

**PROGRAM FACTORS THAT MAY AFFECT STUDENTS' PARTICIPATION IN
THE ENGLISH PROGRAM OFFERED AT UNIVERSIDAD INDUSTRIAL DE
SANTANDER-UIS**

RESEARCH INTERNSHIP FINAL REPORT

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

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

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GLOSSARY

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

Successful Learner: a student who has accomplished the mandatory English program at UIS and has been given a free English course at the UIS-Language Institute.

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

UIS: Universidad Industrial de Santander.

Unsuccessful Learner: a student who has not accomplished the mandatory English program at UIS.

SUMMARY

TITLE:

PROGRAM FACTORS THAT MAY AFFECT STUDENTS' PARTICIPATION IN THE ENGLISH PROGRAM OFFERED AT UNIVERSIDAD INDUSTRIAL DE SANTANDER-UIS*

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KEY WORDS:

English Program at Universidad Industrial de Santander, Qualitative phase, Interviews, Program related issues, Conclusions, Research internship.

DESCRIPTION:

This research internship centered on describing the program related issues (academic, non-academic, affective) that affect student's participation in the English program offered at Universidad Industrial de Santander. The objectives of this internship point to determine the related issues that affect students' participation in the English program offered at UIS to make improvements in its structure and organization. Also, in regard to the training as teachers, the fieldworkers put into practice knowledge gained of the design and application of instruments of data collection in a real research project, as a way of contributing to further investigation on scarcely addressed issues in higher education in Colombia.

These issues described above point to the importance of the institutional organization, teachers, peers, resources and methodology in students' involvement. For the purpose of analysis, a qualitative phase was the initial overall step to gather most of the information required. In this phase, there were several tasks accomplished in order to collect information by means of unstructured, semi-structure and focus group interviews.

Although there were some problems during the data collection, there were promptly solved as the need arose. In the end of this internship, some of the conclusions associated to the English program offered at UIS refer to: the communicative approach, student's expectations, teacher and student relationship, administrators' backup, physical resources, norms, placement, and a good classroom atmosphere. It is expected that this internship serves as a base for future research.

* Research Internship

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director Maribel Vega

RESUMEN

TITULO:

FACTORES QUE PUEDEN AFECTAR LA PARTICIPACIÓN DE LOS ESTUDIANTES EN EL PROGRAMA DE INGLÉS OFRECIDO POR LA UNIVERSIDAD INDUSTRIAL DE SANTANDER *

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PALABRAS CLAVES:

Programa de Inglés de la Universidad Industrial de Santander, Fase cualitativa, Entrevistas, Factores relacionados al programa, Conclusiones, Pasantía de investigación.

DESCRIPCIÓN:

Esta pasantía de investigación se enfocó en la descripción de los aspectos (académicos, no académicos y afectivos) que influyen en la participación de los estudiantes en el programa de inglés que ofrece la Universidad Industrial de Santander. Por consiguiente, los objetivos de esta pasantía se dirigen a determinar los factores que afectan la participación en el programa de Inglés ofrecido en la UIS con el fin de mejorar su estructura y organización. Por otro lado, con relación a su entrenamiento docente, los trabajadores de campo pusieron en práctica su conocimiento adquirido en el diseño y aplicación de instrumentos de recolección de información con el fin de contribuir al desarrollo de futuras investigaciones, escasamente realizadas en el campo educativo.

Estos aspectos descritos anteriormente se enfocan hacia la importancia de la organización institucional, los profesores, los compañeros de clase, los recursos y la metodología en la vinculación al programa por parte de los estudiantes. Con el fin de llevar a cabo el análisis de los datos, la fase cualitativa fue el paso principal para recolectar la mayoría de la información requerida. En esta fase, se cumplieron varias tareas para recolectar la información por medio de entrevistas no estructuradas, semiestructuradas y grupos focales.

Aunque en esta fase se presentaron algunos problemas estos se resolvieron a tiempo. Al final de esta pasantía, algunas de las conclusiones asociadas al programa de Inglés ofrecido en la Universidad están relacionadas con: la metodología, expectativas de los estudiantes, la relación entre maestros y estudiantes, el apoyo administrativo, recursos físicos, normas, clasificación de los estudiantes y una buena atmósfera en el salón de clases. Se espera que esta pasantía de investigación sirva como base para futuras investigaciones.

* Pasantía de Investigación

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director Maribel Vega

1. RESEARCH GROUP PROFILE

GILAE, “Applied Linguistics and Education Research Group” is a research group, registered in CIVILAC, COLCIENCIAS. The goal 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 V.: Ph.D in Education, Penn State University. Presently the Director of the School of Education at Universidad Industrial de Santander
- Mariela Gómez F.: M.A in Applied Linguistics. Michigan State University. Presently Director of the UIS Language Institute.
- Carmen Celina Uribe P.: M.A in Bilingual and Multicultural Education. Northern Arizona University. Presently Professor at the School of Languages.
- Maribel Vega M.: M.A in English TESOL. Minnesota State University. Presently Professor at the School of Languages.

2. OBJECTIVES OF THE INTERNSHIP

- a. To determine the related issues that affect students’ participation in the English program offered at UIS to make improvements in its structure and organization.
- b. To put into practice knowledge gained of the design and application of instruments of data collection in a real research project.
- c. To contribute to further investigation on scarcely addressed issues in higher education in Colombia.
- d. To provide a baseline study that can support efforts to improve academic quality at UIS.

3. RESEARCH PROJECT

3.1. NAME OF THE PROJECT

Program Factors that may affect Students Participation in the English Program offered at Universidad Industrial de Santander.

3.2. GENERAL OBJECTIVE

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

3.3. SPECIFIC OBJECTIVES

- To examine the effects of the English program design on performance and achievement of successful and unsuccessful students.
- To make a profile of successful and unsuccessful learners in terms of experiences in the program, perceptions towards the program, learning needs and possible program improvements.
- To identify the barriers students encounter when learning English in the program offered at UIS.

3.4. THEORETICAL FRAMEWORK

Students enter university with varying characteristics. These characteristics include family values, academic background and skills, individual differences, personal goals and personal commitment to course attendance. The latter may change if students' interactions with the academic and social system of the institution are negative. In contrast, when these interactions fulfill students' expectations, the possibilities of students' retention are higher leading to a successful course completion (Tinto ctd. in Muckert).

Undoubtedly many universities ignore the effects of these interactions whether they are positive or negative. In response to this, a study on the related factors affecting students' participation has been formulated at Universidad Industrial de Santander (UIS). Rounds points that higher education institutions "have to determine the reasons why [students] might withdraw, and to see if procedures or programs could be established to help reduce those numbers that are going back out the open door" ("Assessing"). At UIS, the most salient factors determining students' participation in the English program have to do with socio-educational, motivation, socio-economic and program factors.

In the socio-educational factor, aspects such as social status, academic background, high school education and previous experiences in the second language

stand out. Furthermore, Aída Walqui suggests that the differences between the first language (L1) and the second language (L2), the proficiency level in L1 and the competence in L2, and cultural perceptions towards the own culture, are among the main linguistic factors that influence L2 learning. In addition, Gardner claims that the learners, their beliefs and dogmas in relation to other languages and cultures, as well as the impact on the acquisition of L2 account for the cultural aspect within the socio-educational model.

Another factor concerning students' participation in the program is motivation. Ames and Ames define motivation as the impetus to maintain and bring to life wishes and intentions, in an attempt to reach the objectives planned. This internal force determines the scope of students' commitment and their attitudes towards their learning. Gardner and Lambert expand on this concept with the introduction of integrative and instrumental notions of motivation. The former is the positive attitude towards the L2 and the target culture, and the latter, the personal intention to reach a high social and economic status. However, according to Benson, the instrumental motivation is not exclusively the most suitable to foster English programs. He addresses the integrative motivation as a way to make students feel comfortable and pleased when learning a second language. In fact, both, integrative and instrumental motivation, should work simultaneously to increase students' enrollment within a program.

An additional factor associated to students' participation in a program has to do with the socio-economic situation. In the educational field, it is important for students to have a good economical situation in order to carry out a successful learning. "Nevertheless,

there will always be some students with financial, family or other personal problems which obviate against them completing their course” (Hall). Other causes leading to attrition comprise change of jobs and working hours (Wilkinson). Although it seems not to be a relevant matter when talking about attrition, in fact, there are many students who do not perform well due to their low socioeconomic status.

The last factor affecting students’ participation alludes to the structure and organization of a program which may modify students’ willingness to take part in the English language community. A study conducted by Berwick and Ross found that methodological aspects, specifically the use of a variety of techniques, have an effect on students perception of English learning and motivation as well. Besides, Conrad and Wilson state that the quality of a program is measured to the extent “on how much they offer to students’ knowledge and personal development” (“Academic”). Likewise, these authors emphasize that resources, that is, human financial and physical assets available to a program, lead to high quality especially when they refer to competent students. As these authors asseverate, “the quality exists when proficient and highly qualified faculty and modern facilities and equipment are prevalent” (“Academic”). In brief, according to the authors, the way a program is structured and organized determines whether students participate or not in it.

On the whole, the socio educational, motivation, socioeconomic and the program factors fall into students’ involvement and/or attrition in the English program offered at UIS.

Although all these above factors are referred to in this report, our major work will focus on the structure and organization of the program, and the implications these have in the students' decision of staying or dropping out from the English course.

PROGRAM RELATED ISSUES THAT MAY AFFECT STUDENTS' PARTICIPATION IN THE ENGLISH PROGRAM OFFERED AT UNIVERSIDAD INDUSTRIAL DE SANTANDER.

The analysis of the data collected in the qualitative phase of the project show that the main issues associated with students' participation in the program deal with academic, non-academic and affective issues.

3.4.1 ACADEMIC RELATED ISSUES

Academic issues are those that address concerns about the design and delivery of instruction. In this case, they involve teaching methodology, content and procedures of instruction, mother tongue usage, teacher support, resource availability and students' support system.

3.4.1.1. Methodology

The first issue related to students' participation in the program is associated with methodology. This refers to "the study of the practices and procedures used in teaching"

(Richards qtd. in Nunan, 2) and encompasses a variety of language teaching methods and approaches that must fulfill students' needs to increase their involvement in a program. One of the most salient and current approaches used worldwide is the communicative one, due to the urgency to communicate in the foreign language. The main characteristics of this approach are related to the procedures, which must reflect the particular needs of the target learners, and to the language primary units, which "are not merely its grammatical and structural features, but categories of meaning as in discourse" (Holliday ctd. in Richards and Rodgers, p.163, p. 161). Similarly, as Kang Shumin has pointed out "learning a second language goes beyond the merely understanding of semantic and grammar rules". Nevertheless, it cannot be denied that grammar can be taught explicitly as it is stated in the Structuralism approach (ctd. in Richards and Rodgers, 48). For Swain, "the exposure to the target language in meaningful context is insufficient for most learners to develop a sophisticated working knowledge of grammar" (ctd. in Nunan, 153). Likewise, Nunan argues that grammar empowers learners to convey meaning and that it is not feasible to interact without it in a starter language level. In general, when accomplishing students necessities the implementation of practices and procedures of both, communicative and structuralist approaches, leads to a successful academic performance that contributes to the increasing participation of students in a program.

3.4.1.1.1. Content And Procedures

The second issue referring to students' participation in the program is the content and procedures specified by the institution which must address students learning needs to

guarantee their involvement in a program. Content, which deals with the English area, and procedure, which focuses “on the actual moment-to-moment techniques, practices and activities that operate in teaching and learning a language according to a particular method” (Richards and Rodgers), must work conjointly in an effort to have students achieve a high degree of success in learning. In this way, both, content and procedures must fulfill students’ specific needs with the purpose of increasing their enrollment (Chiu Mo Chi). Likewise, Benn mentions that among the factors which affect students’ participation, the individual circumstances play an important role (ctd. in Hall). She emphasizes that students’ drop-out main reason is that the course does not accomplish their expectations. In other words, a possible strategy for minimizing students’ reluctance to take part in the courses is to study their real needs and to address what they expect from the course (ctd. in Hall). Generally, if students do not perceive that what they are learning is meaningful for their careers and expectations, the possibilities of dropping out are really high.

3.4.1.1.2. First (Mother) Language Usage

The third issue of priority concern in the participation of students in a program has to do with the language of instruction (mother tongue or target language) in the classroom. It is certain that most students may diminish their involvement in English studies if they do not feel confident at using the target language. This barrier can be overcome if the first language is used in certain situations during class development. Nowadays, new trends in second language teaching are oriented towards the exclusive use of the target language in the classroom. Notwithstanding, the use of the first language (L1) becomes of great value.

One of the most important reasons to do this, is that shy learners would feel more comfortable speaking in their mother tongue instead of trying to convey meaning without the basic knowledge in that particular language (Nation). Miles supports this argument with the results obtained in his research Evaluating the Use of L1 in the English Language Classroom which show that “confidence is a determining factor, and that L1 use helps to foster this confidence” (36). Nonetheless, it is advisable not to overuse the L1 now that the idea is enrollees learn how to communicate in a second language. According to Atkinson, it is necessary to limit the use of L1 for students to benefit in a great number of activities which can be developed in the target language. He suggests three class procedural stages in which the first language could be used. They are: setting up pair and group work; sorting out an activity which is clearly not working; checking comprehension (ctd. in Prodromou). In sum, L2 must be the predominant language in the classroom, although it is advisable to use L1 in certain cases to guarantee that students feel comfortable when interacting with other students leading to a higher participation in the program.

3.4.1.2. Teachers

The fourth related issue in students’ participation in a program appertains to the teacher role in the development of the class. Therefore, it is important that the teacher and the learner establish a good relationship with the purpose of diminishing students’ attrition. According to the report “Andragogy in action” by the Department of Defense Schools Pacific, apart from being the one in charge of instruction, the teacher is the closest person to the learner and is the upholder of a comfortable learning environment (ctd. in Fagan). For

this reason, the teacher must not only guarantee a friendly classroom environment, but also help students to facilitate their learning process. In this case, the report mentioned above, concludes that the personal contact teacher-learner contributes to reluctant students overcome the learning barriers, and to increase their positive attitudes in an attempt to change the negative perceptions towards their past learning experiences (ctd. in Fagan). In brief, if what is expected is that students stay in a program, an appropriate learning environment as well as a good teacher-student relationship must be the main teacher's concern.

To continue talking about the teacher's role, it is worth saying that the teacher's individual characteristics contribute to the students' decision of staying or dropping out of a program. In the study "Relationships between Teacher-Student Interpersonal Behavior and Teacher Personality", Fisher et al remark "the importance of teacher-student interpersonal behavior in determining student learning outcomes." That is to say, that the teacher's personality influences notably students' achievement. Fisher et al state that the teacher's personality has the power to guide students towards a successful or unsuccessful learning. These authors consider this in terms of how much 'freedom and responsibility' the teacher allows. In addition to this, it is also important that the teacher creates a suitable learning environment in order to "encourage students to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them" (Milbourne). To sum up, the role of the teacher is undoubtedly demanding since his/her individual characteristics have a direct effect on students' achievement and enrollment in a program.

Another distinctive teacher's role directly related to students' participation in the program has to do with academic guidance. That is, the feedback students receive to understand better how they are doing in their learning process. For Milbourne, it embodies sustained monitoring which involves assisting students to better understand their specific studies content and to reach their learning goals. He maintains the necessity to give students timely feedback on time for them to know early in advance the aspects they have to improve upon and, therefore, to get enough time to work on them. In this respect, Nunan makes a distinction between positive and negative feedback. The former refers to letting students be aware of their mistakes and the latter to the repetition with a rising intonation of incorrect answers (195-197). To summarize, the feedback is an important part of the learning process since receiving a good academic guidance encourages students to a higher enrollment in a program.

3.4.1.3. Resources

The fifth issue associated with students' participation in a program concerns to the availability and effectiveness of the resources used in the classroom. The resources supporting an instructional program must be as meaningful and accessible as possible so that students can use them as a complement of their classes leading to autonomous learning. The manual from the State Department of Education in California "English as a second language: implementing effective adult education program", states that materials support the instructional program and help achieving goals and objectives of the course (30). This manual highlights that program administrators must assure students' access to a variety of physical resources such as textbooks and supplementary printed materials, audiovisual

equipment and supporting materials and other instructional supplies (30). Since resources are the tools which support students learning, their availability and effectiveness must be guaranteed.

Other resources which must also be available and effective to students refer to the visual aids and the technological devices. The visual aids are defined as “helpful tools for teaching in a classroom or with individual learners” (Stewart) as well as “instructional materials and devices through which teaching and learning are done” (Adeyanju). According to Adeyanju, these aids comprise visual aids, audio-visual aids, and real objects. Among the multiple benefits, the variety of aids allow learners gain strength in language skills, and diminish anxiety, fears or boredom, now that the teaching aids take the form of games (Stewart). Now, talking about the technological devices, they are viewed “as a tool, rather than an end in itself” (Brabec et al.). That is, these devices should not be implemented without the help of other resources. These devices allow the implementation of a long range of different teaching strategies (Brabec et al.) In short, according to these authors, if the resources used in a program are available, relevant and effective for learning, students’ willingness to partake in a program will be higher.

3.4.1.4. Students’ Support System

The sixth issue regarding students’ enrollment alludes to the responsibilities that an educational institution acquires once students enter the program. When the institution does not support students in their process of learning, the rate of attrition could increase significantly. According to Armstrong, one of the most important causes in students’ drop-

out is the ‘poor or non-existent guidance’ (ctd. in Hall). In response to this problem, Hayes suggests that some of the ways of diminishing students’ attrition concern admissions - pre-course information, student induction, advice and guidance (ctd. in Hall). Johnstone and Cullen emphasize on the necessity to create a more pro-active support system for students to get informed of the things pertinent to the subject content and workload (ctd. in Hall). In sum, experts agree that it is necessary that the educational institutions by means of its teachers, guarantee an effective academic guidance to students from the beginning of the course to let them know everything concerning their learning process.

3.4.2. NON-ACADEMIC RELATED ISSUES

Non academic issues are those which address concerns about the structure and the organization of the program. They involve: pace and placement, class size, and public relations.

3.4.2.1. Program Organization

3.4.2.1.1. Placement And Pace

The first non academic issue associated with students’ participation in a program deals with inappropriate students placement and pace making students learning process more difficult leading eventually into attrition. The State Department of Education in California declares in its manual “English as a Second Language: Implementing Effective

Adult Education Program that “not all adult language learners progress at the same rate”; [there are some personal factors such as] age, previous experiences with second language acquisition, and outside considerations” which intervene in the rate to which a learner acquires a second language (16). However, the manual adds, that institutions do not use effective tools such as oral interviews, short reading activities and writing samples to guarantee an appropriate classification of learners in terms of language proficiency level. One reason for learners’ drop-out, proposed by Armstrong, is the fact that students do not feel comfortable in the level they were assigned (ctd. in Hall). Furthermore, Chiu Mo Chi, in his study of the “Factors Affecting Attendance at Adult Education Short Courses”, reveals that “the students who for any reason, think the level of the course was not as they had anticipated, surely would stop attending classes” (chapter V). In sum, the course completion is affected by appropriate or inappropriate level assignation.

3.4.2.1.2. *Class Size*

The second issue related to students’ participation in a program concerns the relation between class size, teaching and achievement. According to Christensen, a large class implies a great number of difficulties for the teacher that have a direct effect on students’ performance (ctd. in Leahy). Some of the difficulties that she mentions are related mostly to development of learning skills, monitoring and giving feedback, individualizing work, and attention of students. Additionally, Risley suggests other disadvantages of large classes such as pair/group work, high noise level, the need for using a loud voice, impossibility to attend to all students, discipline problems, and difficulties in giving back homework quickly after tests; all of which make it hard to deal with management and

affective problems (ctd. in Leahy). Consequently, Risley states that there is a necessity for reducing the class size so that students and teachers can benefit, resulting in a better class atmosphere and successful work. Some of the benefits students can get from a small size class are more individual teacher attention, guidance and monitoring (ctd. in Leahy). Risley adds that for the teacher the benefits allude to better management of discipline problems, assignments and exams grading, and permanent affective relationships with students (ctd. in Leahy). Nevertheless, reducing the class size causes monetary loss for the institution that implements this kind of improvement. Cromwell supports this idea by stating that “the most clear-cut problem with reducing class size is the cost” (ctd. in Leahy). In sum, class size may affect achievement negatively which in turn it may discourage students from continuing in program.

3.4.2.1.3. *Public Relations*

The third non academic issue connected to students’ participation in a program, makes allusion to the dissemination of the information and customer service in response to students’ urgent academic needs. To begin with, all high education institutions must have effective mechanisms for the diffusion of the academic information. According to Monroe, higher education institutions should “reassess the accuracy of the content they present students, the timeliness of information disseminated, and the venues for appropriate communication” (10). When this guidance is not provided, drop out rate increases considerably. Equally, Armstrong states that one of the most important causes in students’ “drop-out is the poor or non-existent guidance” (qtd. in Hall). To address this issue, Hayes

argues that offering to students information on all aspects of the program may decrease student's attrition (qtd. in Hall).

With regards to customer service, it is said to be a relevant aspect that contributes to students drop out or retention. For example, Raisman claims that a "quality customer service can increase [students] enrollment and retention." On the contrary, he suggests that "poor customer service is one of the top reasons students leave college" (89). According to The Monach University there exists a great number of customers' expectations such as: "professional services, facilities and learning support activities, friendly approachable staff, both academic and administrative, high standards and a desire for improvement, and close link between the university and the 'real' world". Alternatively, there are aspects that The University of Monach remarks as students complains. Aspects like being given the run around by complex and confusing administrations; piecemeal, incomplete, unclear or conflicting advice or information; failure to deliver on promises deter students from participation in a program. Under these circumstances, higher educational institutions must provide timely guidance and an excellent attention which let students know everything about the services they offer and the right people to ask for advice.

3.4.3. AFFECTIVE RELATED ISSUES

To conclude, affective issues also contribute to students' drop-out from an academic program. Positive perceptions are linked to the extent of which students are academically

and socially integrated. According to Pascarella and Terenzini's comprehensive summary of Tinto's theory, integration in both ways, academic and social, can be understood as the agreement of students towards the institutional formal and informal instructional requirements, norms and values peers (qtd. in Muckert). That's to say that, students committed to the institution by showing empathy towards its rules, environment and community are less prone to dropping out. Consequently, it is necessary to include a very important definition of what academic and social integration is. According to Tinto, "academic and social integration may describe a condition (that is, the individual's place in the academic and social system) or an individual perception (that is, the individual's personal sense of place in those systems)"(qtd in Muckert). For instance, students who are more aware of their performance in their studies, personal development, high academic self-esteem, identification with the institution norms, and sense on enjoyment in their courses, have proved to feel more integrated into university (Yu et al). Furthermore, students who discuss their career plans with their peers, and have more contact with their faculties, show a stronger feeling of enrollment in the program contrary to those who do not (Pfneister). As Tinto's theory says, "students who have more friends at the institution have more personal contact with the academics and maintain an overall sense of enjoyment with being enrolled at the institution contribute socially to a decision to persist" (ctd.inYu). To sum up, negative interaction among peers diminishes integration and therefore divides the individual and social group of the institution leading to rejection and finally dropping out (Muckert).

On the whole, the most salient factors determining students' participation in the English program have to do with socio-educational, motivation, socio-economic factors. Factors related to the program include methodology, content-procedures, teachers, resources, student support system, placement, large classes, public relations, and affection which may deter student's participation in a program. To begin with, the Communicative approach used as the methodology for the English program at U.I.S has led a considerable number of students to carry out a successful learning contributing to student's retention. Nevertheless, it is necessary to fulfill student's expectations in terms of content of their English courses so there is no reluctance at the time of participating on them. Moreover, since there is a great connection between the teacher and student relationship it is important that students feel support in terms of assessment and feedback to prevent attrition. In addition, administrators must guide and backup students in their learning as well as to maintain students informed about timeliness and other requirements enhancing students to be enrolled in the program. Furthermore, students are entitled to have a variety of physical resources such as textbooks and supplementary printed materials, audiovisual equipment and supporting materials and other instructional supplies that lead them to successful learning and motivate them to stick with the program. Finally, students must feel comfortable with the norms and environment the institution offers them. An appropriate placement and a good classroom atmosphere with a reasonable number of students per class decrease the difficulties that students may face inside the classroom. That's to say that an accurate program must guarantee the appropriate conditions to support and promote retention.

4. DESCRIPTION OF RESEARCH TASKS AND OUTCOMES/FINDINGS

In order to carry out the research, the methodology chosen combines a qualitative and a quantitative phase. In the qualitative phase, socio-educational, socio-economic, motivation and program factors that affect students' participation in the English program offered by the university were explored. In order to do this, four field workers groups were created to collect data by means of unstructured, semi structured and focus group interviews. In the quantitative phase, a questionnaire was proposed by the field workers groups and the main research workers in order to have a final quantitative data collection tool. The population chosen was divided into two groups, one called successful and the other unsuccessful students. Unsuccessful students are the ones who have not fulfilled the English requirement established. On the other hand, successful students are those who have fulfilled the requisite of the program.

During the qualitative phase, the modeling of a semi-structure interview was carried out. The unstructured interview was applied with the purpose of getting general information about the possible factors affecting student's participation in a program. After the analysis of this data, some positive and negative aspects emerged, such as; quality of instruction, technological issues, communicative methodology, lack of time, credits, learning materials access and public relations. The semi-structured interview was implemented to make a separate profile of successful and unsuccessful learners. Similarities between the answers given by the two groups focus on issues related to well-trained teachers, a starter English level, a friendlier atmosphere and a poor client service. Conversely, differences between

both groups gravitated around concerns about course organization and structure, lack of credits, learning resources, inappropriate classification and dynamicity in the classroom. Based on these interviews and analysis, a set of questions was proposed to design the focus group protocol. This was both an exploratory and confirmatory instruments. The focus group interviews showed that data collection had reached saturation. Field workers internship ended with the preliminary questions for a quantitative questionnaire.

4.1. TASK 1: Unstructured Interview Shadowing

Description:

Phase one starts with the application of an unstructured interview. For this task, one of the main researchers was shadowed while she performed an interview of one of the research participants. As the interview was taking place field notes were taken by field workers (interns).

Outcome:

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

4.2. TASK 2: Unstructured Interview Scheduling

Description:

For this task, four research participants were summoned from the list provided by the main researchers from the data base at UIS-Language Institute. Two of the interviewees belonged to the successful group and the others two to the unsuccessful

one. It was necessary to adjust to their availability and to adjust scheduling to their availability.

Outcome:

Four interviews were scheduled. Communicative abilities such as appropriate tone of voice, persuasive discourse and interviewer attitude, were applied since the participation of students was at free will.

4.3. TASK 3: Unstructured Interviewing

Description:

To initiate this task, research participants were read the inform consent form (appendix 1) which provided information about the work of field workers in the project, the research topic and the importance of the study for the university, and procedures such as the recording of the interview. Then, it was signed by the intern along with the participant accepting participation in the project. The interview began with an open-ended question about the English learning experience in general. Then the following questions emerged depending on participants answers.

Outcome:

Four interviews were carried out as well as recorded. Two of them were applied to successful participants and the others to the unsuccessful ones. The interview took place at UIS-Language Institute in the university campus. The probing techniques learnt during the first task were seen as it was necessary to get students to produce more information.

4.4. TASK 4: Unstructured Interview Transcription

Description:

For this task the unstructured interviews conducted were transcribed. The information would serve for the corresponding analysis of data and design of confirmatory data collection instruments as well.

Outcome:

Five interviews were transcribed. That was, an interview of the main researcher and four of the field workers. They took the form of dialogues and were typed as accurate as possible.

4.5. TASK 5: Domain Analysis

Description:

Cultural domains were obtained once the data collected in the unstructured interviews was analyzed. The data was categorized in four cultural domains. For this analysis the steps of the procedure were taken from Spradley (1980).

Outcome:

Four main cultural domains were obtained.

Findings:

It was noticeable that there are some patterns in the answers provided by participants which could be grouped in the four cultural domains: difficulties in English learning, strategies to learn English, reasons to learn English and ways of program improvement. (See Appendix 2).

4.6. TASK 6: Semi-structured Interview Design

Description:

The information derived from the domain analysis served to this purpose. It was relevant to include questions referring to cultural aspects, economic situation and previous learning experiences.

Outcome:

Thirteen questions were designed for the semi-structured interview (See Appendix 3). Nine questions out of thirteen are closely related to considerations of participants about the English program at UIS.

4.7. TASK 7: Semi-structured Interview Piloting

Description:

Once the semi-structured protocol was designed, some participants were chosen to be interviewed. It became necessary to check if the questions worked well, and if students in general understood what the questions conveyed (construct validity)

Outcome:

Two participants at the campus answered the questions for the semi-structured interview. They recognized that the question related to the English culture was wordy and confusing; therefore, this question was reformulated for better understanding.

4.8. TASK 8: Semi-structured Interview Scheduling

Description:

As the piloting was carried out, participants were scheduled by phone. For this task twenty research participants were summoned from the list provided by the main researchers from the data base at UIS-Language Institute. Both participants; successful and unsuccessful ones were scheduled taking into account their time availability took information into account their time availability. The participants who could be called were informed about the location, time and direction where the interview would take place.

Outcome:

Thirteen interviewees were scheduled. Communicative abilities such as appropriate tone of voice, persuasive discourse and interviewer attitude, were applied since the participation of students was at free will.

4.9. TASK 9: Semi-structured Interviewing

Description:

Participants were assigned to each intern and interviews were executed according to scheduling. Interviews lasted from 15 to 20 minutes. Participants were given the same informed consent of the unstructured interviews in order to have their permissions to use their answers. Interviews were recorded.

Outcome:

Thirteen participants were interviewed. Seven of them were from successful group and the others from the unsuccessful one.

4.10. TASK 10: Semi-structured Interview Transcription

Description:

As tape recorders were used to collect the information, researchers listened and typed the tapescripts in order to have students' answers written down and ready to be analyzed.

Outcome:

Thirteen interviews were typed.

4.11. TASK 11: Domain and Taxonomic Analysis

Description:

Cultural domains were obtained once the data collected with the semi-structured interviews was analyzed. Each field worker was assigned a cultural domain to be analyzed in depth. For this analysis the steps of the procedure were taken from Spradley (1980).

Outcome:

Three cultural domains such as perceptions of language learning at university, perceptions of the target culture and English learning facilities were carefully subdivided into different categories.

Findings:

There were some patterns in the answers provided by participants which could be grouped into four cultural domains: perceptions of language learning at university, perceptions of the target culture and English learning facilities

(See Appendix 4).

4.12. TASK 12: Group Differentiation

Description:

Since the information already analyzed contained the data of successful and unsuccessful learners field workers decided to compare answers in order to get similarities and differences from both groups.

Outcome:

Three cultural domains were analyzed such as perceptions of English learning at university, the target culture and factors that facilitate the English learning. After establishing similarities and differences a general conclusion was drawn.

Findings:

It was concluded that cultural constructs of the participants were not interfering with the decisions or not to study the English language. In fact, what they are really concern about is the methodology of the teacher in the classroom.

4.13. TASK 13: Data Cross-referencing

Description:

The data from the group differentiation was cross-referenced with the information of all the thirteen cultural domains; perceptions towards English learning (D1), experiences at school (D2), experiences university (D3), target language culture (D4), academic factors influencing students participation in the program (D5), non academic factors influencing students participation in the program (D6), suggestions to improve the program (D7), experiences at Propuesta U.I.S (D8), reasons for studying English (D9), ways of describing as an English learner (D 10), strategies to

learn English (D11), the ideal English class (D12), factors that facilitate English learning (D13), Once the groups were differentiated, factors was cross-referenced with the different domains in an attempt to have a holistic view of participants answers and how they connected across factors.

Outcome:

A table cross referencing with the domains and factors was generated.

(See Appendix 5)

Findings:

From the cross referencing table, motivation was found as the most influencing factor on the domains. Four factors; socio-educative, socio-economic, program and motivation emerged from this task.

4.14. TASK 14: Focus Group Seminar

Description:

Field workers were given focus group literature in order to be prepared for the interviews. Field workers were assigned participants for scheduling.

Outcome:

Among the main topics, the discussion was about validity and reliability and appropriate location. Field workers were assigned 6 participants.

4.15. TASK 15: Focus Group Interview Design

Description:

The semi-structured interviews findings were used to design questions for the focus group protocol.

Outcome:

A set of 6 questions and protocol were designed. (See Appendix 6).

4.16. TASK 16: Focus Group Interview Scheduling

Description:

Field workers scheduled successful and unsuccessful participants at an available time for them. Students were informed about the location, duration and purpose of focus group interviews.

Outcome:

Four participants were scheduled.

4.17. TASK 17: Focus Group Interviewing

Description:

Participants were asked questions according to the protocol. Students were asked to sign an informed consent like in the previous interviews and tape recorders were used as tools of data recording.

Outcome:

Only two participants attended the focus group interview. One of them was a successful student and the other an unsuccessful one.

4.18. TASK 18: Preliminary Questions for the Quantitative Questionnaire Design

Description:

Field workers proposed some questions for the elaboration of a quantitative questionnaire which corresponds to the second data collection phase of the study: quantitative, data collection and analysis. The main researchers refined the questions proposed.

Outcome:

The main researchers decided to have ninety six preliminary questions for the final questionnaire. Twenty eight of those questions were designed by the group in charge of the Program enrollment. (See Appendix 7).

4.19. TASK 19: Data Document Management

Description:

The researcher team decided on one single format for all the documents already elaborated during the internship. Document format was revised to unify criteria regarding forms, fonts and layout. The modifications in the document were done in a word processor.

Outcome: Seven documents were adjusted according to decided upon format.

4.20. TASK 20: General Research Logistics

Description:

Attending meetings file sharing, group work and handing in reports about on-going work was carried out through all the internship.

Outcome:

Assignment and completion of tasks was successfully done and within the deadlines.

4.21. TASK 21: Reading Comprehension Course Implementation

Description: A reading comprehension course was designed and implemented as part of the benefits for the research participants, as stated in the consent form. The course lasted eight weeks. Teaching of reading strategies, basic vocabulary and grammar were taught in the classes.

Outcome:

Six participants attended the course each Friday from 6 to 8 am. Field notes about students' engagement in the activities and the English level performance were taken.

5. PROBLEMS AND SOLUTIONS

5.1. PROBLEM 1: Scheduling

Description:

In the semi-structured interviews, twenty interviews were planned but only thirteen were carried out due to scheduling difficulties when calling students with outdated telephone numbers.

Solution:

Field workers concluded that this would not affect the results obtained since the number of students met the percentages required to gather the information needed.

5.2. PROBLEM 2: Taxonomic Analysis

Description:

A procedural problem was identified after doing the taxonomic analysis.

The information related to successful and unsuccessful participants was initially analyzed without differentiating each group's answers.

Solution:

All the interviews were revised again and the answers of both groups were taken out, making a separate table for the successful and the unsuccessful group.

5.3. PROBLEM 3: Focus Groups Interviews

Description:

In the focus groups interviews students were reluctant to participate. Only two out of six students attended the meeting.

Solution:

Since the data provided by focus group participants was both repetitive and exhaustive, it was decided that the data collected has reached saturation.

6. KNOWLEDGE GAINED

During this internship, we grew up not only in the academic field but also as Human beings.

6.1. Design and application of research instruments:

It's worth mentioning that we acquired knowledge about design and application of instruments such as unstructured, semi-structured and focus groups interviews as well as their implementation.

6.2. Academic Development, Unstructured Interviews

We mastered on dealing with unstructured interviews as we had to manage scheduling taking into account adequate times, tools and location. Besides, we gained experience on probing techniques and analysis of information through domain analysis.

6.3. Semi-structured interviews

It is important to note that we also learnt how to design semi-structured interviews questions based on the information previously gathered. What is more, a non-threatening atmosphere when interviewing took place in order to carry out the protocols to participants.

6.4. Data Analysis

After the data collection, we also learnt how to organize and refine the information relevant for the purpose of the study. Scheduling was put into practice as well.

6.5.Theoretical background

It is significant to mention that we have learnt about some theories related to language learning success, motivation, causes of drop-out and attendance, aspects considered in adult education, and relevant issues in planning and execution of focus groups.

6.6.English Teaching Program

A relevant issue also obtained was the exploration of the structure, organization of an English teaching program and the extent to which this can play an important role in the learners' willingness to take part of a learning community and succeed at it.

6.7.Personal Development and Group Work

Concerning our personal development, we learnt how to work as a group in such a demanding study. Mechanisms of participation during the meetings, internet files sharing, and collaboration for completion of tasks was put into practice among others.

6.8.Ethics

Some other benefits include a better understanding of the ethical part in which people were free to participate and be informed about confidentiality of their responses.

6.9.Awareness of Students Needs

We also realized students' real and specific needs when dealing with the requirement of English learning as a second language to get a diploma. Therefore, studies like this provide an in-depth investigation of the reasons that affect students' decision to participate in a program.

7. SELF EVALUATION

7.1. Yehin Milena Ariza Torres

Working on this internship helped me to develop a sense of responsibility and commitment with the educational community at the university. As a fieldworker, I was aware of the implications my work had in the search of the causes for which students at UIS have had to face different academic problems. For this reason, I had to ask myself about the huge responsibility I had in the development of this internship as well as the commitment I got with these students. The result of this self reflection empowered me to work hard in order to give response to all these students who through their answers helped me to figure out the magnitude of their problems. Taking into consideration this and with the desire of helping in some way the university community, a work in which responsibility and commitment are tightly tied, was carried out.

Apart from the responsibility and commitment, I also developed some strategies to work in group. The first one addresses the respect towards other's decisions, that is to say, when working in group people learn to accept that each person has a different ways of thinking which shapes his/her personality. The extent to which the members of the group deal with this, leads them to success or, on the contrary, to failure. From my point of view, we as a group managed to consider and take into account each opinion to adjust it to the needs of our work. An opinion or suggestion given by the member of the group was never rejected without giving it the value it had. The second strategy I developed was the support each person gets from his/her group especially, when the

group is aware of the great responsibility they have to carry out a specific work. Although I have never worked before with my group colleagues, we got on well from the beginning, and the most important fact, we knew how to take advantage of the knowledge and experience required through the internship to do our best in this work. In this way, each of us contributed significantly and our effort is reflected on each word of this work. However, it is important to say that we as a group faced a problem when writing this report. From my point of view, it was difficult for us to come to an agreement in terms of the right word to use. We spent too much time trying to choose the appropriate adverb, adjective, verb and noun to express our ideas. This made the development of this work difficult due to in the search of the correct word, we forgot the essence of what we had to write, and sometimes we ended up changing the sense of some paragraphs. As a result of this, we had to rewrite some paragraphs we considered were well written. In my opinion, this is an aspect we have to improve because English teachers must have a good knowledge of the language to teach their students.

Turning to the human aspect, after finishing this internship, I can say I grew up as a human being thanks to the approach I experienced with some students of the university, and the colleagues I worked with. These students made me reflect on the need all of us as members of the university, have of becoming more conscious about the problems the university community has to face. Therefore, I am satisfied because my work has contributed to know and give possible solutions to these students' claims. My colleagues also gave me the opportunity to work together in an attempt to obtain a

mutual benefit. On the whole, I can say I am a more tolerant, responsible and sensible person who is eager to continue working for the university community at UIS.

7.2. Nancy Yohana Meneses Rodríguez

Nowadays, the competence in English has become the priority of academic institutions authorities and the government in Colombia. However, there is not enough research in this field to encounter learners' necessities and the problems they face in the English programs offered by the institutions. Therefore, there is a great urgency to find out the reasons that led some learners get involved in a program and others drop out in order to make the corresponding adjustments in each institution. Regarding these concerns, I was committed to work in a demanding research project with significant effects in the learning community at *Universidad Industrial de Santander*.

From the beginning, I made an effort to collect the experiences of some students in the English program whether they were good or bad. I performed in this as fast and careful as possible to hand in and to share the analysis and results of the tasks programmed so that the group could advance quickly in the design of data collection methods and their application. In the same way, we worked collaboratively to determine what was really going on at university. In my particular case, I had no conflicts with my partners; we were engaged with the research and, in result, did an efficient labor in this matter of language learning. In general, we accomplished the requirements of the internship since we managed to communicate effectively and collected all the information that we expected to analyze the program at UIS.

The demands of the internship also led to some difficulties in the development of independent work: these difficulties are related to time management; at some time I could not read complete articles, and in turn, contribute in meetings where we had to share ideas and compare results. This makes me reflect and commit myself to organize better my time now that it could be an obstacle in relevant tasks for future research.

On the whole, first, I felt confident at doing something I have already studied in our course program at university. Second, I felt pleased to contribute in the examination of students' academic situation in the English field now that it serves for further investigation and comprehension of crucial issues in Colombia.

7.3. Lynda Rocío Moreno García

After completing this internship, it is important to emphasize on the commitment and also the experience gained. Not only abilities such as higher levels of organization and retention of knowledge were acquired, but also improvement and reevaluation of language skills for my future teaching career and, awareness of language learning factors influencing students' participation in a program was gained too. We believe that the demands of the study were fulfilled, exploration of students' needs was followed in a continuous process, and the pros and cons of the UIS-Language Institute were stated.

To begin with, the tasks we went through provided us a challenge to sharpen and strength our language abilities such as comprehensive reading, attentive listening, inter and intra personal speaking and a finer writing. I feel confident that not only my training along the program has contributed to my development as a English teacher, but also, experiences like this internship, has contextualized my knowledge in the efl community.

Moreover, as the tasks went by, the research group worked cooperatively and a proper methodology chosen among the field workers helped us to find out the different factors that interfere in an effective participation in the program, as well as the factors that prompt students to carry out a successful learning. Effective communication among the group and cooperative work allowed us to accomplish the objectives previously established.

Nevertheless, I feel that internalization of the research at some points was needed. Probably, the group and I could have worked out the ways to have more appropriate instructions, so re-doing or reformulation wouldn't have been necessary. I know that this actions will eventually a allow me to have a stronger sense of appropriateness and careful thinking for further research projects.

On the whole, I feel satisfied of having completed this internship accomplishing the objectives initially expected. I know this experience will benefit the English program, our learning as language researchers and, not less important our teaching profession.

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9. APPENDIXES

- 1. Informed Consent**
- 2. Domain Analysis of Unstructured Interviews**
- 3. Semi-structured Interview**
- 4. Taxonomic Analysis**
- 5. Cross References**
- 6. Questions for focus groups**
- 7. Questions for Quantitative Questionnaire**

APPENDIX 1

Documento de Consentimiento

Universidad Industrial de Santander
Grupo de investigación GILAE



La siguiente información le permite decidir su participación en el proyecto de investigación:

FACTORES QUE INCIDEN EN LA PARTICIPACIÓN DE LOS ESTUDIANTES EN EL PROGRAMA DE INGLÉS OFRECIDO POR LA UIS

Persona(s) a cargo del estudio:

Grupo de Investigación e Lingüística Aplicada y Educación-GILAE: Mariela Gómez de Ossma, Carmen Celina Uribe, Yolima Beltrán, Maribel Vega.

Sitio del estudio: Universidad Industrial de Santander

Información General acerca del Estudio de Investigación:

- Caracterizar la población que ha participado en el programa de inglés y la que no lo ha hecho, en términos de: programa académico, género, estrato social, rendimiento académico y otras variables que surjan a lo largo del estudio.
- Establecer los factores que han obstaculizado la participación efectiva de los estudiantes en el programa ofrecido y que fueron sorteados con éxito por parte del grupo exitoso.
- Determinar los factores de éxito de los estudiantes que han superado estas dificultades.
- Replantear las políticas, el programa y/o condiciones de la oferta del programa de inglés, con miras a su optimización.

Plan de estudio

Lo/La entrevistaremos una vez de manera individual, y hay la posibilidad de que sea seleccionado para participar en otras dos entrevistas. Durante estas entrevistas se le preguntará acerca de sus opiniones con respecto a sus experiencias en/con el aprendizaje del inglés. También le pediremos que tome un cuestionario; asimismo le solicitaremos si le gustaría tomar parte en una charla con otros participantes acerca de cómo han sido sus experiencias en el aprendizaje de la lengua inglesa. El tiempo total de las entrevistas juntas puede ser de 1 a 3 horas y del cuestionario de 1 hora. Habrá 1 a 1.5 adicional si usted participa en la charla en grupo con sus compañeros.

Beneficios por tomar parte en este estudio investigativo

Al tomar parte en este estudio, usted nos ofrecerá información importante que será usada para optimizar el programa de inglés de la universidad y beneficiar a un mayor rango de la población. Adicionalmente usted recibirá 7 talleres de desarrollo de competencias lectoras en inglés.





Riesgos relacionados con su participación en este estudio

Este estudio no ofrece riesgo alguno para su integridad física o emocional. Las entrevistas serán grabadas y la charla será video grabada. Estas grabaciones son estrictamente confidenciales. Sólo tiene acceso a ellas el personal de la investigación y sólo para cumplir con propósitos de la misma.

Confidencialidad de sus archivos

Su privacidad así como los archivos y grabaciones de la investigación serán mantenidos en la más estricta confidencialidad. Los archivos de este proyecto de investigación pueden ser revisados únicamente por los integrantes del grupo GILAE y sus auxiliares y no serán utilizados para propósitos diferentes a los objetivos de estudio del grupo GILAE.

Los resultados de este estudio pueden ser publicados. Sin embargo, la información obtenida de usted será combinada en la publicación con la de los participantes restantes y nunca referida con nombre propio o en forma alguna que posibilite su identificación.

Su participación es voluntaria

Su participación en este estudio es completamente voluntaria. Usted es libre de participar en esta investigación y en retribución recibirá las 7 sesiones gratuitas antes mencionadas. Sin embargo, la aprobación del examen de la universidad depende enteramente de su dedicación y esfuerzo para desarrollar las competencias que el examen requiere. El contenido de las sesiones académicas que recibirá, le permitirán adquirir habilidades que pueden facilitar su éxito en el examen.

Consentimiento para participar en este estudio de investigación

Al firmar este formulario declaro que:

- He leído completamente este formulario de consentimiento que describe este proyecto de investigación.
- Acepto los términos fijados para mi participación y me comprometo a proporcionar las respuestas e información veraz que se me soliciten en relación con el presente estudio.
- Se me ha entregado una copia firmada de este formulario de consentimiento para mi uso personal.





Firma del participante

Nombre del participante
en letra imprenta

Fecha

Declaración del investigador

Le he explicado cuidadosamente a la persona este documento. Por lo tanto, reconozco que a mi juicio la persona que firma este formulario de consentimiento comprende la naturaleza y exigencias de este estudio.

Firma del investigador
o persona autorizada
por el investigador principal

Nombre del investigador en
letra imprenta

Fecha



Appendix 2

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
GILAE
1er ANÁLISIS DE DOMINIOS: ENREVISTAS NO ESTRUCTURADAS
Estudiantes Remisos y Cupo 270**

Fecha: Marzo 26 de 2007

Trabajadoras de campo: Nancy Meneses, Jane Ariza, Lynda Moreno

TÉRMINOS INCLUIDOS	RELACIÓN SEMÁNTICA	TERMINO INCLUYENTE
<p>Horarios ocupados con materias de carrera Trabajar y estudiar a la vez Aprendizaje del francés como segunda lengua Pocas bases gramaticales del Inglés Falta de vocabulario Pensar que la pronunciación del Ingles es difícil La enseñanza del inglés americano y británico simultáneo. Gastos en la compra de libros Un enfoque solamente estructural Falta de tiempo Falta de continuidad Prácticas Docentes Estudiar dos carreras al mismo tiempo Contextualizar el idioma El hablar en Inglés Escuchar en Inglés</p>	<p>X es una clase de Y</p>	<p>Problema en el aprendizaje del Inglés</p>
<p>Esfuerzo y dedicación Aprendizaje autónomo Asociar Pensar en Inglés Saber la conjugación de los verbos y vocabulario Leer textos en inglés Profesores con conocimientos</p>	<p>X es una forma de Y</p>	<p>Facilitar el aprendizaje del Inglés</p>

<p>en la lengua pero también sensibles a la parte humana Arriesgarse a comunicarse por encima de los errores al hablar. Leer documentos en Inglés Ver televisión en Inglés. Búsqueda en Internet Escuchar y traducir música en Inglés Tener preguntas para hacer en clase Tomar cursos en Internet</p>		
<p>El requisito de la universidad El gusto por el Idioma El deseo de superación Requisito para estudiar en el exterior y graduarse en maestrías y pregrados Saber vocabulario técnico Requisito para aplicar a un trabajo Leer artículos relacionados con la carrera</p>	<p>X es una razón para Y</p>	<p>Aprender Inglés</p>
<p>Horarios Cursos de Inglés en los primeros semestres Acceso al material de curso Motivación Actividades significativas en el idioma</p>	<p>X es una forma de Y</p>	<p>Mejoramiento del Programa</p>

Appendix 3

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
GILAE
CUESTIONARIO PARA ENTREVISTAS SEMIESTRUCTURADAS
GRUPO REMISO Y CUPO 270**

1. ¿Qué opina del aprendizaje del inglés?
2. Compare la enseñanza del inglés a nivel de su colegio con la enseñanza de las inglés en propuesta UIS
3. ¿Qué opina de la cultura angloparlante?
4. ¿Qué factores académicos interfirieron en el momento de ingresar en el programa propuesta UIS? ¿Cómo los superó? (cupo 270) *(Hay que hacer probing para que la persona sepa de que estamos hablando. Mariela autorizó)*
5. ¿Qué otros factores aparte de los académicos en el momento de ingresar en el programa propuesta UIS? ¿Cómo los superó? (cupo 270) *(Hay que hacer probing para que la persona sepa de que estamos hablando. Mariela autorizó)*
6. ¿Qué cambios sugeriría para el programa propuesta UIS?
7. ¿Ha hecho parte del Instituto de Lenguas alguna vez? *(En caso positivo)* ¿Cómo fue esa experiencia? *(En caso negativo)* ¿Por qué?
8. ¿Qué ha escuchado de las experiencias de otros en el instituto de lenguas?
9. ¿Qué utilidad tiene el inglés para su vida?
10. ¿Qué concepto tiene de usted mismo como aprendiz de inglés?
11. ¿Utiliza usted estrategias para aprender una lengua? ¿Cuales?
12. ¿Cómo cree usted que debería ser una clase ideal de inglés?
13. ¿Qué factores considera que le han facilitado el aprendizaje del inglés? (cupo 270)

Appendix 4

3.FORMAS DE PERCIBIR EL APRENDIZAJE DEL INGLES EN LA UNIVERSIDAD (GRUPO REMISOS)	POSITIVAS	RESPECTO AL PROFESOR	de alta calidad (1) calificados (1) promueven la interacción (1) incentivan a hablar (1)
		RESPECTO AL PROGRAMA	Enriquecedor (1) Avanzado (3) necesario (1) Bueno (1) aprendizaje mas fácil (1) Se aprende mucho (1) Más pedagógico (1) Se avanza rápido (2) con un horizonte (1) Devenga mas interés de la persona (1) Sistema de aprendizaje mas amigable (1)
		RESPECTO A LA METODOLOGIA	lúdico (1) dinámico (1) practica de gramática (1) mas profundización (1) mas fundamentado (1) Dan claves para gramática (1) tiene una secuencia (1) No es leer por leer es fondo y forma (1) Hay un proceso (1) Practico contenido apropiado (1) vocabulario funcional (1) grupos pequeños (1) No es solo aprender palabras (1) Mucho mas claro (1) Se evalúa lo que se ha visto (1) Enseñan expresiones en situaciones comunes (2)
	NEGATIVAS	RESPECTO AL PROFESOR	se dedica a los que ya tienen un nivel promedio (1)
		RESPECTO AL PROGRAMA	Difícil (1) No programan la sala para listening (1) Mas técnico y complicado (1) Terrible (1) Se hace por salir del paso (venga, aprenda y si puede pase) (1)
		RESPECTO A LA METODOLOGIA	se deja mucha tarea y estresa (1) se deben tener buenas bases para empezar (hablan como si ya deberían saber ingles (1)

3.FORMAS DE PERCIBIR EL APRENDIZAJE DE INGLES EN LA UNIVERSIDAD (GRUPO CUPO 270)	POSITIVAS	RESPECTO AL PROFESOR	de alta calidad (4) excelentes (1) calificados (3) hablan todo el tiempo en ingles (1) con habilidades comunicativas (1)
		RESPECTO AL PROGRAMA	Enriquecedor muy bueno (1) Avanzado (3) Bueno (1) Se aprende mucho (2) flexible (2) Más pedagógico (1) internacional(1) Se avanza rápido (2) Ameno (1) superación personal(1) personalizado (3) Llena los estándares de calidad (1) Completo(2)
		RESPECTO A LA METODOLOGIA	Didáctico (3) lúdico (1) Le dan a uno las bases (1) Me siento apoyada (1) mas profundización (1) Clase relajada (1) Dan claves para gramática (1) dinámico (1) juegos didácticos (2) Practico contenido apropiado (1) Énfasis en escucha y habla (5) grupos pequeños (1)
	NEGATIVAS	RESPECTO AL PROFESOR	
		RESPECTO AL PROGRAMA	Es muy pesado(1)
		RESPECTO A LA METODOLOGIA	se deja mucha tarea y estresa (1) se deben tener buenas bases para empezar (hablan como si ya deberían saber ingles (1)

4. ES UNA FORMA DE PERCIBIR	POSITIVAS	DE AGRADO	Me encantan (1) Me llama la atención (2) Chévere (2) Desarrollados (2)
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LA CULTURA ANGLO-PARLANTE (GRUPO CUPO 270)	V O		Me gusta (1) Buena (1)
		EN EXTREMO	Importante (3) Es bueno conocerlo (3) Tienen acceso a recursos (1) Necesaria (1) Interesantes (4) De rentabilidad a los cambios(1) Tienen muchas puertas abiertas (2)
		ASOCIADAS A LA PERSONALIDAD	Cultos (1) Predominante (1) Influentes (2) Organizados (1) Creativos (1) Refinados (1)
	N E G A T I V O	DE DESAGRADO	No me gusta para nada (1) Los odio (1) No comparto sus costumbres (1) No le valoran a uno la carrera (1) No me apasionan (1) Me caen mal (1)
		CON RELACION A LAS POLITICAS	No estoy de acuerdo con sus políticas (1)
		ASOCIADAS A LA PERSONALIDAD	Racistas (3) EgoSecos (1) Cerrados (1) Fiesteros (1) Fríos (1) Preocupados por la plata (1) Superficiales (1)
	N E U T R O	IMPARCIALES	Opinión neutral (1) Ni peor ni mejor (2) Normal (2) Diferente (4) Poco conozco (1) No tengo nada contra ellos (2)
		RELACIONADAS A LA ECONOMIA	Potencias (2) Primer mundista (1) Desarrollados (1) Nos rigen en muchas cosas (1) Industrializados (1) Un fenómeno de globalización (1) Nos influyen mucho a nivel profesional (1)
		RELACIONADAS A LA TECNOLOGIA	Usan mucha tecnología (1)

4.ES UNA FORMA DE PERCIBIR LA CULTURA ANGLOPARLANTE (GRUPO REMISOS)	P O S I T I V O	DE AGRADO	Me caen bien (1) Quisiera ser como ellos (2) Chévere (2)
		EN EXTREMO	Importante (4) Cultura fortalecida (1) Es bueno conocerlo (2) Interesantes (2) Tienen muchas puertas abiertas (1)
		ASOCIADAS A LA PERSONALIDAD	Puntuales (1) Cultos (1) Liberados (3) Despegados (1) Rígidos (1) Trabajadores (1) Abiertos (3) Organizados (1) Utilitaristas (1) Influyentes (1)
	N E G A T I V O	DE DESAGRADO	No me gusta mucho (1) No tienen nada en especial (1)
		ASOCIADAS A LA PERSONALIDAD	Poco sensibles (1) Disciplinados (1) Egoístas (1) Prejuiciosos (1) Estrictos (1) Superficiales (1) Individualistas (1) Fríos (1)
		CON RELACION A LA POLITICA	Imperialistas (1)
	N E U T R O	IMPARCIALES	Opinión neutral (3) Manera diferente de ver la vida (1) Ni peor ni mejor (3) No me interesa (1) Diferente (3)
		RELACIONADA S A LA ECONOMÍA	Potencias (1) Desarrollados (3) Industrializados (1) Nos influyen mucho a nivel profesional (1)

13. FACTORES QUE FACILITAN EL APRENDIZAJE DEL INGLES (GRUPO REMISOS)	CUALIDADES DE UN BUEN ESTUDIANTE	Interés (1) asistencia a clase (1) motivación (2) actitud, dedicación(1) ganas de aprender gusto Tomar notas (1) escuchar música (2) ver TV escuchar cassettes y repetir(1) asociar palabras de un idioma a otro (1)
	ESTRATEGIAS DE APRENDIZAJE	leer proyectos de grado leer libros de la carrera interacción con personas que me motiven (1) traducir (2) comprensión de lectura (1) investigar en Internet Conversar con el docente desarrollo del proyecto de grado (1) ver textos en inglés (1) ; cuestionarios (1) Ayuda del profesor (1)
	PROFESOR	buenos profesores atención de los profesores (2) Explicaciones del profesor (1)
	CERCANIA CON EL IDIOMA	No perder el contacto con el inglés tener bases en inglés Abrirse al idioma Necesidad de aprenderlo (2)
	INSTRUMENTO	materiales: grabaciones, libros, CDS, la tecnología gráficos e imágenes (1) Flexibilidad académica (1) ; tiempo libre
	TIEMPO	
	APTITUD	Buena memoria (1)
	ESPACIO	La ubicación del instituto dentro de la misma universidad.

13.FACTORES QUE FACILITAN EL APRENDIZAJE DEL INGLES (GRUPO CUPO 270)	CUALIDADES DE UN BUEN ESTUDIANTE	Interés (4) asistencia a clase motivación (4) actitud, (1) dedicación ganas de aprender (2) gusto (1) Tomar notas (1) escuchar música (5) ver TV (6) escuchar cassettes y repetir (2)
	ESTRATEGIAS DE APRENDIZAJE	asociar palabras de un idioma a otro (1) leer proyectos de grado (1) leer libros de la carrera (3) interacción con personas que me motiven traducir comprensión de lectura investigar en Internet (2) Conversar con el docente (2) desarrollo del proyecto de grado (1) Ayuda del profesor (1) buenos profesores (2) atención de los profesores (2) Explicaciones del profesor
	PROFESOR	No perder el contacto con el inglés (2) tener bases en inglés (2) Abrirse al idioma (1) Necesidad de aprenderlo, (5)
	CERCANIA CON EL IDIOMA	materiales: grabaciones, libros, CDS, la tecnología (2) gráficos e imágenes Flexibilidad académica
	TIEMPO	tiempo libre (1)
	APTITUD	Buena memoria
	ESPACIO	La ubicación del instituto dentro de la misma universidad(1)

Appendix 5

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
GILAE
ANALISIS TAXONOMICO CON CRUCE DE REFERENCIAS**

FACTORES QUE INCIDEN EN LA PARTICIPACION DE LOS ESTUDIAN- TES UIS EN EL PROGRAMA DE INGLES	APRENDIZAJE	MOTIVACION SOCIOEDUCATIVO	D1. Formas de referirse al aprendizaje del ingles	D4, D5, D9	
			D2. Experiencias en el colegio	D3, D12	
			D3. Experiencias en la universidad	D12	
		CALIDAD	D8. Experiencias en propuesta UIS	D3, D5, D12	
	PROGRAMA UIS	MOTIVACION	MOTIVACION SOCIOEDUCATIVO CALIDAD	D5. Factores académicos que influyeron en el momento de ingresar o no al programa.	D1, D6, D7, D8, D10, D12,
				D6. Factores NO académicos que influyeron en el momento de ingresar o no al programa.	D5, D7
				D7. Cambios a programa UIS	D5, D6, D12
				D12. La clase ideal de ingles.	D5
				MOTIVACION SOCIOEDUCATIVO CALIDAD SOCIOECONOMICO	D7. Cambios a programa UIS
	ESTUDIANTE	MOTIVACION SOCIOEDUCATIVO	MOTIVACION SOCIOEDUCATIVO CALIDAD	D10. Formas de definirse como aprendiz de ingles	D3
				D11. Estrategias para aprender ingles	D13
				D13. Factores que facilitan el aprendizaje del ingles	D10, D11
				D9. Razones para estudiar ingles	D1

Appendix 6

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
GILAE
QUESTIONS FOR FOCUS GROUPS**

A lo largo de este proceso de investigación hemos encontrado que hay consenso respecto a la importancia del inglés para el futuro de cada uno, sin embargo, solo algunos estudiantes se vinculan comprometidamente en el programa.

El objetivo de esta investigación es, establecer cuál es el perfil de los estudiantes comprometidos con el inglés y cuál el del grupo opuesto, saber que factores movilizan a los primeros y cuáles obstaculizan el compromiso de los otros con el fin de proponer formas de mejorar el programa y contar con el compromiso de un mayor número de estudiantes.

G270	GR
<p>1. ¿Que aspectos de su formación en lengua extranjera en el colegio cree usted que le facilitaron su permanencia, desempeño o su ingreso al programa de ingles ofrecido por la universidad? - como era su desempeño en el colegio; era usted un estudiante bueno, regular o deficiente?</p> <p>2. ¿Que factores académicos interfirieron en el momento de ingresar al programa de ingles ofrecido por la universidad? - como los supero? horarios, prioridades, creditaje, etc?</p> <p>3. ¿Que factores no académicos interfirieron en el momento de ingresar al programa de ingles ofrecido por la universidad? - situación personal, de salud, familiar, económica, etc? Como lo supero?</p> <p>4. ¿Se ha fijado usted metas a corto plazo de las cuales necesite el inglés?</p>	<p>1. ¿Que aspectos de su formación en lengua extranjera en el colegio cree usted que le hicieron difícil su permanencia, desempeño o su ingreso al programa de ingles ofrecido por la universidad? - como era su desempeño en el colegio; era usted un estudiante bueno, regular o deficiente?</p> <p>2. ¿Que factores académicos interfirieron en el momento de ingresar al programa de ingles ofrecido por la universidad? - horarios, prioridades, creditaje, etc?</p> <p>3.¿Que factores no académicos interfirieron en el momento de ingresar al programa de ingles ofrecido por la universidad? - situación personal, de salud, familiar, económica, etc?</p> <p>4. ¿Se ha fijado usted metas a corto plazo de las cuales necesite el inglés? - a nivel profesional, a nivel personal, académico? - que utilidad le encuentra al ingles?</p> <p>5. ¿Ha hecho parte del instituto de lenguas</p>

<p>- a nivel profesional, a nivel personal, académico?</p> <p>- que utilidad le encuentra al ingles?</p> <p>5. ¿Ha hecho parte del instituto de lenguas alguna vez?</p> <p>- como ha sido su experiencia, que quejas tiene del instituto?</p> <p>- que le cambiaria? A que se refiere con un nivel básico de ingles?</p> <p>6.¿Que concepto tiene de usted mismo como aprendiz de ingles?</p> <p>- utiliza usted alguna estrategia para aprender la lengua? Cuales?</p> <p>- como cree usted debería ser una clase de ingles?</p> <p>- que debe caracterizar a un buen profesor de inglés? Y a un buen estudiante de ingles?</p> <p>7. ¿Si alguna vez ha sentido angustia en la clase de ingles, cree usted que ha actuado a favor o en contra de su aprendizaje?</p> <p>- en que situaciones la ha experimentado? Cuando el profesor le pregunta, cuando tiene que hablar en publico?</p> <p>- cual cree usted que es el motivo de esa angustia? Experimenta esa misma angustia en materias de la carrera?</p>	<p>alguna vez?</p> <p>- como ha sido su experiencia, que quejas tiene del instituto?</p> <p>- que le cambiaria? A que se refiere con un nivel básico de ingles?</p> <p>- que comentarios ha escuchado de personas que han hecho parte del instituto?</p> <p>6.¿Que concepto tiene de usted mismo como aprendiz de ingles?</p> <p>- utiliza usted alguna estrategia para aprender la lengua? Cuales?</p> <p>- como cree usted debería ser una clase de ingles?</p> <p>- que debe caracterizar a un buen profesor de inglés? Y a un buen estudiante de ingles?</p> <p>7. ¿Si alguna vez ha sentido angustia en la clase de ingles, cree usted que ha actuado a favor o en contra de su aprendizaje?</p> <p>- en que situaciones la ha experimentado? Cuando el profesor le pregunta, cuando tiene que hablar en publico?</p> <p>- cual cree usted que es el motivo de esa angustia? Experimenta esa misma angustia en materias de la carrera?</p>
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Appendix 7

**UNIVERSIDAD INDUSTRIAL DE SANTANDER
GILAE
QUESTIONS FOR QUANTITATIVE QUESTIONNAIRE
PROGRAM GROUP (Nancy, Yehin, Lynda)**

Responda Si o No a las siguientes preguntas:

1. El trabajo que hacemos en inglés está en un nivel apropiado para mí. Si__ No__
2. Mi profesor es muy bueno en la enseñanza del inglés. Si__ No__
3. Nuestro grupo trabaja muy bien en la clase de inglés. Si__ No__
4. Yo encuentro las lecciones de inglés bastante retadoras Si__
No__
5. Yo disfruto las clases de inglés.
6. Mi profesor es colaborador en mi aprendizaje de inglés.
7. Los estudiantes en nuestra clase trabajan muy bien como grupo.
8. Yo creo que el trabajo que hacemos en inglés es difícil.
9. Estoy satisfecho con mi profesor de inglés.
10. Hay un buen sentimiento de grupo en las clases de inglés.
11. Yo creo que las lecciones de inglés son fáciles.
12. Las lecciones de inglés son aburridas.
13. Desearía tener un profesor diferente en las clases de inglés.
14. Las personas en mi clase son bastante colaboradoras unas con otras.
15. Yo se la razón por la cual me va bien en inglés.
16. Yo se lo que debería hacer para ser bueno en inglés.
17. Cuando obtengo buenas notas en inglés, usualmente se por qué.
18. Yo se cómo podría mejorar en inglés.
19. Usualmente se la razón por la cual me va mal en inglés.
20. Cuando tengo problemas en inglés, usualmente se qué debo hacer sobre eso.
21. Yo trato de encontrar mi propia manera de aprender inglés.
22. Si me va mal en inglés, usualmente se como hacer para mejorar la próxima vez.
23. El personal administrativo (Ej.: secretarías) ha sido grosero al momento de atenderme.
24. el personal del instituto no me suministra la información que necesito
25. el proceso de matrícula es muy demorado y dispendioso
- 26 cuando he tenido problemas relacionados con mi matricula, el personal del instituto siempre me ha ayudado a encontrar la solución.
27. Conozco los programas que ofrece el instituto.
28. Leo la publicidad que el instituto promueve en la universidad.

rol del profesor
nivel de inglés
trabajo en grupo o relaciones de grupo
estrategias de aprendizaje
evaluación del instituto