dos fases. Una cualitativa y una cuantitativa. La primera consiste de entrevistas no estructuradas, semi-estructuradas, entrevistas a grupos focales y a informantes claves.

Las entrevistas no estructuradas se llevaron a cabo con un número de 10 estudiantes del grupo no exitoso y 10 del grupo exitoso. Una de las investigadoras principales realizó cuatro de estas entrevistas como parte de una inducción para los trabajadores de campo. Los trabajadores de campo de cada grupo llevaron a cabo las otras 16 de forma equitativa. Las entrevistas no estructuradas partieron de la siguiente pregunta descriptiva: “¿Cómo ha sido su experiencia en el aprendizaje del inglés en general?”. De esta pregunta se fueron generando otras relacionadas con los ejes.

Luego de realizar las entrevistas no estructuradas, se hizo un primer procesamiento de los datos. Se analizaron las respuestas con el propósito de sacar patrones comunes y dominios culturales. Cada grupo elaboró un

documento de dominios culturales, 4 en total. (Ver anexo 1). Así mismo, cada grupo con su respectivo investigador principal compartió los resultados de los análisis de dominios culturales para así elaborar el cuestionario a ser aplicado en las entrevistas semi-estructuradas. Dicho documento consiste de 13 preguntas las cuales fueron planteadas teniendo en cuenta no sólo el análisis previo de los dominios sino también los 4 ejes principales de la investigación. (Ver anexo 2)

A continuación, se dio paso a la realización de las entrevistas semi-estructuradas basadas en el cuestionario previamente mencionado. Se efectuaron 58 en total de las cuales 33 pertenecen al grupo no exitoso y 25 al grupo exitoso. En esta segunda etapa hubo cierta dificultad para completar el número de entrevistas inicialmente establecido debido a la renuencia, por parte del grupo exitoso, a colaborar en el proceso. (80).

Finalizando esta serie de entrevistas se procedió a realizar un Análisis Taxonómico a partir de los dominios elaborados en la primera etapa (Anexo 3). Dichos dominios se distribuyeron individual y equitativamente entre las investigadoras y las trabajadoras de campo. Luego, en reunión general, se decidió que era necesario dividir cada taxonomía entre el grupo exitoso y el grupo no exitoso para identificar los factores que influyeron específicamente en cada grupo (Anexo 4). En éste proceso se cuantificó la frecuencia de aparición de ciertos comentarios de los participantes, con el objetivo de tener una idea más amplia de la perspectiva de cada grupo.

Más adelante, se realizó una reunión para compartir los resultados de los análisis taxonómicos y se decidió hacer énfasis en las similitudes y diferencias encontradas entre el grupo exitoso y el grupo no exitoso de cada dominio. Se discutieron los resultados y se tomó la decisión de crear un

formato unificado para organizar las diferencias y similitudes en los dos grupos, además de los hallazgos iniciales que se hicieron. Debe quedar claro que este proceso se hizo siempre a partir de dominios individuales (Anexo 5)

Luego, se realizó una reunión de cada grupo con su investigador principal respectivo para analizar todos los documentos de hallazgos iniciales y así formular las preguntas posibles para los Grupos Focales a partir del eje propio. La idea era que estas preguntas exploraran profundamente en cada uno de los ejes para identificar que había sido omitido y podría ser incluido en los grupos focales.

En la siguiente reunión general del grupo GILAE se compartió el trabajo de los grupos individuales y se analizó el procedimiento por el cual se llegó a tal producto. Entre éstos, llamó la atención el trabajo del grupo de Evaluación del Instituto que realizó un trabajo de sondeo de relaciones entre los dominios y los respectivos ejes. De esta manera sabríamos con más exactitud cuales factores son los que más influencia tienen en cada eje. En esta reunión se habló de la importancia de que cada grupo revisara el marco teórico de la investigación y empezara a trabajar en su eje correspondiente, para que así saber que cosas necesitan ser exploradas en más profundidad y que otras se han quedado por fuera y serían de importancia en la investigación.

Finalmente, se decidió hacer dos reuniones más antes de los grupos focales con el fin de compartir las preguntas de cada eje y la siguiente para la realización del taller de preparación de los trabajadores de campo para las entrevistas de grupos focales.