HOW DO BEGINNER STUDENTS FROM DIFFERENT AREAS THAN LANGUAGES AT CUN UNIVERSITY PERCEIVE ENGLISH LEARNING AND HOW MOTIVATION IS RELATED TO THAT PERCEPTION?

RESEARCH PROJECT

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ABSTRACT

The purpose of this project is to explore students’ perceptions in learning English at CUN University in Bogotá. The study was developed in a basic level (A-1) course. The instruments used were a survey and an interview. Students were asked different questions related to their weaknesses, strengths and prior knowledge of the English language, personal opinion of their current level of English and what they expect in their future professional development related to English learning.

INTRODUCTION

When we talk about the perception students have in relation to learning English and the interaction or the influence that teachers have about it, we need to refer to motivation as a support for any English learning and teaching process. Motivation plays an important role when a person wants to learn a foreign language, that’s why students and teachers perceptions in learning English will be taken into account in our research project. Besides to identify the different opinions of Cun students about English learning; the project purports to identify why motivation is an important factor for students and teachers as well and how the environment plays an important role in this issue.

English language has been implemented in Colombia as part of the official curriculum in tertiary education institutions. English language plays an important role nowadays due to its global spreading all over the world that is why people need to be proficient in English in order to be able to compete in an international field or simply to expand their own personal world. How students sense the implementation of English as a foreign language is an important issue that should be researched in our society in order to become a bilingual country that is one of the main goals of Colombian educational system. We believe students perceptions about English in Colombia are essential to be investigated since it includes their beliefs and attitudes that eventually will reflect their motivation which is a priority
when learning a foreign language.

The project is going to be developed at Cun University, more specifically in a course called General English A 1.1 where there are students from different careers like Business Administration, Accounting and System Engineering. In each career mentioned before, students take English as a subject; in this sense English learning becomes somehow complex because for them this subject probably is not related to their professional field. Thus, this project aims to collect information about Cun students’ perception of English as a foreign language.

**JUSTIFICATION**

The project is being developed at Cun University, a technical institution located in downtown Bogota. In this institution there are different careers like Administration, International business and engineering. We are developing the project in a beginner course where there are students of different careers such as the mentioned before.

The project intends to identify how students’ motivation is when facing English learning. Likewise, the project intends to determine what students want about their English learning process because when they come to the classroom, their pre-conceptions about language learning play an important role and from these, the teacher must create strategies that allow maintaining and increasing motivation. Current education requires that careers like Business Administration, Accounting and System Engineering that correspond to the context where the project is going to be developed which is at Cun University, include English as a foreign language into their programs.

The project attempts to generate a real interest in English learning. Students must understand what to do and why they should do it. Here, the teacher must take into account students’ needs because from them, learning strategies could work or not. When students feel confident and comfortable in a classroom, their motivation can
increase constantly. This depends on the teacher’s enthusiasm who must understand that students have to be motivated in different ways. The active involvement of students in their own learning process will help increase motivation; they need to be implicated in activities, group problem exercises, helping to decide what to do, helping the teacher, working with each other and between others. Thus, they are going to begin to change the perception about English or their own English learning process.

**STATEMENT OF THE PROBLEM AND RESEARCH QUESTION**

The current society and the phenomena of Globalization have helped to encourage the English learning process in times of competitiveness in the global market in different areas of knowledge. That is why the national government in Colombia has recently introduced the National Bilingual Program (Programa Nacional de Bilingüismo, Colombia 2004-2019). This policy purports to introduce English in most of academic institution as a standarized foreign language. In terms of educational system the government is trying generate a clear policy about bilingualism in order to promote a second language in our country (Wilches, 2009). Likewise it is important to take into consideration that English learning is becoming a real challenge for Colombian people because of occupational, academic and social requirements. For this reason the project has a direct impact in the institution where we are developing it. In that institution there are different careers where English is involved as a subject and as a requirement for graduation.

At Cun University, students from Business Administration, Accounting and System Engineering belong to the same English class group; their needs facing the subject are different in each career. In this sense they do not feel interested in English as a foreign language. According to their comments and observations we have made there, English learning is being imposed. The project wants to explore and identify which is the direct relationship with English as a foreign language. Students’ motivation is going to be the factor whereby our project is going to be focused.
English learning process involves different aspects that are essential in the teaching process as well. Aspects such as students truly desire to learn English, their professional profile, appropriate material and methods include students and teachers perceptions when we refer to acquiring the language. That is why we want to investigate what is student’s real opinion about the English language. According to our experience as teachers at Cun University, we have observed that Business Administration; Accounting and System Engineering students who belong to a general English course at Cun are not motivated with the English program that the university offers them; this is why English learning is not a relevant aspect into their professional and occupational training. The project is going to research the perception of students in relation to English learning. Next, we present the research question and objectives focused on motivation and language perception. This is a good reason for proposing a research question as:

**Research question:** How do beginner students at Cun University in other areas different from languages perceive English learning and how is motivation related to that perception?

**Sub questions:**

- What factors influence student’s perceptions related to EFL?
- What are the students’ perceptions about learning English as a foreign language?
- How does students’ engagement in class activities reveal their motivation for English learning?

**GENERAL OBJECTIVE**

- To ascertain students’ perception, feelings and attitudes towards English learning at Cun University in professions such as system engineering, accounting and business administration according to their cultural background
and their previous knowledge of the English language.

**SPECIFIC OBJECTIVES**

- To determine how students motivation influences their perception in the learning process.

- To identify factors or elements in the learning process in order to establish students perception towards the English language.

**LITERATURE REVIEW**

Talking about English learning, motivation and perception involve different theories, principles and authors that are going to be mentioned and analysed in this literature review. In order to understand what English learning represents, it is necessary to discuss and connect some theories related to English learning, motivational principles, students' language perceptions and other aspects as well as authors who have developed assumptions and theories accepted into educational context. Likewise we are going to make relationships between those authors in order to support our theoretical framework.

Learning a language is a process that involves emotional, cognitive and environmental factors that are connected with internal and external factors in each individual in order to acquire a new language. Learning as a process focuses mainly on how, what and where learning takes place and how this learning process is introduced by the teacher and received by the student (Banner & Rayner, 2000). In order to understand the learning process it is necessary to take into account different aspects which influence the way how students perceive, sense and are able to succeed in their learning process. For instance Bransford (2000) says that for students, it is fundamental to connect their needs, learning and knowledge with the context where they are involved; this means that they relate their learning process with external factors such as job, culture and family among others.
This relationship among external factors, the reality and environment become in determinant elements to language perception and motivation because students can feel more comfortable, confident and motivated. English learning is more than language acquisition; it represents the way in which students learn a language considering internal and external factors, academic programs and curriculum.

Nowadays, English learning plays an important issue in Colombian academic education since it has been included in the official curriculum as part of an English learning requirement for graduation. Learning a foreign language implies that an individual has a motive, desire or necessity in order to acquire a new language (Van Deth, 1983). How the student perceives or senses the fact of learning English is essential for students’ motivation in their learning process; Internal and external influences in an individual are factors that determine students’ motivation in order for them to achieve their goal.

As stated by Gagne in his Condition of Learning Theory (1985, 50:72) “Different internal and external conditions are necessary for each type of learning. For example for cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems, to learn attitudes, the learner must be exposed to a credible role model or persuasive arguments”. Gagne’s information theory processing emphasizes the identification of internal processes of learning and concentrates on how the learner comes to know rather than respond in an instructional situation. Each student has different conceptions, needs, desires and motivations; these elements must be taken into consideration by teachers in order to create the best environments, strategies and methodologies in order to improve the learning process. This could be considered into higher context because it allows consolidating the students learning process.

**What does it mean to learn in a higher educational context?**

The quality of learning may vary from memorising or surface learning to
understanding material which means deep learning. These variations may be a consequence of the students’ belief about learning, their real conception of learning, their reasons for being at educational institutions and their orientation to study as a consequence, their intentions and strategies taken toward each learning task or approach to study. In fact students can and do vary their approach to study according to their desires and needs.

The quality of learning often depends on what students perceive is required in order to learn the material or complete the task. It is generally accepted that a deeper approach to learning results in higher quality learning (Gibbs, 1992). When teacher promotes good teaching strategies, students feel more confident and the learning process becomes in a good opportunity for interaction. In this way the encouragement of the process is evident through motivation and language perception.

The above information clearly displays the relationship between perception, motivation and learning in students when we want to refer to learning a foreign language. Motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, changes in behavior are better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent (Franken, 1994).

It is important to take into account how motivation plays a meaningful role if the students are intrinsically motivated when learning a new language and if the subject and the topics are related to what is really important for the student and their future plans in their professional fields. Different types of elements are necessary in order to increase motivation and at the same time for students to perceive the subject in a way they are constantly motivated to learn the new
language. Basically, students need to be actively involved in the learning process, having a personal reason to learn the new language, so they will perceive the learning process as a real necessity in their lives in order for them to be attentive and willing to learn. Likewise language perception is one of the principal factors that need to be taken into consideration when we talk about language teaching and learning; thus it becomes in analysis object into this research paper.

Students Perception towards English learning and its relationship with mental processes in order to acquire the new language.

Learning a new language requires different aspects of human development in order to be able to communicate with each other. It is important to recognize how students feel or sense the fact of learning English according to their believes, attitudes and specially students’ desire to learn the new language which definitely will be reflected according to students expectations of learning English and its use in future professional activities. Perception refers to how mental or cognitive processes depend on the internal and external world of the individual who receives or perceives determined information (Lee, 1986; Allott, 2001). The perception we have from the external world usually begins with our senses which take us to give specific meaning to the world around us according to concepts we have from pre-existing concepts.

The way how people view the world around them is an important topic when we want to relate understanding and communication with the learning process. Perception is generally related to cognitive or mental process which involves the processing of the information received from the outside world to the brain and mind which is further processed and linked to related or former information. In other words, any information from external factors as the instruction given by the teacher (methodology), materials, and different elements like visual and listening features will influence students’ senses such as sight and hearing. These elements will be collected in students brain according to how they sense the information received in
an English class, for this reason, students will be able to remember and perform in a proper way the English language in future activities.

Psychologist and philosophers propose that this information processing is received by the individual according to certain mental states (Cognitivism), while others emphasise that this information processing in the individual has to do directly to the external influences from the outside world that give rise to specific action (Behaviourism). Another theory that refers on how people learn is the constructivist theory which emphasizes that learners construct their own realities and thanks to their experience and knowledge, they can interpret and perceive the real world. This includes language perception and teaching and learning which are important elements in this project.

Taking into account the statements above we can realise that a person learns according to how he or she feels with regards to what they really want to accomplish as well as how they perceive the information from the outside world. Former and current experiences that allow an individual to react in determined way are also factors that allow the person to learn a foreign language. These experiences come from what the person senses in that moment of mental and physical activity that create mental models which are stored in the brain and will be furthered ejected in terms of knowledge.

Learning a foreign language is a process that involves other people and elements that influence one’s perception towards the new language. As stated by Good and Brophy, (1990, pp, 187): “Cognitivist theorists recognize that much learning involves association established through contiguity and repetition, However, even while accepting such behaviouristic concepts, cognitivist theorists view learning as involving the acquisition or reorganization of the cognitive structures through which humans process stored information”. Learning a new language involves many elements that influence mental processing according to a series of internal and external factors. The statement above mentioned by Good and Brophy tells us how
the fact of drilling (repetition) and being in touch with the new language as much as possible, will affect students’ perception towards the new language.

Since what students expect to learn is acquired and stored in their memory system, this information through drilling, reading aloud, listening to music and TV programs in English as an extra activity of the curriculum is taken into account by students as part of their learning process. This process would help to acquire and perceive the language as an essential need for their lives. Jerome Bruner (2002) explored how mental processes could be linked to teaching and emphasized in discovery learning as an effective instruction methodology.

Discovery learning is understood as an inquiry-based theory, or just the fact of solving problems through knowledge received in previous experiences in order to discover facts, meet new people or simply recognising different types of objects. This theory model explains that the way students experience or sense the information received in an English class will eventually be reflected in student’s performance and desire to learn the new language. Students will feel encouraged to participate in class since the activities applied in the session are solving problem related to their future professional occupations, this way, students will eventually gain autonomy and independence to learn the language.

Gagné developed a model that highlighted eight different forms of learning – Behaviourist identify only a fragment of human capabilities. James Hartley (1998) has usefully drawn out some of the key principles of learning associated with cognitive psychology. According to the authors when the students are involved in a learning process, they have some mental processes that are involved in their learning. This is one of the aspects that allow determine how students learn and indirectly how they are motivated.” In other words, learning a language is not just the fact of drilling and using grammatical structures in a repetitive way. It has to do with adapting the information transmitted by the teacher and received by the student as part of their real life and relate it with their future professional careers. In
this way, students begin to feel English language as part of their lives.

Cognitive feedback gives information to learners about their success or failure concerning the task at hand: Reinforcement can come through giving information – knowledge of results rather than simply a reward.” The principles mentioned by Hartley (1998) explain how important are the way external elements influence the learning process and students perception as he talks about clear instruction in which a current relationship should be between what is to be learnt and what is expected to learn. The activities and features presented in an English class should be part of student’s daily activities so they can relate them to their real life and use prior knowledge from former activities.

The principles stated above clearly show how internal and external factors influence the learning process since mental processes as remembering or recalling an action are related to how the students perceive the instruction given by the teacher as well as the materials provided by the teacher himself. The accommodation and the organization of the environment is another factor that definitely will influence students’ perception towards the foreign language. The method, approach or the way how the teacher provides the instruction will reflect on the students’ perception about the new language. The success in learning will come with the fact that knowledge will be acquired instead of just receiving a material reward such as a grade or a certification.

**Students` perception towards learning English**

Perception and motivation are linked when acquiring a new language. if we realise that every external and internal factors that take place when teaching a foreign language such as instruction, methodology, classroom arrangement, attitudes, beliefs and an so forth are definitely involved in teaching and learning a new language, we focus our attention on their development.

More specifically, this does not mean that the individual is supposed to know all
grammatical rules or to be involved in tedious drilling for the student to acquire a new language. As stated by Krashen (2007) when acquiring a new language, students are not really required to know extensive grammatical rules. Instead, the target language should be transmitted in a meaningful interaction where the students are focused on the meaning of the messages and not in the grammatical form of the sentences. So that students will be able to engage in a more real, communicative and natural approach activity.

In other words, it is important to teach a new language using a natural approach in order to have a realistic view of the language being introduced and at the same time to develop the class through daily life activities so the students will perceive the new language as part of their daily routine. Krashen’s theories of language acquisition consist of five main hypotheses:

- The Acquisition- Learning hypothesis.
- The Monitor Hypothesis.
- The natural order Hypothesis.
- The input hypothesis.

The hypothesis clearly explains how the best way to acquire a language and perceive the learning process in a proper manner is by simply using natural and realistic features such as daily life activities or future professional demands, taking into account the information and the methodology developed during the English session.

**Motivation**

For students is essential that teachers create a good environment in order to facilitate learning towards motivation; thus it is important to analyze how motivation is involved in students’ learning because in this way factual knowledge can be explored as well as facts which are taken into consideration for developing
motivation strategies. If they can understand real learning, they will feel more comfortable and motivated because learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning values (Bransford, 2000).

For this reason, teachers should create strategies and methods that help students to develop and organize their knowledge in ways that involve easy application and relation with their contexts; these are occupational, academic and social. If teachers are able to create atmospheres where students feel comfortable, confident and motivated, he could improve the student’s attitude towards learning (Gardner, 1960). For students is not enough good learning strategies and good teachers; for them is essential the environment, physical spaces and interaction with others; therefore when teachers design strategies, they should take into consideration students’ context because it helps to determine in what ways teachers could develop the classes and how is the best way to teach them.

On the other hand, it is necessary to mention that motivation has some elements that sometimes teachers do not consider when they develop the classes. For instance, when the teacher explains the topic he is going to develop during the class, he should consider students suggestions in order to make more comfortable the sessions. Thus, if teacher take into consideration students’ opinion, they may be more motivated. Other example is when teacher does not allow that students participate in an active way in different class activities. Furthermore it is important self-motivation, this is why students find satisfaction in learning and allow exploring new things. Though this is not an easy task because some children and adults do not have the capacity for internal motivation and must be guided and reinforced constantly. There is a sociological perspective that helps to understand how students learn starting from interaction and shared motivation which means that they need to interact with other in order to learn in a better way (Gehlbach, 2009).
From Sociology perspective it is relevant to consider that students are not always prepared to learn, this is why they are not prepared to face the challenges in terms of learning that are required in an academic context. Some of these cases happen because schools do not prepare students for high studies, that is why there is not a clearly policy in relation to this aspect. Other element that is involved is the fact that students do not make sure they want to study; this adds the fact that they do not take the challenges in terms of learning. In this sense teachers have to supervise the process in order to motivate students facing the class. Here it is where external factors become in obstacles for learning; through a constant feedback regarding mastery of learning, teachers could reduce these obstacles. An effective learning in the classroom depends on the teacher’s ability to maintain the interest of students (Dörnyei Zoltàn, 2001).

In fact, students learn better when the course fits their necessities, motives and interests. I have observed that students do not feel motivated when some tasks, activities or courses are imposed. Anyway, it is essential that both students and teachers create suitable environments where they can interact with each other in order to improve their relationship. When participation is natural and spontaneous in an English session and the dynamic of the class is the most appropriate for the context, their perceptions about the learning process will be achieved and in fact that it will fit the needs of the learners.

**Motivation as a priority in English students learning process**

Recent studies say that learning and motivation are factors that affect learners in different ways. Motivation is an important aspect in relation to learning another language (Brown, 1987). In a similar way, Dornyei (2001) says that language skills could be improved if students are motivated which is essential for teachers because in this way their pedagogical task become easier. From these statements, we can realize that motivation is involved in the teaching and learning process as a related factor. Furthermore students have needs, assumptions and beliefs that
affect their lives. Thus, motivation must be defined in terms of volition, will, instinct, drive or need which represents a rationalist tendency of looking at psychological processes that it also can be related to cognitive perspective.

**Motivation and cognitive perspective**

From a cognitive perspective, studies demonstrate that motivation influences behavior. Aspects like ability and competence beliefs, self-efficiency, task values, achievement goals, control beliefs and intrinsic and extrinsic motivation are taken as constructs inside motivation. Those factors are related to perception of language that, in this case, it is our focus from English teaching and learning. In terms of motivation students who believe they are competent language learners feel more motivated. In this sense, it is easier to engage English learning with environment, perception and socio cultural factors involved in the process. That means, teachers should help students to identify their skills in order for them to become more efficient language learners. In this sense, motivation is conceived like an intrinsic factor because it is taken from internal desire for learning.

**Motivation is an extrinsic factor**

For instance Deci & Ryan (1985, p: 5) says that "*intrinsic motivation refers to people’s internal desire to engage in an activity for the pleasure and satisfaction it produces*". Despite that, students try to be motivated when they come to class, the teacher has to organize the environment, be aware of student’s perceptions and motivation in the classroom in order to improve the relationships between them. This is a process that should be taken as a natural psychological process because learning at the initial stage is considered spontaneous and natural.

Extrinsic motivation refers to people’s decisions to do something for extrinsic

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1 Jesus Alirio Bastidas from la Universidad Nacional de Colombia developed and published an academic journal named “A framework to understanding motivation in the TESOL field” where they analyze authors like Hudson, Harter and Deci & Ryan. Those authors are taken from this journal in order to support this research project.
reasons or incentives. Here, motivation is not completely secured because it depends on rewards, external incentives, requirements and social control. (Harter, 1978, 1981a). From teaching strategies, extrinsic motivation should be encouraged which is meaningful for classes procedures because it helps the teacher to understand the real learning students need facing reality (Harter, 1978, 1981a). In general, extrinsically motivated students work on a task when they are interested. On the other hand, students feel pleasure in their academic activities, their motivation increases significantly, as long as the topics learnt in the class are directly related with their daily professional activity. Studies have supported a positive relationship between internal focus of control, motivation and achievement in schools and universities.

**Observing motivation levels in the classroom**

The idea of the research is to understand how the English learning process is related to the environment in which individuals are situated, thus determining their beliefs about the English culture and language. These beliefs are a significant impact in foreign language acquisition because they involve factors that a language learning process requires in relation to students’ motivation. In contrast, integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a foreign language (Hudson, 2000). For students it is fundamental to have the desire of learning in terms of motivation and language perception because in this way they feel more comfortable and confident.

It is important to know exactly how or why students are motivated in order to identify how they feel in the learning English process at the beginning of the course. It is important to consider that not everyone in the class have the same motivation; in this sense it is important to mention that motivation is a mixture of different factors. Adult beginner is in some ways the easiest people to teach. First of all they may well come to the classroom with a high degree of extrinsic
motivation. Second, they often succeed very quickly. Goals within the class are easy to perceive and relatively easy to achieve. Motivation in the classroom is an important aspect of the educational environment.

Students who are not motivated are generally unsatisfactory learners, and to some extent, have behavioral problems. Motivation will be difficult to achieve in students without some history of success in their efforts when learning a foreign language. Intrinsic motivation, which is necessary for the child to become a lifelong learner, will be impossible to accomplish. Thus, students do not come to the classes frequently, they do not hand assignments, and they do not pay attention to the explanations, these events happen when students’ motivation is in a low level and when their learning process is affected by their unwillingness of studying and learning. Some students find ways to become engaged in literacy activities after initially lacking motivation. Other students are not able to become engaged, but managed to complete the required tasks, though without interest or enthusiasm. This mean that students made unsolicited statements that they do not do their best work when lacking motivation. Their primary desire is to get it over with (Oldfather, 1991)

With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often a characteristic of foreign language acquisition, where little or no social integration of the learner into a community using the target language takes place, or sometimes is even desired. When students learn a language, they should have a specific goal, objective or need because in this way it creates an intention for learning. In terms of motivation, they have a real desire to learn this is why there is any labor, academic or social requirement that takes place in the context where students are interacting in an effective way.
Relationship between ESL and context as a motivation factor

English as a second language has been analyzed by some authors like R. Gardner’s (1960; 1985) motivational factors. Gardner’s current critics, Dörnyei and Williams (1994) believe there is too much emphasis on integrative motives at the exclusion of instrumental motives. Williams’ major criticism of Gardner’s motivational theory is that his influence has been so strong, it has not allowed other researchers’ opinions to be heard (Williams, 1994). Integrative motivation may be important in a foreign language context such as learning French in North America, but could assume an instrumental orientation in other situations (Dörnyei, 1994; Williams, 1994:78), such as learning English in the Philippines (Gardner & Lambert, 1972) or Bombay (Lukmani, 1972). (Skehan, 1989), has respect for Gardner’s empirical research but cautions that research has not substantiated whether integrative motivation has a significant relationship to achievement or not. In other words, motivation is an integrator factor that helps to support sessions, students and teachers as it encourages interaction among them.

Based on this theory we think that motivation in an EFL classroom could be improved if the teacher contextualizes the English learning to the students’ needs, thanks to empathy, respect and authenticity. If the teacher has these three qualities, the relationship within the classroom is likely to be stronger and deeper so the communication is much more open and honest. The most important thing is to know what students need and the teacher has to create the environment where students feel confident. Educational psychologists believe that motivation to learn is predisposed by the task itself, performance goals, the environment, classroom management and by learning approaches.

Research about students’ motivation and language perception has been valuable for the project because the concepts developed there, are essentials for determining the reasons and foundations that different authors postulate facing students’ motivation. Furthermore research reflects about EFL students’ motivation,
for us, it has been important to analyze these concepts because through them we have observed that motivation is the principal factor for Cun students to learn English or not.

As conclusion, the most important factors that are involved into EFL students in terms of appropriate learning, involves motivation which is essential for teachers and students because it helps to encourage the learning and teaching process. Students' language perception helps to determine what students need, what they want and what they require in terms of learning a language. The environment is another external factor that allows improving interaction, integration and support in relation to language acquisition. In this sense, it is important to take into consideration the theories, principles and general assumptions that authors like Gardner, Crashen, Bransford, Brown, Dorney, Hudson, Decy, Ryan, Harter and Brophy contemplate in order to analyze the internal and external factors involved in a learning process and that we analyzed in order to find some conclusions facing the project we are developing at Cun University with EFL Beginner students. Those authors have similar hypothesis about how students face up learning considering motivation, language perception and external and internal factors.

RESEARCH DESIGN

The following section of the investigation includes methodological information used to develop a mixed research study (qualitative-quantitative) focused on a descriptive approach, information about the participants (cultural and socio-economical background), the settings (educational premises location), the instruments applied to unfold the investigation and data collection procedures (survey, interview and a teacher’s diary)

Methodology

A mixed research study (Qualitative- Quantitative) is generally design to gain, describe and measure insight of behaviours, attitudes and opinions of a specific
group of people related to a certain topic or issue. The purpose of this study is to gather information about opinions, attitudes and beliefs of beginner English students (A-1 General English) at CUN University in areas different from languages. English as a foreign language has been implemented in tertiary educational system as a requirement to obtain a bachelor degree in any professional career in Colombia; for this reason, this mixed research study intent to collect information about English students’ perception towards the language to see its relevance for course design and applications.

According to Creswell (1994), a mixed research study should be planned as an investigation process of comprehending a social or human problem, focused on designing and measuring a real representation or image, built on words, making detailed reports of the assumptions and beliefs of determined informants chosen in a natural setting. In order to know how CUN students perceive the fact of learning English should be an issue of investigation because English as a subject has been introduced in their curriculum and language teachers need to know what the relevance of such a decision is.

A mixed research study (qualitative-quantitative) becomes an appropriate method to investigate students opinions, attitudes and behaviours in a naturalistic and real environment, since a clear description and measurement of students assumptions and opinions about English learning is taken into account in a naturalistic environment at CUN university. As stated by Denzin and Lincoln (1994) a mixed research study is a method with different aspects, involving an interpretive, naturalistic approach including a descriptive measurement of each student. In this case, their perception towards the language. This means that the researchers develop their ideas in natural settings, attempting to understand and interpret assumptions individuals have.

Our experience as teacher-researchers at CUN University made us reflect about the way students perceive the fact of learning English, which was displayed in their
motivation towards the English class. Students’ opinions and beliefs about a specific foreign language is a fact that can influence their perception and motivation in the language. Different aspects could influence students perception towards the English learning process; aspects such as the quantity of class hours students take during the week, if they have enough free time to practice the language, prior knowledge of the language, strengths and weaknesses of the language, and so on.

This mixed research project was applied for a period of two years at CUN University. First of all, we had an observation period during the first semester in order to identify a specific problem based on students’ attitudes, assistance and their results in terms of knowledge of the language according to their performance during the semester. During this period, we recognise the fact that students seemed to be somehow unmotivated towards the language because their assistance, participation and attitudes in class made us believe that their perception in the English subject was not taken as a priority as it should be. We had a discussion on this topic and on the observations made about the possible reasons students seemed to be unmotivated in the class.

Once we identified the problem, and discussed about it according to the information collected in the diary, we made a research question and two sub questions which could help answer the main question, we also decided what research instruments we should use the following semesters in order to complete the study. We decided to use a survey and an interview and discussed about the questions that should be included in both of them. The questions had to do with students’ socio-cultural background, weaknesses and strengths, prior knowledge of the language and possible ways to improve their skills.

Our teaching practice began in the second semester. In order to continue with the observation, one of us taught the class and the other completed the observation sheet; we developed a non participant observation in which the observer collected data from students’ performance without taking active part of the class, in order to
identify students’ perception towards the language. This process lasted for three more semesters. We included different materials and activities in order to make some changes related to their motivation and perception towards the language detected in the first semester. At the end of each semester we discussed about the questions to be included in the survey and the interview according to the information collected in the teaching diary. The survey and the interview were conducted in the last semester of the teaching practice process.

During the whole process, the researchers took the role of observers and practitioners. This means that as teacher-practitioner researchers of this study, we did observations to see how students’ perception was including their attitudes, participation in class and assistance. Researchers were able to become actively involved in the research process. (Connely and Clandinin, 1990)

**Participants**

This mixed study was developed with 20 students from System Engineering, accounting and Business Administration, male and females ranging between 20 and 30 years old at CUN University in first level A1 general English. They had English classes twice a week the night shift.

**Age**

According to survey applied to 10 students of General English course from CUN University, we found that students are between 19 and 25 years old. 40% of students surveyed are 25 years old, 20% of students surveyed are 22 years old, other 20% of students surveyed are 20 years old, 10% of students surveyed are 21 years old and the leftover 10% are 19 years old. There were not students between 23 and 24 years old. From this age analysis, we can determine that General English course where we are developing our project is young and ages are relatively consequential. In order to support that information we wanted to make this figure related below:
Genre

According to survey applied to 10 students of General English course from CUN University, we found that there are students of both genres males and females. There are 6 men who correspond to 60% of total students and 4 women who correspond to 40% of total students. From this genre analysis, we can determine that in General English course where we are developing our project; there are more men than women. The role of gender in students’ motivation and language perception has been researched in order to determine why this factor is involved in a language classroom. There are some theories that propose some features like achievement motivation, including attribution, expectancy-value, self-efficacy and achievement goal perspectives (Meece, 2006). These elements are connected with students’ beliefs and behaviors that finally contribute to stereotypes. Look graphic 2
Careers

It is important to remember that we developed our project at Cun University in a General English course A1, where there were students from different careers like Business Administration, Engineering and accounting. This factor is important because the language perception and motivation change according to the career; that is why students have different desires, language targets, goals and needs. When it talks about students training is important to take into consideration the features students have related to how they learn, how they perceive the real world and their cultural and linguistic background. On the other hand there are factors like preset language contents and students’ desire and needs (Cordoba, 2003)

According to the consultation we did with the head teacher of the course and our population that in this case corresponds to 10 students from General English Course A1, we got the next results: recalling that our total population are 10 students from different careers, the 40% of the total students belongs to Business
Administration (4 students), other 40% of the total students belongs to Engineering (4 students) and finally the remaining 20% belongs to accounting (2 students).

**Look graphic 3**

![Careers](image)

**Figure 3**

Programs consulted – accounting, engineering and Business administration from CUN University

**General English course A1**

**Bogotá - Colombia**

**Students’ occupation**

According to the survey applied to 10 students from different careers than languages at Cun University, we determined that students have different occupations; it is important to remind that most of students are working all day long and studying at night. In this sense we got the next information: only one student expressed he did not work, three students reported they are employees, other student did not relate job or occupation, 2 students reported they are systems auxiliary and other student expressed he is a Business Administration. This means that in the General English course A1 where we developed the project, there are students from different careers and different occupations; this helps to determine what are the students’ needs facing language learning because each one of them
have different job requirements and challenges. **Look graphic 4**

![Ocupations](image)

**Figure 4**

*Total students surveyed – 10*

*Programs surveyed – accounting, engineering and administration from CUN University*

*Bogotá - Colombia*

**Institution**

This research study was conducted at “La Corporacion Unificada Nacional de Educación Superior CUN”. This institution offers professional and technical development in different areas. The university holds students from social status two and three and it is a private university. The institution is located in downtown Bogotá in a commercial and business area of the city. The emphasis of the institution is that of developing leader entrepreneurs who will contribute with the development of society.
**Instruments**

The instruments are related to the information collected during the research process. The instruments selected to develop this research study were research Written Observations, a survey, and an interview.

Written Observations are (written reports, usually developed after each class, however, in this study two members of the group participated in the process. One was in charge of the written observations while the other taught the class. Both switched position in each class session. This way we were able to gather more concrete information about students’ attitudes and performance during the class session.

A Research written Observation is a method of collecting data related to a determined research paradigm, generally, when the researcher is a teacher-researcher (Sá 1996, Silva 1997, 1999). According to Erikson (1989) interpretative educational research considers the classroom as a social and cultural environment; teachers’ actions as contributions for reflecting learning; and the nature of teachers’ and students’ perspectives as an intrinsic element for the educational process. Teaching and learning are actions that are in continuous interaction and in which important data sources are observed directly such as students’ perceptions, attitudes, thoughts and feelings (Shulman, 1989). There are many positive aspects of the observational research approach, as stated by Babbie (1992) observations are usually flexible and do not necessarily to be structured around a hypothesis (hypothesis is a statement about what you expect to observe) for example, before conducting a more structured research, the researcher observes and write notes in order to build a research question. In this study we wanted to collect information about students’, attitudes towards English learning at CUN University.
**Surveys**

Surveys are methods of collecting quantitative data or statistical information about specific issues in determined population (Basha & Harter, 2000). A survey research contains measurement procedures that involve asking questions to a certain group of people. The surveys also gather information about people’s thoughts and behaviours. We applied a statistical survey in which we previously designed the categories and the questions according to students’ socio-cultural background. The questions also included their professional goals, their participation in class, autonomous practice of the language and their own opinion on how to improve their English skills. The survey was conducted in the third semester of the teaching-practicum. The survey was applied to all the students of the class (A1 General English). Taking into consideration the survey applied at Cun university, we started analyzing some aspects like age, careers and genre which are important within students’ language perception and motivation. **Look annex 1**

**Interviews**

An interview is a set of planned questions in which two people participate, the interviewer and the interviewee. These questions are related to a certain topic or inquiry in order to obtain information and understanding of issues relevant to general aims and specific questions of a research project (Gillham, 2000). The structured interview is designed with a series of specific questions, while in the unstructured interview the researcher has the opportunity to change the questions or adapt them to meet the participant beliefs, intelligence or understanding. In this type of interview the researcher analyse the participants’ answers in order to gather information.

The target of the interviews is to collect more information from the participants about the issue being researched so that the researchers can obtain different points of view about the topic of interest. In the interview we wanted to collect
students’ opinions and beliefs towards the inclusion of English as a subject in the official curriculum and the influence this inclusion might have towards their motivation and the way they perceive the learning process. Look annex 2

**Class observation**

Class observation is an important data collection instrument because is one of the best ways to acquire and refine a student teacher’s skills. A teacher can learn through observation how successful teachers put theory into practice. As pedagogical principles are applied to the science of teaching, the teacher can understand the theories and concepts presented in preparatory coursework. Careful observation and thoughtful analysis help lay the foundation for the development of sound teaching practices. In this sense, the classroom is an important encounter between teacher and a body of students where learning occurs or is guided (Margaret kerns, 1988). This instrument helps to establish a good relationship between teacher and students that contribute to improve class environment and learning process.

A class observation determines how students are motivated and what are the relevant students’ attitudes and desires. This is fundamental for developing strategies and methodologies that involve opportunities for learning. In fact class observation could be the base for designing classes and could consider as a tool for an efective teaching and learning process. Thus, observing is the process of studying classroom activities to determine teaching strategies and student responsiveness. It can be used to gain insight into planning, organization, approaches, methods of presentation, behavior management techniques, and individual student differences. Rules and procedures could be determined by this instrument, the observer may also note methods to motivate students and keep them focused on the instructional activity. Look annex 3
**Chronogram:**

The general idea was that in each class we could get information about students through surveys, interviews and journals in order to determine the real motivation students had facing an English class at Cun University. At the same time we analyzed that information in a qualitative way in order to describe their opinions and suggestions that were related directly with our project. In this sense, it is important to consider the next aspects:

- We applied at least one survey in order to collect data about English perceptions and motivation at CUN university students.

- We interviewed some students in order to support the research process.

- We analyzed the data taking into account principles and theories about motivation in EFL classroom.

- We categorized data from analysis we will make about a survey and an interview applied there. Look annex number 1

**DATA ORGANIZATION**

In order to organize the data collected through surveys, interview and observation, we wanted to interpret the information taking into consideration the answers given by students in the instruments of data collection. Our purpose was to interrelate the questions proposed in each instrument with the constructs our project is focused. In this case it corresponds to language perception, motivation and language learning. First of all, we took students’ answers in the survey statement by statement in order to compare and analyze such answers and thus, find an answer pattern that finally helped us to connect them with our constructs about language perception, motivation and teaching and learning.
On the other hand we did the same with the interview and the class observation. This data organization helped us to find some categories that are involved within the project we have developed; that is why the patterns and the students’ answers have allowed us to identify real perceptions about language, how students are motivated and what factors they consider are essential into the language learning process.

**TRIANGULATION**

Triangulation is a process where instruments of data collection are connected with the research question and sub questions in order to find real categories that contribute in the development of the project. In fact this element helps understand how data collected through surveys, interviews and class observation could be used to determine a real meaning of the project. Next we related the matrix where triangulation was developed and analyzed:

<table>
<thead>
<tr>
<th>RESEARCH QUESTION</th>
<th>SUBQUESTIONS</th>
<th>ANALYSIS CATEGORY</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do beginner students at Cun University in other areas different from languages perceive English learning and how is motivation related to that perception?</td>
<td>English skills and language perception</td>
<td>Survey (statement 1, 2, 3, 4, 7, 10 and 17) Class observation (statement 4, 9 and 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in class is involved in English learning and language perception.</td>
<td>Survey (statements 5 and 6) Class Observation (statement 2 and 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English learning integrated to their careers is more meaningful</td>
<td>Survey (statements 8, 9, 12, 14 and 28) Class observation (statement 5, 6, 8, 9, 11 and 13) Interview (question 4 and 6)</td>
<td></td>
</tr>
<tr>
<td>What are the students’ perceptions about learning English as a foreign language?</td>
<td>Survey (statement 15, 16, 17, 18, 19, 20, 21 and 32) Interview (question 4 and 6) Class observation (statement 3, 4, 6, 7, 9, 10, 11, 12 and 13)</td>
<td></td>
<td></td>
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<td>---</td>
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<tr>
<td>Extra courses help English learning.</td>
<td>Survey (statement 23) Interview (question 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English learning is important for getting good jobs and for communicating with people around the world</td>
<td>Interview (question 2 and 5) Survey (statement 24, 27 and 31)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English learning is necessary and important in the medium where they develop themselves</td>
<td>Survey (statements 8 and 28) Interview (question 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class environment helps to improve English learning</td>
<td>Survey (statement 22) Class observation (statement 2, 4, 8, 11 and 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English learning is important for accomplishing labor and academic requirements.</td>
<td>Survey (statement 28) Interview (question 3, 5, 6 and 7)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS OF DATA**

According to the purpose of this research project, we intend to gather data in order to categorize specific information given by the students according to a research
question and three sub-questions:

- How do beginner students at CUN University in other areas different than languages perceive English learning, and how motivation is related to that perception?

**Sub questions**

- What factors influence students’ perceptions related to EFL?
- What are students’ perceptions about learning English as a foreign language?
- How does students’ engagement in class activities reveal their motivation for English learning?

These questions lead us to select three research instruments such as a survey, an interview and an observation report. These instruments were applied at CUN University, in a general course of English A 1.1 and are intended to obtain, and relate students’ perception and their motivation with English teaching and learning process. The categories selected were the following:

1. English learning is important for getting good jobs and communicating with people around the world which seem to increase students’ motivation towards their learning process.
2. English skills and English language perception evidence students’ motivation.
3. Participation in class is involved in English learning and language perception according to students’ motivation.
4. English learning is important and necessary for students in their future professional environment, something that reflects their motivation in learning the new language.
5. Students’ motivation increases when they perceive that English learning is related to their future profession, for this reason, they find the learning process more meaningful.
6. Teacher methodologies and strategies used by the teacher during class reflect the way students perceive the fact of learning English and eventually their motivation in the learning process.

7. English learning depends on dedication and personal effort by the student in accordance to their motivation and perception of the language.

8. Class environment helps improving English learning and students’ motivation in their perception of the new language.

9. English learning is important for accomplishing professional and academic requirements according to students’ motive or desire in learning the new language.

1. **English learning is important for getting good jobs and communicating with people around the world which seems to improve students’ motivation towards their learning process**

According to students’ answers during data collection procedure, students perceive the fact of learning English as a way for advancing in future professional development. For this reason, students’ motivation towards the language seems to be influenced by their future expectations related to their major and learning English. In other words, students professional needs are definitely involved in the way students perceive the English language and their attitude towards the same. As stated by Bransford (2000), when he says that for English students, it is important to connect their needs, learning and knowledge with the context where they are involved. This means that students relate their learning process with external factors such as job, culture and family.

The fact of learning a foreign language means that students have a specific reason to do so. In other words, their motivation is evidently related to the learning process and their internal and external factors which are in fact an issue that determine students’ motivation toward their goal, that is, to be able to perform in future professional duties and communicate with foreign people. It is clearly described by
(Van Deth, 1983) when he mentions that learning a foreign language implies that an individual has a motive desire or necessity in order to acquire a new language. In order to support this information mentioned and analyzed before, we wanted to relate the questions 2 and 5 of interview applied at Cun students and the statements 24, 27 and 31 of survey.

For instance in the question 2 of interview we wanted to get information about English learning in Colombia; from this factor students stated that English learning is important for getting good jobs and for communicating with people around the world. This could be observed in one of the students’ answer stated in the interview.

2. ¿Qué opinión tiene usted Acerca del aprendizaje del idioma Inglés en Colombia? Es bueno para los que quieran aprender a hablarlo.

STUDENT No 2: Es muy bueno porque así los colombianos nos podemos relacionar más con las personas que hablan inglés y lo utilizan para el trabajo o para viajar sin problema del idioma.

On the other hand in question 5 of the interview which refers to expectations about English learning students stated that English as a language is essential for improving their job performance.

5. ¿Qué expectativa tiene respecto al aprendizaje del idioma Inglés durante su carrera profesional?

STUDENT No 1: Espero poder comunicarme con gente que hable inglés especialmente para asuntos relacionados con mi trabajo. También me gustaría aprenderlo en caso de que viaje a un país donde hablen inglés y así poder conocer y relacionarme con diferentes personas.

Likewise students stated through survey, statements 24 and 27 that English learning helps to get a good job and to know people of other countries. Most of
them were completely agree with the statement.

Statement 24

STUDENT No 1, 2, 5, 7, 9, 10, 11 AND 13: Completamente de acuerdo
STUDENT No 5, 8, 9 AND 14: Intermedio

Statement 27

STUDENT No 1, 2, 4, 6, 8, 10, 12, 13 AND 14: Completamente de acuerdo

And finally in the statement 31 that refers to expectations about English learning, students stated that this language is important for communicating with people and for improving labor performance. It is evidently that the answers given by students in the interview and survey are connected with this first categorie analized; that is why we took into consideration these external factors which are involved in language perception and motivation.

<table>
<thead>
<tr>
<th>31. ¿Qué expectativas tiene con el aprendizaje del idioma Inglés?</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT No 1</td>
</tr>
<tr>
<td>STUDENT No 2</td>
</tr>
</tbody>
</table>

In order to understand the answers given by students in the survey, we wanted to show some graphics where we could observe how many students consider English learning as an important factor for getting good jobs and communicating with people around the world. In this sense we could connect students’ perceptions with English learning. Taking into consideration the statement number 24 which is to get a good job, A total of 14 students surveyed, 8 students stated to completely agree with this statement; this corresponds to 57% of total students surveyed, 5 students stated to agree with this statement; this corresponds to 36% of total students surveyed and finally 1 student stated to disagree with this statement; this corresponds to 7% of total students surveyed. Look graphic 1
While in relation to statement 27 which corresponds to **English learning for communicating with people around the world**, a total of 14 students surveyed, 9 students stated to completely agree with this statement; this corresponds to 65% of total students surveyed, 3 students stated to agree with this statement; this corresponds to 21% of total students surveyed, 1 student stated to disagree with this statement; this corresponds to 7% of total students surveyed and finally 1 student stated to completely disagree with this statement; this corresponds to 7% of total students surveyed. **Look graphic 2**

Finally in relation to statement 31 which corresponds to the next question: **What expectations do you have facing English learning?**, a total of 14 students surveyed, 6 students stated to learn English in order to get a good job; this corresponds to 43% of total students surveyed and the remaining 8 students stated to learn English as a personal desire and need; this corresponds to 57% of students surveyed. **Look graphic 3**

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**Graphic 1**

<table>
<thead>
<tr>
<th>Get a good job</th>
<th>Completely agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1; 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5; 36%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8; 57%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graphic 2**

<table>
<thead>
<tr>
<th>Communicate with people</th>
<th>Completely agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Completely disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1; 7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3; 21%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1; 7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9; 65%</td>
<td></td>
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</tbody>
</table>
Students perceive the fact of learning English as a way for future professional and personal development, something that clearly evidence students’ motivation towards the learning process and their attitude during class. In other words, English learning seem to be connected to students’ needs and the context they are planning to perform in their future professional careers and the interpersonal relation they might have with foreign people.

2. **English skills and language perception evidence students’ motivation**

According to the observations and the answers given by students throughout the survey, it is evident that the most difficult English skill to learn is speaking, while listening, reading and writing do not seem to be as difficult for them to learn. When learning a foreign language there are different aspects that are involved in order to be able to communicate with others. The way students feel or sense the fact of learning English is an important issue that is related to their language skills, in other words, the desire to learn the new language will be reflected in terms of students’ motivation and professional expectations of their future formal occupation. When
we talk about language perception, we need to take into consideration how
cognitive processes depend on internal and external factors that influence students’
language learning and the way they receive and perceive determined information.
(Lee, 1986; Allot, 2001).

Learning a foreign language is a process that requires the involvement of other
people and elements such as materials, methodologies and instruction in order to
develop language skills, as stated by Brophy (1990) when he relates the fact of
drilling and being in touch with the new language as much as possible in order to
have a better perception towards the new language. In order to support this
information mentioned and analyzed before, we wanted to relate the statements 1,
2, 3, 4, 7, 10 and 17 of survey and the statements 4, 9 and 11 of class observation
because the answers given by students are connected with this category.

For instance in the question 1 of the survey, we intended to get information about
language skills and weaknesses. In this sense students stated that pronunciation is
one of the principal factors involved in relation to lack of motivation that directly is
connected with language perception. On the other hand they stated that
interpretation, comprehension, listening and vocabulary are skills in which they
feel better. This can be supported in the answers given by students related below:

1. ¿Cuál considera usted es su debilidad y fortaleza en el
aprendizaje del idioma Inglés?

STUDENT No 1: Mi debilidad es la pronunciación, mi fortaleza la traducción
STUDENT No 2: Mi debilidad es que no se pronunciar bien y por eso me
limito a hablar. Mi fortaleza es cuando lo interpreto bien.
STUDENT No 8: Mi debilidad es la pronunciación y mi fortaleza es la
concentración y el vocabulario.

Likewise in the question 2 of survey, we could get information about students’
English level. This was important for determining what students perceive about
English language taking into consideration previous knowledge and skills in which they feel better. This could support from the answers given by students related below:

2. De acuerdo con sus conocimientos del idioma Inglés, ¿cuál cree que es su nivel en dicho idioma?

STUDENT No 1, 2, 3, 4, 6, 7, 10, 11, 12 AND 13: Basico
STUDENT No 5, 8, 9 AND 14: Intermedio

On the other hand, the statement 3 of the survey made reference to the knowledge acquired during elementary and high school in relation to English language. Most of students stated that their knowledge is acceptable which is a factor for determining students’ motivation and language perception.

3. ¿Cómo considera usted el conocimiento adquirido del idioma Ingles en la primaria y el bachillerato?

STUDENT No 1, 2, 3, 4, 5, 6, 10, 11, AND 12: Acceptable

In the statement 4 of survey which made reference to the most difficult English skill to learn for them, students stated that speaking is a communicative skill in which they do not feel confident. This is a factor that determine lack of motivation in students.

4. ¿Cuál de las siguientes competencias comunicativas cree usted es la más complicada de aprender en el idioma Ingles?

STUDENT No 1, 2, 5, 6, 10, 11, 12 AND 13: Speaking

In the statement 7 of survey which is related to pronunciation mistakes, students stated that pronunciation mistakes is an important factor involved in lack of class participation. This is also an element that determine level of motivation in students.
7. Tengo temor de cometer errores de pronunciación

STUDENT No 1, 3, 4 AND 7: De acuerdo
STUDENT No 2 AND 6: Completamente de acuerdo

In the statement 10 which is related with students’ expresivity and confidence, they did not feel bad when they speak English. This could be observed in the answers given by them as follows:

10. Me siento mal cuando me expreso en Inglés

STUDENT No 1, 3, 4, 5, 7, 9 AND 12: En desacuerdo
STUDENT No 10: Completamente en desacuerdo

Moreover, in some class observations we could analyse that through some activities related to expresivity like hand outs, role plays and workgroup activities, interaction and expressivity helped in English learning. Students could feel more confident if they perform in front of the class. In contrast, they showed lack of knowledge in basic vocabulary but they seemed motivated in completing the activity.

In order to understand the answers given by students in the survey, we wanted to show some graphics where we relate factors like students' English level, Previous English knowledge and English skills more complicated to learn. Taking into consideration the question number 2 of the survey: Which is your real English level?, a total of 14 students, 10 stated to have a Basic English level; this corresponds to 71% of total students surveyed. The rest of students stated to have an intermediate English level; this corresponds to 29% of total students. Look graphic 4

On the other hand and considering the question number 3 of the survey which is: How do you consider the acquired English knowledge during high school?, a total of 14 students, 10 stated to have an acceptable English knowledge obtained
during elementary and high school; this corresponds to 72% of total students surveyed. 2 students stated to have an inadequate English learning during elementary and high school; this corresponds to 14% of total students and 2 students stated to have a good English learning during elementary and high school; this corresponds to 14% of total students. **Look graphic 5**

Likewise, From question number 4 of survey which is: **Which English skill do you consider the most difficult to learn?**, a total of 14 students, 8 stated that speaking is the skill more complicated; this corresponds to 57% of total students surveyed. 4 students stated that writing is the skill more complicated; this corresponds to 29% of total students surveyed. And finally 2 students stated that listening is the skill more complicated; this corresponds to 14% of total students. Reading skill was not mentioned. **Look graphic 6**

From the statement number 7 which is **I have a fear of making pronunciation mistakes**, a total of 14 students surveyed, 5 stated to disagree with this statement; this corresponds to 36% of total students surveyed, 4 students stated to agree with this statement; this corresponds to 28% of total students surveyed, 3 students stated to completely disagree with this statement; this corresponds to 22% of total students surveyed and finally 2 students stated to completely agree with this statement; this corresponds to the remaining 14% of total students surveyed. **Look graphic 7**

Taking into consideration the statement number 10 which is: **age is an important factor into English learning**, a total of 14 students surveyed, 5 stated to completely agree with this statement; this corresponds to 36% of total students surveyed, 3 students stated to agree with this statement; this corresponds to 21% of total students, 3 students stated to disagree with this statement; this corresponds to 21% of total students surveyed and finally 3 students stated to completely disagree with this statement; this corresponds to the remaining 21% of total students. **Look graphic 8**
Finally and from the statement number 17 which is: **I need to speak more English in class**, a total of 14 students surveyed, 5 students stated to completely agree with this statement; this corresponds to 36% of total students surveyed, 4 students stated to agree with this statement; this corresponds to 29% of total students surveyed, 4 students stated to disagree with this statement; this corresponds to 29% of total students surveyed and finally 1 student stated to completely disagree with this statement; this corresponds to 7% of total students surveyed. **Look graphic 9**

**Graphic 4**

![English level](image)

**Graphic 5**

![Previous knowledge](image)

**Graphic 6**

![Skill most complicated to learn](image)

**Graphic 7**

![Pronunciation mistakes](image)
Language skills influence students’ motivation and the way they perceive English language. It is evident that the most difficult English skill to learn for students is speaking, while reading, listening and writing do not interfere as much in their learning process. Students’ previous English knowledge has been intended to gain grammatical control of the language in stead of oral communicative means.

3. Participation in class is involved in English learning and language perception according to students´ motivation

As stated in the information collected in the survey, students have certain difficulty in class participation, as students seemed to be somehow unmotivated during most of the class. This indicates that new approaches and methodologies should be applied in order to get students more interested in the learning process. As stated by Gardner (1960) when teachers create environments where students feel comfortable, confident and motivated, the teacher can improve student´s attitude towards the learning process.

The lack of participation in class indicates that students perception towards the language might not be what they were expecting in the learning process, that is
why teachers should select a specific instruction and approach which has to be related to students’ major, this way, students will perceive the language as part of their future professional career and could be a strategy to involve students in the class and make them participate more. In order to support this information mentioned and analyzed before, we wanted to relate the statements 5 and 6 of survey and the statements 2 and 4 of class observations because the answers given by students are connected with this category.

For instance in the statement number 5 of the survey which is related to class participation, students stated that they evidently participate in class and this factor is involved in their English learning and language perception.

5. **Participo en la clase de Ingles activamente**

**STUDENT No 1, 4, 7, 10 AND 14:** *Completamente de acuerdo*

**STUDENT No 2, 3, 5, 8, 9, 11 AND 13:** *De acuerdo*

In the statement number 6 related to difficulties to participate in class, most of students stated that they really want to participate in class but they have difficulties to do it. This could be observed in the answers given by students in the survey related below:

6. **Quiero participar pero se me dificulta**

**STUDENT No 1, 2, 5, 8, 11 AND 13:** *De acuerdo*

On the other hand and taking into consideration the class observation which was focused on class participation, we observed that a good amount of students seemed lost and not interested in what was going on. That is why students’ motivation is determined according to factors like class attention and participation.

In order to understand the answers given by students in the survey, we wanted to show some graphics where we relate factors like class participation and difficulties to participate actively in sessions. Considering the statement number 5 which is
participate in the English class in an active way, a total of 14 students, 7 stated to agree with class participation actively; this corresponds to 50% of total students surveyed. 5 students stated to completely agree with class participation actively; this corresponds to 36% of total students. 1 student stated to disagree with class participation actively; this corresponds to 7% of total students and finally the last student stated to completely disagree with class participation actively; this corresponds to the remaining 7% of total students. **Look graphic 10**

On the other hand and from the statement number 6 which is I really want to participate but it is difficult to me, a total of 14 students surveyed, 6 stated to agree with this statement; this corresponds to 43% of total students surveyed. 5 students stated to disagree with this statement; this corresponds to 36% of total students surveyed and finally the remaining 3 students stated to completely disagree with this statement; this corresponds to 21% of total students surveyed. **Look graphic 11**

Total students surveyed – 14

Programs surveyed – accounting, engineering and administration from CUN University

Bogotá – Colombia

Students’ motivation with regard to learning English seem to be increased according to their opinion of English language, since they believe that the fact of learning the language will be connected with their possibilities to get a better
position in their future jobs.

4. **English learning is necessary and important for students in their future professional environment, something that reflects their motivation in learning the new language.**

According to students’ answers throughout the survey, we can realize that the fact of learning English will influence the way they perceive their future professional careers. In other words, students’ motivation and desire to learn the language is influenced by their future professional expectations since most of them agreed that learning English will improve their development in their work performance. As stated by Bransford (2000) it is fundamental to connect students’ needs, learning and knowledge with the context where they are involved, which means that students relate their learning process with external factors such as jobs or just the fact of communicating with English speaking people. In order to support this information mentioned and analyzed before, we wanted to relate the statements 8 and 28 of survey and question 3 of interview because the answers given by students are connected with this category.

For instance in the statement 8 which is related with the importance of English language, students believe that English learning is necessary and important in the medium where they are involved (culture, job, society, economy and policy). This can be observed in the answers given by students in the survey.

8. *El aprendizaje del idioma Ingles es necesario en nuestro medio*

**STUDENT No 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13 AND 14: Completamente de acuerdo**

On the other hand, in the statement 28 which is related to academic requirements, Students stated that English learning is important for accomplish the academic requirements. This can be observed in the answers given by students in the survey.
27. Para cumplir con las exigencias académicas de la universidad

STUDENT No 2, 4, 5, 7, 9, 10, 12 AND 13: Completamente de acuerdo
STUDENT No 1, 8 AND 14: De acuerdo

Finally, in the question number 3 of the interview which is related with the importance of English language in students’ professional future, they stated that English learning is necessary because of current labor requirements. This can be observed in the answers given by students in the interview.

3. ¿Considera necesario el aprendizaje del idioma Inglés para su futuro profesional? ¿Por qué?

STUDENT No 1: Si porque hoy en día la demanda de personal bilingüe con conocimientos de Inglés en cualquier empresa es un requerimiento esencial, sobre todo para los buenos puestos,

STUDENT No 2: Si porque sabiendo inglés uno puede conseguir un mejor trabajo en una multinacional buena o algo así.

STUDENT No 4: Si porque de esta forma puedo comunicarme más fácil con gente de otros países que no hablen español y hagan relación a mi trabajo.

In order to understand the answers given by students in the survey, we wanted to show some graphics where we relate factors like the importance of English learning and academic requirements. Taking into consideration the statement number 8 which is: _English learning is necessary in our context_, a total of 14 students surveyed, 13 stated to completely agree with this statement; this corresponds to 93% of total students surveyed. Only 1 student stated to agree with this statement; this corresponds to the remaining 7% of total students. Look graphic 12.

On the other hand and considering the statement number 27 which is: _to accomplish academic requirements_, a total of 14 students surveyed, 8 students stated to completely agree with this statement; this corresponds to 57% of total
students surveyed, 3 students stated to agree with this statement; this corresponds to 21% of total students surveyed and finally 3 students stated to disagree with this statement; this corresponds to 21% of total students surveyed. **Look graphic 13**

![Graphic 12](image1)

**Graphic 12**

**English learning in the current society**

- Agree: 1 (7%)
- Completely agree: 13 (93%)

![Graphic 13](image2)

**Graphic 13**

**Academic requirements**

- Completely agree: 3 (21%)
- Agree: 3 (21%)
- Disagree: 8 (58%)

*Total students surveyed – 14*

*Programs surveyed – accounting, engineering and administration from CUN University*  
*Bogotá - Colombia*

Students adopt a positive attitude in relation to English learning every time they consider it as a meaningful support for further development in professional and personal relationships using English as a tool for success.

5. **Students’ motivation increases when they perceive English learning is related to their future profession, for this reason, they find the learning process more meaningful.**

It is evident according to the answers given by the students in the survey and the interview that English learning students adopt a different attitude towards the language every time they relate English learning and their future careers. They expect to perform in their future professional activities adding English as a tool to perform in their jobs and a probable way to be more successful in their careers, and for this reason in their personal life. The fact of learning English as a support for their professional and future personal life motivate them to learn the new language and have a real perception towards the learning process. In order to
support this information mentioned and analyzed before, we wanted to relate the statements 8, 9, 12, 14 and 28 of survey, question 4 and 6 of interview and statement 5, 6, 8, 9, 11 and 13 of class observation because the answers given by students are connected with this category.

For instance in statement 8 of the survey which is related to the importance of English learning, students believe that English learning is necessary and important in the medium where they are involved (culture, education and economy). This can be observed in the answers given by students in the survey.

8. *El aprendizaje del idioma Ingles es necesario en nuestro medio*

   STUDENT No 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 AND 13: *Completamente de acuerdo*
   STUDENT No 14: *De acuerdo*

Likewise, in the statement 9 of survey which is related with students’ interest for learning languages, they stated to have a real desire for learning. This is a factor involved in motivation and language perception.

9. *Me interesa mucho el aprendizaje del idioma Ingles*

   STUDENT No 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13 AND 14: *Completamente de acuerdo*
   STUDENT No 9 AND 12: *De acuerdo*

On the other hand, in the statement 12 which corresponds to topics seen in class in relation to students’ interest, most of them stated to have a real interest in those topics related to their major and English learning. This can be observed in the answers given by students in the survey.

12. *No me interesan los temas vistos en clase*

   STUDENT No 2, 5, 10 AND 11: *Completamente de acuerdo*
   STUDENT No 13: *De acuerdo*
Moreover, in the statement 14 related with class participation taken in spanish, students do not agree because they consider it is necessary to practice English in classes.

14. Participo más en clases dadas en el idioma español

STUDENT No 1, 3, 6, 12 AND 14: Completamente en desacuerdo
STUDENT No 7 AND 9: En desacuerdo

Finally, in the statement 28 which is related with academic requirements, students stated that English learning is important for accomplishing the academic requirements.

28. Para cumplir con las exigencias académicas de la universidad

STUDENT No 2, 4, 5, 7, 9, 10, 12 AND 13: Completamente de acuerdo
STUDENT No 1, 8 AND 14: De acuerdo

In relation to interview, we took into consideration the question 4 which is related to English learning and professional future. In this question, students stated that learning a language is necessary because of current labor requirements. This can be observed in the answers given by students in the interview.

4. ¿Considera necesario el aprendizaje del idioma Inglés para su futuro profesional? ¿Por qué?

STUDENT No 1: Si porque hoy en día la demanda de personal bilingüe con conocimientos de Inglés en cualquier empresa es un requerimiento esencial, sobre todo para los buenos puestos

STUDENT No 2: Si porque sabiendo inglés uno puede conseguir un mejor trabajo en una multinacional buena o algo así.

Likewise, in the question 6 of interview which is connected with students’
expectations in relation to their career, they stated that English learning is essential for improving job performance.

6. **¿Qué expectativa tiene respecto al aprendizaje del idioma Inglés durante su carrera profesional?**

   **STUDENT No 1:** Espero poder comunicarme con gente que hable inglés especialmente para asuntos relacionados con mi trabajo. También me gustaría aprenderlo en caso de que viaje a un país donde hablen inglés y así poder conocer y relacionarme con diferentes personas.

   **STUDENT No 4:** Espero aprender mucho más de lo que en estos momentos sé de inglés especialmente para poder desempeñarme mejor en mi trabajo

   **STUDENT No 5:** Aprender lo necesario, por si lo llego a necesitar en algún momento en el futuro

According to class observation, we have found some connection among class development, activities and motivation. For instance during a class observed, several students concentrated in other issues more specifically in other subjects related with their careers like Math and Accounting. This could be a factor that determines lack of students’ motivation. Likewise, they thought that these English language issues activities were very different than the one they were supposed to be doing. The fact is that students expected that English learning was focused more in their careers. In contrast, there was a class where students asked questions about how to use the language properly during a dialogue related to their careers. This showed a real interest for learning thanks to the interaction with the teacher and the topic based on their majors.

In other class, we observed they showed lack of knowledge in basic vocabulary but they seemed motivated in completing the activity. Though students need to learn vocabulary to improve English skills, they are motivated because class activities
are interesting. This reflects a real interest for learning which is a connection with motivation.

In order to understand the answers given by students in the survey, we wanted to show some graphics where we relate factors like English learning and society needs, interest in English language, topics seen in class facing lack of participation and academic requirements. Taking into consideration the statement number 8 which is: **English learning is necessary in our context**, a total of 14 students surveyed, 13 stated to completely agree with this statement; this corresponds to 93% of total students surveyed. Only 1 student stated to agree with this statement; this corresponds to the remaining 7% of total students. **Look graphic 14**.

From the statement number 9 which is: **I am interested in English language**, a total of 14 students surveyed, 12 stated to completely agree with this statement; this corresponds to 86% of total students surveyed. The remaining 2 students stated to agree with this statement; this corresponds to 14% of total students surveyed. **Look graphic 15**.

On the other hand, in the statement number 12 which is: **I am not interested in the class topics**, a total of 14 students, 9 stated to completely disagree with this statement; this corresponds to 64% of total students surveyed, 4 students stated to completely agree with this statement; this corresponds to 29% of total students and finally 1 student stated to agree with this statement; this corresponds to the remaining 7% of total students surveyed. **Look graphic 16**.

Moreover and taking into consideration the statement number 14 which is: **I tend to participate more in English classes but taking them in Spanish**, a total of 14 students surveyed, 4 students stated to completely agree with this statement; this corresponds to 29% of total students surveyed, 5 students stated to completely disagree with this statement; this corresponds to 36% of total students, 3 students stated to agree with this statement; this corresponds to 21% of total students
surveyed and finally 2 students stated to disagree with this statement; this corresponds to the remaining 14% of total students surveyed. Look graphic 17.

Finally and considering the statement number 28 which is: to accomplish academic requirements, a total of 14 students surveyed, 8 students stated to completely agree with this statement; this corresponds to 57% of total students surveyed, 3 students stated to agree with this statement; this correspond to 21% of total students surveyed and finally 3 students stated to disagree with this statement; this correspond to 21% of total students surveyed. Look graphic 18.
Total students surveyed – 14
Programs surveyed – accounting, engineering and administration from CUN University
Bogotá - Colombia

Students’ perception as well as their motivation towards English language learning is reflected by the methodology and the instruction applied by the teacher during the class session and in fact relates students’ internal needs with the strategies adopted by the instructor in terms of students’ future expectations of the language, for this reason students should be exposed to credible and meaningful tasks for their own socio-cultural development.

6. Teacher methodologies and strategies used by the teacher during class reflect the way students perceive the fact of learning English and eventually their motivation in the learning process.

According to the answers given by students in the surveys and interview is important to mention that methodologies and strategies developed by teacher in class are two fundamental factors related to students’ language perception and motivation. As stated by Gagne in his Condition of Learning Theory (1985, 50:72) “Different internal and external conditions are necessary for each type of learning. For example for cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems, to learn attitudes, the learner must be exposed to a credible role model or persuasive arguments. In this sense, language learning could be improved if the teacher applies correct class strategies and methodologies.

The most important here is to take into account students’ needs, desires and interests when designing lesson plans and class activities. In order to support this information mentioned and analyzed before, we wanted to relate the statements 15, 16, 17, 18, 19, 20, 21 and 32 of the survey, question 4 and 6 of the interview and statements 3, 4, 6, 7, 9, 10, 11, 12 and 13 of the class observation because the answers given by the students are connected with this category.
For instance in the statement 15 which is related with English learning improvement, students stated agree because this language is necessary for getting jobs and academic requirements. This can be observed in the answers given by students in the survey.

15. Creo que puedo mejorar mi aprendizaje del idioma Ingles

STUDENT No 1, 3, 5, 6, 7, 10, 11 AND 13: Completamente de acuerdo
STUDENT No 2, 4, 8, 9, 12 AND 14: De acuerdo

On the other hand, in the statement 16 which is connected with English practice out of class, half of students think they can improve English learning practicing in other context different than classroom. The other half, do not think this is the best way. In fact, students have different perceptions of learning; that is why their experiences and desires are not similar.

16. Haciendo más uso del idioma Ingles fuera de clase

STUDENT No 3, 11, 12 AND 14: De acuerdo
STUDENT No 4, 8, 9 AND 13: Completamente de acuerdo
STUDENT No 1, 5, 6, AND 7: En desacuerdo
STUDENT No 2, AND 10: Completamente en desacuerdo

Likewise and taking into consideration the statement 17 which is related to English practice in the classroom, most of students stated that is important to practice English in class because in this way they could feel more confident.

17. Hablando en Ingles en clase

STUDENT No 1, 4, 7, 13 AND 14: Completamente de acuerdo
STUDENT No 2, 3, 8 AND 9: De acuerdo
Moreover and considering the statement 18 which is related with listening songs and reading in English language, definitively students think that through song lyrics and reading they could improve English learning. This is a factor that should be considered into methodologies and class strategies in order to increase motivation.

18. Escuchando canciones y leyendo en Ingles

STUDENT No 1, 4, 8, 9, 13 AND 14: Completamente de acuerdo
STUDENT No 2, 3, 5, 6, 10, 11 AND 12: De acuerdo

In the statement 19 of survey which is related with movies and TV shows, students stated it is important to consider this kind of activities in order to improve English language. This can be observed in the answers given by students in the survey.

19. Viendo películas y / o programas de TV en Ingles

STUDENT No 1, 4, 6, 8, 13 AND 14: Completamente de acuerdo
STUDENT No 2, 5, 7, 9 AND 10: De acuerdo

Likewise, in the statement 20 which is connected with personal dedication and effort, students stated that these factors are essential in an English learning process. This can be observed in the answers given by students in the survey related below:

20. Depende de mi esfuerzo y dedicación personal

STUDENT No 1, 2, 4, 5, 6, 7, 8, 10, 13 AND 14: Completamente de acuerdo
STUDENT No 9, 11 AND 12: De acuerdo

Moreover and taking into consideration the statement 21 which is related with teacher’s attitude and methodologies used to teach the class, students stated that these factors are essential into English learning process because it helps to motivate students in relation to class development.
21. **Depende de la actitud del profesor y su metodología**

**STUDENT No 4, 5, 8, 10, 11 AND 13:** Completamente de acuerdo

**STUDENT No 1, 2, 6, 7, 9 AND 14:** De acuerdo

Finally in the statement 32 which is related with English skills improvement, most of students stated that practicing English daily, and according to their effort and dedication, it will to improve English learning. This could be observed in the answers given by students in the survey.

32. **¿Cómo cree usted que podría mejorar sus habilidades en el idioma Inglés?**

**STUDENT No 1:** Con dedicación y una mayor profundización con un profesor

**STUDENT No 2:** En la práctica diaria o por lo menos más a menudo tomando este idioma más fácil y así se volverá costumbre.

**STUDENT No 3:** Con práctica, pues creo que el estado en constante uso del idioma, se afianzan los conocimientos a nivel personal.

**STUDENT No 13:** Tengo que practicar mucho más ya sea practicando con otras personas o en lo personal viendo videos o escuchando música

Meanwhile, in the survey we found some answers that are linked to motivation and language perception and of course are connected with the category we are analizing here. For instance in the question 2 which is related with English learning in Colombia, students stated that English learning is important for getting good jobs and for communicating with people around the world. This could be observed in the answers given by students in the interview.

4. **¿Qué opinión tiene usted Acerca del aprendizaje del idioma Inglés en Colombia? Es bueno para los que quieran aprender a hablarlo.**

**STUDENT No 1:** Pues en estos momentos es importante saber Inglés ya
que nos puede ayudar para nuestra carrera y para poder conseguir un buen trabajo.

**STUDENT No 2:** Es muy bueno porque así los colombianos nos podemos relacionar más con las personas que hablan inglés y lo utilizan para el trabajo o para viajar sin problema del idioma.

**STUDENT No 3:** Pues yo creo que es bueno aprender Inglés porque así nos podemos relacionar con la gente que no hable español pero que hable inglés, sobre todo para las relaciones internacionales.

**STUDENT No 4:** Pues yo creo que es bueno aprender Inglés porque así nos podemos relacionar con la gente que no hable español pero que hable inglés, sobre todo para las relaciones internacionales.

Likewise, in the question 6 of the interview which is connected with class methodologies and strategies, students stated that it is important to consider students’ careers, needs and desires before designing classes because motivation is important for them. This could be observed in the answers given by students in the interview related below:

6. ¿Cree usted que la metodología y los recursos utilizados durante la clase de inglés en el semestre estuvieron de acuerdo a sus necesidades profesionales?

**STUDENT No 1:** Pues la verdad es que las clases deberían enfocarse más hacia la carrera que uno está haciendo.

**STUDENT No 2:** La metodología estuvo buena pero creo que debería hacer más referencia a la carrera que uno está siguiendo.

**STUDENT No 6:** Las clases deberían hacer más referencia a la carrera de uno.
According to the category we are analyzing and taking into consideration, we have found some relevant aspects which are connected with students’ language perception and motivation. For instance in a class observed, students seemed interested in the activity since the teacher used different elements related to their careers. There was participation by most of students in the class. This means that English material design helps motivate students; it is important to consider topics related to students’ careers. On the other hand Interaction and expressivity support English learning. Students could feel more confident if they perform in front of the class. This could be observed in a session class where Students had to complete a hand out given by the teacher. After words, they had to perform in front of their classmates.

In order to understand the answers given by students in the survey, we wanted to show some graphics where we relate factors like English learning improvement, English practice out of class, practicing speaking in class, listening and reading skills and movies and TV shows that are elements which are related with this category analyzed. From the statement number 15 which is: **I think I can improve my English level**, a total of 14 students surveyed, 8 students stated to completely agree with this statement; this corresponds to 57% of total students surveyed and the remaining 6 students stated to agree with this statement; this corresponds to 33% of total students surveyed. **Look graphic 19**

On the other hand and considering the statement number 16 which is: **I practice English out of class**, a total of 14 students surveyed, 4 students stated to completely agree with this statement; this corresponds to 29% of total students surveyed, 4 students stated to agree with this statement; this corresponds to 29% of total students surveyed, 4 students stated to disagree with this statement; this corresponds to 29% of total students surveyed and finally 2 students stated to completely disagree with this statement; this corresponds to 14% of total students surveyed. **Look graphic 20**
Moreover and taking into consideration the statement number 17 which is: **I need to speak more English in class**, a total of 14 students surveyed, 5 students stated to completely agree with this statement; this corresponds to 36% of total students surveyed, 4 students stated to agree with this statement; this corresponds to 29% of total students surveyed, 4 students stated to disagree with this statement; this corresponds to 29% of total students surveyed and finally 1 student stated to completely disagree with this statement; this corresponds to 7% of total students surveyed. **Look graphic 21.**

Likewise, in the statement number 18 which is: **listening to English songs and reading in English**, a total of 14 students surveyed, 6 students stated to completely agree with this statement; this corresponds to 43% of total students surveyed, 7 students stated to agree with this statement; this corresponds to 50% of total students surveyed and finally 1 student stated to disagree with this statement; this corresponds to 7% of total students surveyed. **Look graphic 22.**

Likewise and considering the statement number 19 which is: **I learn English, watching movies and TV shows**, a total of 14 students surveyed, 6 students stated to completely agree with this statement; this corresponds to 49% of total students surveyed, 5 students stated to agree with this statement; this corresponds to 36% of total students surveyed and finally 3 students stated to completely disagree with this statement; this corresponds to the remaining 21% of total students surveyed. **Look graphic 23.**

Moreover and taking into consideration the statement number 20 which is: **it depends on my dedication and effort**, a total of 14 students surveyed, 10 students stated to completely agree with this statement; this corresponds to 71% of total students surveyed, 3 students stated to agree with this statement; this corresponds to 22% of total students surveyed and finally 1 student stated to completely disagree with this statement; this corresponds to 7% of total students surveyed. **Look graphic 24.**
In the statement number 21 which is: **English learning depends on teacher’s attitudes and methodologies**, a total of 14 students surveyed, 6 students stated to completely agree with this statement; this corresponds to 43% of total students surveyed, 6 students stated to agree with this statement; this corresponds to 43% of total students surveyed and finally 2 students stated to completely disagree with this statement; this corresponds to 14% of total students surveyed. **Look graphic 25.**

Finally and from the next question: **How do you think you could improve your English skills?** a total of 14 students surveyed, 8 students stated that practicing English daily and with effort and dedication they could improve their English skills; this corresponds to 57% of total students surveyed. On the other hand 2 students stated that taking English courses is the best way to improve their skills; this corresponds to 14% of total students surveyed and finally the remaining 4 students stated that reading books, writing and checking vocabulary, they could improve their skills; this corresponds to 28% of total students. **Look graphic 26.**
English learning process depends on the personal effort adopted by the student in terms of acquiring and mastering the language according to their needs. The way how students sense the fact of learning English in their own time is clear evidence that students are motivated in learning the new language in order to achieve their goal.
7. Class environment helps improving English learning and students’ motivation in their perception of the new language.

Talking about teaching and learning is necessary to take into consideration some external factors involved in this process. One of them is environment which represents a direct connection in the language learning and acquisition. Learning as a process focuses mainly in how, what and where learning takes place and how this learning process is introduced by the teacher and received by the student (Banner & Rayner, 2000). When we talk about language perception and motivation is essential to consider that teachers create a good environment in order to facilitate learning towards motivation; thus, it is important to analyze how motivation is involved in students’ learning because this way factual knowledge can be explored and facts which are taken into consideration in order to develop motivation strategies.

The class environment helps in students’ confidence and motivation; that is why students feel and perceive a real learning process, because learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning values (Bransford, 2000). For students are not enough good learning strategies and good teachers. In this process is important the environment, physical spaces and interaction with others; therefore when teachers design strategies, they should take into consideration students’ context because it helps to determine in what ways teachers could develop the classes and how is the best way to teach them. In fact, students learn better when the course fits their necessities, motives and interests.

We have observed that students do not feel motivated when some tasks, activities or courses are imposed. Anyway, it is essential that both students and teachers create suitable environments where they can interact with each other in order to improve their relationship. When participation is natural and spontaneous in an
English session and the dynamic of the class is the most appropriate for the context, their perceptions about the learning process will be achieved and in fact that it will fit the needs of the learners. In order to support this information mentioned and analyzed before, we wanted to relate the statement 22 of the survey and the statements 2, 4, 8, 11 and 13 of the class observations because the answers given by students are connected with this category.

For instance in the statement 22 of survey which is related with environment and class physical spaces, half of students stated that class environment helps to improve English learning while the other half did not agree. This could be observed in the answers given by students.

22. Depende del ambiente y los espacios de la clase

STUDENT No 4, 10, 11 AND 14: Completamente de acuerdo
STUDENT No 1, 5, 6, AND 7: De acuerdo
STUDENT No 8, 9 AND 13: En desacuerdo

On the other hand and taking into consideration some class observed, we could found some conection among students’ attitudes, teacher’s strategies and methodologies as well as class environment. For instance a good amount of students seemed lost and not interested in what was going on; that is why students’ motivation is determined according to factors like class attention and participation. Other situation involved in language perception and motivation was when students had to complete a hand out given by the teacher. After words, they had to perform in front of class. This means interaction and expressivity help in English learning. Students could feel more confident if they perform in front of the class.

Likewise students showed a real interest for learning thanks to interaction with the teacher; this is involved in motivation. This could be observed in the class when students asked questions and advice on how to use the language properly during the dialogue. Finally most of them paid attention to the instructions given by the
teacher and their motivation and enthusiasm for the class seemed to increase and decrease according to the activities provided. In this sense, motivation depends on the kind of activities, the teacher develops in class.

In order to understand the answers given by students in the survey, we wanted to show a graphic where we relate the students’ perception and class environment. Taking into consideration the statement number 22 which is: **English learning depends on the class environment**, a total of 14 students surveyed, 4 students stated to completely agree with this statement; this corresponds to 29% of total students surveyed, 4 students stated to agree with this statement; this corresponds to 29% of total students surveyed, 3 students stated to disagree with this statement; this corresponds to 21% of total students surveyed and finally 3 students stated to completely disagree with this statement; this corresponds to 21% of total students surveyed. **Look graphic 27**

**Graphic 27**

<table>
<thead>
<tr>
<th>Class environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4; 29%</td>
</tr>
<tr>
<td>4; 29%</td>
</tr>
<tr>
<td>3; 21%</td>
</tr>
<tr>
<td>3; 21%</td>
</tr>
<tr>
<td>3; 21%</td>
</tr>
<tr>
<td>4; 29%</td>
</tr>
</tbody>
</table>

**Total students surveyed – 14**

**Programs surveyed – accounting, engineering and administration from CUN University**

**Bogotá - Colombia**

Perception and motivation in English learning is influenced by environmental issues such as where the learning takes place, in other words, making the classroom a suitable environment related to students’ needs, motives and interests so that it will make learning easier, is a priority that should be taken into account when
developing an English program and in fact it will motivate students and what they perceive of the language.

8. **English learning is important for accomplishing professional and academic requirements according to students’ motives or desires in learning the new language.**

From theoretical framework related in the literature review where we stated that English learning plays an important issue in Colombian academic education since it has been included in the official curriculum as part of an English learning requirement for graduation, it is fundamental to mention that learning a foreign language implies that an individual has a motive, desire or necessity in order to acquire a new language (Van Deth, 1983). On the other hand, it is important to take into account how motivation plays a meaningful role if the students are intrinsically motivated when learning a new language and if the subject and the topics are related to what is really important for the student and their future plans in their professional fields.

According to the answers given by students in the survey and some observations we have made in the classroom, we have determined that one of the most important goals that students have facing English learning is to accomplish the labour and academic requirements because institution where they study requires it. In order to support this information mentioned and analyzed before, we wanted to relate the statement 28 of survey and questions 3, 5, 6 and 7 of interview because the answers given by students are connected with this category.

For instance, in the statement 28 which is related with academic requirements, students stated that English language is important for accomplishing academic requirements; thus, it is necessary to take into consideration that motivation and language perception are factors that are involved in the learning process. This could be observed in the answers given by students in the survey.
28. Para cumplir con las exigencias académicas de la universidad

STUDENT No 2, 4, 5, 7, 9, 10, 12 AND 13: Completamente de acuerdo
STUDENT No 1, 8 AND 14: De acuerdo

On the other hand, in the question 3 of survey which is connected with English courses different to the careeer, most of students stated that they have not taken English extra courses; they only received English in high school. This could be observed in the answers given by students in the interview.

3. ¿Ha recibido clases de inglés antes de ingresar a cursar su carrera profesional? ¿Dónde? ¿Por cuánto tiempo?

STUDENT No 1: Solamente las clases de Inglés en el colegio. En primaria y bachillerato, claro está que no me acuerdo mucho sobre todo las de primaria

STUDENT No 3: Fuera de lo que aprendí en el colegio estuve haciendo un curso de inglés en el electrónico por tres meses. Me toco salirme por falta de tiempo.

Likewise, in the question 2 of interview which is related with English learning facing professional future, students stated that English learning is neccesary because of current labor requirements.

5. ¿Considera necesario el aprendizaje del idioma Inglés para su futuro profesional? ¿Por qué?

STUDENT No 1: Si porque hoy en día la demanda de personal bilingüe con conocimientos de Inglés en cualquier empresa es un requerimiento esencial, sobre todo para los buenos puestos

STUDENT No 2: Si porque sabiendo inglés uno puede conseguir un mejor trabajo en una multinacional buena o algo así.
STUDENT No 4: Si porque de esta forma puedo comunicarme más fácil con gente de otros países que no hablen español y hagan relación a mi trabajo.

While in the question 6 of interview which is related with methodologies and sources used in the classroom in relation to students’ professional needs, they stated that English as a subject should be more focused on their careers. This could be observed in the answers given by students in the interview related below:

6. ¿Cree usted que la metodología y los recursos utilizados durante la clase de inglés en el semestre estuvieron de acuerdo a sus necesidades profesionales?

STUDENT No 1: Pues la verdad es que las clases deberían enfocarse más hacia la carrera que uno está haciendo.

STUDENT No 6: Las clases deberían hacer más referencia a la carrera de uno

Finally, in the question 7 of interview which is connected to students’ expectations about professional future, they stated that English learning is essential for improving their job performance.

7. ¿Qué expectativa tiene respecto al aprendizaje del idioma Inglés durante su carrera profesional?

STUDENT No 1: Espero poder comunicarme con gente que hable inglés especialmente para asuntos relacionados con mi trabajo. También me gustaría aprenderlo en caso de que viaje a un país donde hablen inglés y así poder conocer y relacionarme con diferentes personas.

STUDENT No 4: Espero aprender mucho más de lo que en estos momentos sé de inglés especialmente para poder desempeñarme mejor en mi trabajo.
**STUDENT No 5: Aprender lo necesario, por si lo llego a necesitar en algún momento en el futuro**

In order to understand the answers given by students in the survey, we wanted to show a graphic where we relate the perception students have in relation to academic requirements. Taking into consideration the statement number 28 which is: **to accomplish with academic requirements**, a total of 14 students surveyed, 8 students stated to completely agree with this statement; this corresponds to 57% of total students surveyed, 3 students stated to agree with this statement; this corresponds to 21% of total students surveyed and finally 3 students stated to disagree with this statement; this corresponds to 21% of total students surveyed. **Look graphic 28**

**Graphic 28**

<table>
<thead>
<tr>
<th>Academic requirements</th>
<th>Completely agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8; 58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3; 21%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3; 21%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total students surveyed – 14**

**Programs surveyed – accounting, engineering and administration from CUN University**

**Bogotá - Colombia**

Students’ reasons to learn the language other than complete the official university requirements to obtain their professional diploma, is to accomplish different future personal and professional goals, motives why they feel willing and believe that learning English will improve their lives in terms of personal satisfaction.
CONCLUSIONS

English students learning process includes their perception and motivation towards the language in terms of their personal and professional future goals. Internal and external factors influence students’ learning process and the way students perceive the new language related to their motivation. Throughout this project three research instruments which are a survey, an interview and an observation report, and were applied in order to collect information on how beginner students from CUN University in other areas different than languages perceive English learning and how motivation is related to that perception. In addition, the project intended to find out what factors influence students’ perception towards English learning as a foreign language and students’ performance during class in order to determine their motivation in the learning process. According to the development of the research project and the information gathered throughout the research instruments nine categories were selected which lead us to the following conclusions:

Finally and according to the information gathered during the development of this study, we can say that English learning/teaching at CUN University as a representative of tertiary education in Colombia is an issue that should have more attention by the educational institutions, since students desire to learn the language is influenced by their future goals and expectations of the new language related to their careers. The learning process must be focused on new methodologies, strategies and communicative activities designed specifically to each career so that students feel motivated and adopt a natural and real perception of the English language and in addition it will provide authentic meaning in learning the new language.
RECOMMENDATIONS

Perception and motivation are essential factors which influence the learning process more specifically teaching/learning English as a foreign language. After the research study was developed and the information gathered reviewed, we have observed certain issues that somehow are interfering in students’ motivation and perception throughout the learning process.

It is recommended, therefore, and according to the information gathered during the development of this study, that English learning/teaching at CUN University as a representative of tertiary education in Colombia is an issue that should have more attention by the educational institutions, since students desire to learn the language is influenced by their future goals and expectations of the new language related to their careers. The learning process must be focused on new methodologies, strategies and communicative activities designed specifically to each career so that students feel motivated and adopt a natural and real perception of the English language and in addition it will provide authentic meaning in learning the new language.

PEDAGOGICAL IMPLICATIONS

Learning English as a foreign language nowadays, implies different pedagogical aspects according to the major that each student has chosen, for this reason each career includes a specific terminology which should be properly taught from the beginning of the course, in order to develop capable professionals who will represent our culture, not only in Colombia but around the world as well, according to their future professional and personal goals. This study considers the implications related to the learning process in terms of students’ motivation and their perception towards the English language and the attitude students adopt in each class session, describing ways in which teaching English as a foreign language might make English language acquisition a personally relevant, socially meaningful, and culturally acceptable process; That is why when we talk about
perception related to motivation in learning English as a foreign language, we have to realize the interaction among all human beings senses which are determined according to each individual point of view of what they want to achieve, in other words, students learn English for a reason; this means that students are focused in learning English for a specific reason which motivate them to truly enhance the language as a natural issue in their lives. Learning English as a foreign language in a Spanish speaking country as Colombia, requires different pedagogical implications such as material, methodologies, strategies, class environment, cultural background and so forth, in order to transmit the language in a natural way, but mostly related to students future professional development.
REFERENCES


ENCUESTA ACADEMICA No 1

Objective: To collect data about beginner students from Cun University in order to analyze the English language perception through socio cultural factors.

Nombres y apellidos: Bryan D. Arabon
Edad: 20
Profesión: Asesor de servicio al cliente
Lugar de nacimiento: Bogotá
Grupo: 20

- En las preguntas 1-2-3, usted deberá argumentar sus respuestas.

1. ¿Cuál considera usted es su debilidad y fortaleza en el aprendizaje del idioma Ingles?

R/\ Mi debilidad es la pronunciación, mi fortaleza la traducción
• Marque con una x la respuesta seleccionada.

2. De acuerdo a sus conocimientos del idioma Ingles, ¿cuál cree que es su nivel en dicho idioma?

A- Básico  X  B- Intermedio  C- avanzado

3. ¿Cómo considera usted el conocimiento adquirido del idioma Ingles en la primaria y el bachillerato?

A- Excelente  B- Bueno  C- Aceptable  X  D- Insuficiente

4. ¿Cuál de las siguientes competencias comunicativas cree usted es la más complicada de aprender en el idioma Ingles?

A- Speaking (hablar)  X  B- Listening (escuchar)  C- Writing (escribir)  D- Reading (leer)

• En las preguntas 5-30 usted deberá marcar la respuesta teniendo en cuenta los siguientes criterios: 1- completamente en desacuerdo, 2- en desacuerdo, 3- de acuerdo y 4- completamente de acuerdo.

<table>
<thead>
<tr>
<th>PARTICIPACION EN CLASE</th>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Participo en la clase de Ingles activamente</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Quiero participar pero se me dificulta</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Tengo temor de cometer errores de pronunciación</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. El aprendizaje del idioma Ingles es necesario en nuestro medio</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9. Me interesa mucho el aprendizaje del idioma Ingles</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. Me siento mal cuando me expreso en Inglés</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Mi edad es un factor importante en el aprendizaje del idioma Inglés</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. No me interesan los temas vistos en clase</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Mi género (masculino o femenino) incide en mi participación en clase</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Participo más en clases dadas en el idioma español</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Creo que puedo mejorar mi aprendizaje del idioma Inglés</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Podría mejorar mi aprendizaje del idioma Inglés:

<table>
<thead>
<tr>
<th>PRACTICA DEL IDIOMA INGLES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Haciendo más uso del idioma Inglés fuera de clase</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Hablando en Inglés en clase</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Escuchando canciones y leyendo en Inglés</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Viendo películas y / o programas de TV en Inglés</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Para mejorar mi aprendizaje del Inglés debería tener en cuenta:

<table>
<thead>
<tr>
<th>MEJORAR COMPETENCIAS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Depende de mi esfuerzo y dedicación personal</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Depende de la actitud del profesor y su metodología</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Depende del ambiente y los espacios de la clase</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Depende de los cursos particulares que tome extra clase</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mis metas en el aprendizaje del Ingles son:

<table>
<thead>
<tr>
<th>METAS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Obtener un buen trabajo</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>25. Obtener un buen puntaje en exámenes internacionales de lengua como el TOEFL o el Michigan.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>26. Hacer un postgrado en el exterior</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>27. Comunicarse con gente alrededor del mundo</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>28. Para cumplir con las exigencias académicas de la universidad</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>29. Ninguna razón en particular. Solo por gusto personal</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>30. Para aprender acerca de la cultura inglesa</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

- Las preguntas 31-32 usted deberá argumentar sus respuestas

31. ¿Qué expectativas tiene con el aprendizaje del idioma Ingles? (argumenete su respuesta)

R// Conseguir un buen empleo o tener la habilidad de comunicarme con otras personas para hacer una especialización en el exterior.

32. ¿Cómo cree usted que podría mejorar sus habilidades en el idioma Ingles? (argumente su respuesta)

R// Con dedicación y una mayor profundización con un profesor.
STUDENT INTERVIEW – annex 2

INTERVIEW # 1

1. ¿Cuál es su nombre?

Ruthby Motta Leguízamo.

2. ¿Qué edad tiene?

25 años

3. ¿Qué carrera está cursando actualmente?

Contaduría.

4. ¿Ha recibido clases de inglés antes de ingresar a cursar su carrera profesional? ¿Dónde? ¿Por cuánto tiempo?

Solamente las clases de Inglés en el colegio. En primaria y bachillerato, claro está que no me acuerdo mucho sobre todo las de primaria.

5. ¿Qué opinión tiene usted acerca del aprendizaje del idioma Inglés en Colombia?

Pues en estos momentos es importante saber Ingles ya que nos puede ayudar para nuestra carrera y para poder conseguir un buen trabajo.

6. ¿Considera necesario el aprendizaje del idioma Inglés para su futuro profesional?

Si porque hoy en día la demanda de personal bilingüe con conocimientos de Inglés en cualquier empresa es un requerimiento esencial, sobre todo para los buenos puestos.
7. ¿Cree usted Que la metodología y los recursos utilizados durante la clase de inglés en el semestre estuvieron de acuerdo a sus necesidades profesionales?

_Pues la verdad es que las clases deberían enfocarse más hacia la carrera que uno está haciendo._

8. ¿Qué expectativa tiene respecto al aprendizaje del idioma Inglés durante su carrera profesional?

_ Espero poder comunicarme con gente que hable inglés especialmente para asuntos relacionados con mi trabajo. También me gustaría aprenderlo en caso de que viaje a un país donde hablen inglés y así poder conocer y relacionarme con diferentes personas._

9. ¿Considera usted que el sistema adoptado por la secretaría de educación, en el sentido de que en todas las carreras profesionales, se haya impuesto cumplir con cierto número de horas en el aprendizaje del Inglés sea necesario para obtener un título profesional?

_Creo que el sistema es apropiado ya que en estos momentos el inglés es el idioma, dominante dentro de los negocios y el turismo en el mundo. Sin embargo, las horas estipuladas de inglés en la carrera no creo que sean suficientes para lograr un buen dominio del idioma._

10. ¿Le gustaría a usted ejercer su profesión, o especializarse en un país de habla inglesa? ¿Por qué?

_Si porque mi futuro profesional se vería favorecido desde todo punto vista._
Class observation – annex 3

September 8th, 2010
Course: general English A1
Place: CUN University
Time: 8:30 pm

CLASS OBSERVATION

Teacher began class asking students from home work to be done from the previous session. Most of students did not do the assignment. Just few of the students (5) complied with the written activity. Teacher corrected and provided feedback. A good amount of students seemed lost and not interested in what was going on. The class was divided in three parts: the first session or warm up was related to “feelings”. Students seemed interested in the activity since the teacher used different elements related to their careers. There was participation by most of students in the class.

The second part of the class or development focused on the explanation of the structure to be learnt (verb to be + adjectives). The development included a communicative activity (dialogue) referred to their personal and family life. This activity was developed in groups. Students had to complete a hand out given by the teacher. After words, they had to perform in front of class. During the development of the activity, several students concentrated in other issues more specifically to other subjects in their careers. These issues were very different (English) than the one they were supposed to be doing. Some students seemed motivated and eager to develop the activity correctly. They asked questions and advice on how to use the language properly during the dialogue.

The third part of the class was used in a freer activity in which students had to create a situation in groups of three. Students had a little difficulty developing the
activity as they needed to use vocabulary learnt in previous classes. They showed a lack of knowledge in basic vocabulary but they seemed motivated in completing the activity.

The students' performance during the whole class session was developed in a good manner, most of them paid attention to the instructions given by the teacher and their motivation and enthusiasm for the class seemed to increase and decrease according to the activities provided.