

REASONS THE ENGLISH AND FRENCH PROGRAM STUDENTS HAVE FOR
LEARNING A SECOND OR FOREIGN LANGUAGE

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ABSTRACT

The main objective of this study was to analyze the reasons the English and French Program students' had for learning a second or foreign language. The methodology included the quantitative paradigm with a descriptive research and the questionnaire as the main data collection instrument. The population was composed by 80 from 119 students who belonged to the English and French Program of the School of Human Sciences of the University of Nariño, their ages are approximately between 16 and 26 years old and they are both women and men. The setting of the study was the English and French Program of the Linguistics and Languages Department of the University of Nariño that is situated in the Las Acacias neighborhood in Pasto.

The results showed that a good number of students are in the English and French Program because their principal reason and goal is becoming a language teacher. Nevertheless, with the learning of English and French in the program, more than 40% of the students have as main reason and goal to achieve other kind of professions and purposes which do not relate to language teaching. Knowing that their goals and reasons to learn a 2L/FL are not associated to the objective of the program, they feel uninterested and demotivated to the teaching profession. In the results, most of the students also suggested there should be changes to improve the learning and teaching processes in the English and French program.

RESUMEN

El principal objetivo de este estudio fue analizar las razones que los estudiantes del Programa de Inglés-Francés tenían para aprender una segunda lengua o una lengua extranjera. La metodología incluyó el paradigma cuantitativo con una investigación descriptiva y el cuestionario como el principal instrumento de recolección de datos. La población estuvo conformada por 80 de 119 estudiantes quienes pertenecían al Programa de Inglés-Francés de la Facultad de Ciencias Humanas de la Universidad de Nariño, sus edades están aproximadamente entre 16 y 26 años y son mujeres y hombres. El lugar de la investigación fue el Programa de Inglés-Francés del Departamento de Lingüística e Idiomas de la Universidad de Nariño que está situada en el barrio Las Acacias en Pasto.

Los resultados demostraron que un buen número de los estudiantes están en el Programa de Inglés-Francés porque su principal razón y meta es llegar a ser un profesor de idiomas. Sin embargo, con el aprendizaje de inglés y francés en el programa, más del 40% de los estudiantes tienen como principal razón y meta lograr otro tipo de profesiones y objetivos que no se relacionan a la enseñanza de idiomas. Al saber que sus metas y razones para aprender una segunda lengua o una lengua extranjera no tienen relación con el objetivo del programa, ellos se sienten desinteresados y desmotivados por la enseñanza. En los resultados, la mayoría de los estudiantes también sugirieron que debe haber cambios para mejorar en los procesos de aprendizaje y enseñanza en el Programa de Inglés-Francés.

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Chapter 1: Introduction

A reason or motivation is what causes that an individual acts or thinks in a determined way. This is a strong incentive by which a person struggles to achieve a goal. Through the process of achieving a goal that person experiences likes, agreements, interests, desires and needs which move him/her to do his/her best. Nevertheless, if the person lives situations that do not satisfy any of the previous feelings, he or she is going to develop negative experiences.

In this respect, the English and French Program's students have different reasons and goals to learn a SL/FL. However, the program only offers one goal that is to be a language teacher. As a result of this, some students suffer demotivation and no interest for some subject matters and claim they are not going to exert the language teaching profession in their future but they are going to look for new opportunities with foreign language knowledge. This paper presents a descriptive research, and seeks to identify the quantity of the students who want and do not want to be teachers. Considering this problem, this research pretends to analyze the likes/dislikes, agreements/disagreements, approvals/disapprovals, suggestions and needs that students have as second or foreign language learners.

Problem description

This research project tried to find on the students' of English and French Program reasons and goals to learn a second or foreign language. Their likes and interests differentiate when some of them really want to become teachers and others do not, since their wishes are to get a profession in which only languages are required. Consequently, there are some students who do not feel motivated when they realize that the career is not what they expected and therefore, they start experiencing demotivation and other negative feelings.

Some possible causes of causes could be the low academic performance and the dislike for the language (English) that students have in the schools, other professions that attract the students' attention, the lack of programs focused on languages teaching with different goals, the low wage a teacher receives, and so on.

For the possible solutions to this problem, first, it is necessary to recognize that the professional aspirations of some students are not related to the program's objectives and this makes it necessary an analysis of the factors that produce this situation. The suggestions students have for the improvement of this situation are also important to solve the problem.

If this situation persists the problems of demotivation, low interest, and negative feelings towards being a teacher are going to continue and what is worse, the society will have professional language teachers who do not exert the profession and others who do exert it but without enjoyment. That is why we thought it was important to identify and analyze the reasons that the students have for learning foreign languages.

Research questions

In this section we present the main research question and the research questions to state the problem.

General question

What are the reasons the English and French Program students' have for learning a second or a foreign language?

Sub questions

How many students want and do not want to be teachers?

What are the students' goals with the learning of a second or a foreign language?

What programs related to languages students would like the University of Nariño to offer?

What are the English and French students' opinions about the program?

Research objectives

Next, we present the main objective and the specific objectives of the research study.

General objective

The general objective of our study was:

To analyze the reasons the English and French program students' have for learning a second or a foreign language.

Specific objectives

These were the specific objectives of our study:

To determine the number of students who want and do not want to be teachers

To establish the students' goals with the learning of a second or foreign language.

To identify the programs related to languages students would like to be offered by the University of Nariño.

To know the English and French students' opinions about the program.

Significance

This research project is justified on the need of recognizing that there is a serious problem with some of the English and French program students because their reasons and goals for studying this career are not related to the objectives of the program, which refers to preparing teachers of English and French. This population of the University of Nariño is the research subject for this project, and all the information taken from it, is going to be an important guide and base for those students who decide to study in this program.

Another reason why this research project has a great importance is based on the students' success. The data collected can be essential for the administration because if it is taken into consideration it can serve as a foundation for decreasing the problems of demotivation, desertion, no interest and the resistance to practice the language teacher profession by some graduate students.

Finally, the results of this study are important for the administrators of the program because they can use them to analyze the problems of some English and French students' and to look for alternative solutions that contribute to fulfill their goals.

Delimitations

On the following section, we present the delimitations of our research study.

Conceptual delimitation

It is necessary to clarify some terms that we are going to use in our project.

Goal

Wigfield & Eccles (1992) define goals as reasons people have for choosing and doing a task (Quoted by Bastidas, 2006).

Goal is a powerful factor for seeing towards the ideal future, for motivating oneself to make this vision into reality, and for helping people know where they want to go in life. Goals activate learning from a moment to another in such a way that they make the people's activities go toward their achievement and allow them to experience success (Weller, 2005)

Motivation

“Motivation is a dynamic and interactive process that is composed by believes desires, reasons and goals mediated by socio-cultural and historical conditions to learn a second or foreign language. Motivation is a process more than a product because we cannot observe it directly; instead, we have to infer it through some behaviors such as: choice of activities, disposition and persistence. Its dynamic nature is exemplified through internal personal processes due to its desires, believes, objectives, etc. and its external behaviors to get its objectives. However, motivation is not only an internal process, as the cognitive psychologists affirm; it is also an interpersonal and interactive process because human beings' activities take place in a social context where individuals interact and influence each other” (Bastidas, 2006: pag.154-155)

Interests

“Likes of learning, knowing, or practicing a discipline or an art, therefore, every interest has a sense for everybody and it can change and vary with the time or the circumstances.

According to Petrovsky (Quoted by Abarca, 1980), interest can be distinguished because of the content, the end, the breath, the perseverance and the gender”.

Population delimitation

In this research the population was constituted by all the registered students (119 students) in the different semesters of the English and French Program who belong to the Linguistics and Languages Department of the School of Human Sciences of the University of Nariño. Their ages are between 16 and approximately 26 years old, their socioeconomic level is high, middle and low. The quantity of students who participated in the research study was 80, both men and women.

Geographical delimitation

This research was carried out in the English and French Program of the University of Nariño that is located in Las Acacias neighborhood in Pasto.

Limitations

Through the development of the project the main limitation was that some students did not want to fill in the questionnaires. To overcome this difficulty, we asked the teachers to motivate the students to fulfill the questionnaires.

After referring to the main aspects of the research problem, we review the theoretical framework that supports our study in the following chapter.

Chapter 2: *Theoretical background*

In this chapter, we review some of the most relevant theories related to our research project. First, there is the theory about motivation, then about goals and finally about language learning; each one of these topics is explained considering its definitions, the types, its role in L2/FL language learning and the factors that influence them.

Motivation

Definitions of motivation

According to Littlewood, (1984) motivation is the drive that defines when a learner really gets involved in a task, how much energy he gives over it, and how long he persists on that task (Quoted by Bastidas, 2003: pag. 141).

For Williams, (1990) motivation is integrated by several and meaningful factors such as interest, curiosity, or a desire to achieve. These factors are different in many situations or circumstances and are also influenced by subjects as parents, teachers and exams. In addition, Atkinson (n. d.) explained motivation was the feeling of need to achieve something. For Bastidas (2006: pag.154-155) “Motivation is a dynamic and interactive process that is composed by desires, reasons and goals mediated by socio-cultural and historical conditions to learn a second or foreign language. Motivation is a process more than a product because we cannot observe it directly; instead, we have to infer it through some behaviors such as: choice of activities, disposition and persistence. Its dynamic nature is exemplified through internal personal processes due to its desires, believes, objectives, etc. and its external behaviors to get its objectives. However, motivation is not only an internal process, as the cognitive psychologists affirm; it is also an interpersonal and interactive process because human beings' activities take place in a social context where individuals interact and influence each other”.

Types of motivation

Deci (1972), Deci & Ryan (1985) and Harter (1981, pag. 150-151) say that motivation can be *intrinsic* or *extrinsic*. Intrinsic motivation associates to internal factors such as curiosity, interest and desire to involve in a task because of pleasure and satisfaction. On the other hand, extrinsic motivation relates to the determinations of people to do something because of external incentives, rewards, requirements, and social control causes (Quoted by Bastidas, 2006: pag. 150-151).

Motivation in the L2/FL learning

Motivation could be crucial for the success of the 2L/FL learning, that is why Dornyei (2001) establishes a framework of L2 motivation and he refers to it as an educational approach due to its focus on motivation in the classroom. The framework is composed by three levels: the language level which involves the L2 culture and community, the learner level that is related to the personal characteristics such as self-confidence and finally, the learning situation level, which includes the syllabus, the method, the instructional materials, the learning tasks, the teachers' behavior, personality, and style, and motivational components dealing with goal orientedness, norm and reward system, group cohesiveness and classroom structure. (Quoted by Bastidas, 2006: pag. 154).

Bastidas (2006: pag. 154-155) defines motivation as a dynamic and interactive process composed by thoughts, desires, reasons, and goals mediated by socio-cultural and historical circumstances to learn a second or foreign language. For him, it is a process because we have to deduce it through some behaviors such as choice of activities, effort and persistence, and oral expressions of the individuals. Its dynamics is seen through the person's internal process stimulated by her/his desires, thoughts, aims, and through her/his external behaviors to

accomplish her/his aim. In addition, it is interactive because the internal and external factors influence each other and determine individual's motivation.

Types of motivation in L2/FL learning

Gardner and Lambert (1972) present two kinds of motivation which have been shown to have relationship with success in second language learning: *integrative and instrumental motivation*. Whereas, *integrative* motivation is related to the genuine interest of an individual in the L2 community, that is, to the desire of a second or foreign language student for learning a L2 or FL to communicate with the people who speak it, relate to them and understand their culture; a learner with instrumental motivation desires to learn the L2 or FL because he/she wants to gain a necessary qualification, an employment, or a higher degree, etc. In sum, they affirm that *integrative motivation* is related to languages learning for personal growth and cultural enrichment, and that *instrumental motivation* is related to languages learning for immediate or practical goals. (Quoted by Lightbown, Patsy and Spada (1999: pag. 56)

Factors that affect motivation

For Hunter (1967) and Russell (1971) Quoted by (Green and Kelso, 2006: pag. 65) motivation is an internal force that activates the individual for action and determines the direction of that action. They add that student motivation is influenced by antecedent conditions as attitudes toward the subject, concern for academic excellence, methodological or course design conditions as classroom variety, instructional activities and direct feedback. Other authors as Gorham and Millette (1997) Quoted by (Green and Kelso, 2006: pag. 65) found three sets of factors that influence student motivation: context factors (conditions that students carry to the classroom, such as desire to earn good grades and other internal characteristics); structure/format

factors (organization of class material, grading, opportunities to participate), and teacher behavior factors (e.g. sense of humor, interest in students, speaking clearly, enthusiasm).

According to Atkinson (n.d), there are three drives that influence people's motivation: *achievement need, power need, and membership need*. The balance of these drives varies from a person to another. *The achievement need* associates to the motivation degree that people have to perform an activity, *the power need* refers to the control degree that people want to have about their situation, this has relation with the way people manage success or failure, and *the membership need* is the close relationship people look for with the others. Muñiz (2006) states motivation begins with the appearance of a variety of internal and external stimuli which make feel people needs. When these needs focus on a specific desire, these guide the activities or behavior in the achievement process of some objectives able to satisfy those needs. Another factor that affects motivation is frustration, this can be a blockade that interposes in the achievement of an objective or goal. Frustration is the reason that many people feel demotivated and consequently, for them it could be hard to feel motivated again (Frustration, 2009).

Goals

Definitions of goal

Weller, (2005) claims that a goal is a powerful factor for seeing towards the ideal future, for motivating oneself to make this vision into reality, and for helping people know where they want to go in life. Besides, while people are achieving goals, they will find that their self-confidence increases in a fast way. He argues that goals activate learning from a moment to another in such a way that they make the people's activities go toward their achievement and allow them to experience success. He also adds that goal setting is very important to motivation and success. It could be possible to be successful also with the help of someone else who

provides motivation, that is by means of extrinsic motivation, but motivation that comes from inside a person, that is, by being motivated intrinsically, really makes the difference. For Weller, goals which the individual struggles for getting really increase the performance when they are specific, difficult and risky because they focus on moving his efforts, increasing his persistence and motivating him to develop new efficient strategies to improve their performance. In contrast, Locke and Latham (1990) propose a social cognitive view that considers that a goal is something that is outside the individual who is being conscious of trying to attain it (Quoted by Pintrich & Schunk, 1966: pag. 208)

Types of goals

Goal orientation theory is considered as one of the most applicable theories in classrooms and to students' motivation because it serves as a tool for comprehending and improving learning and instruction. This theory states there are two goal orientations, the first one is *mastery orientation* which is based on learning, mastering the task regarding to self-set standards, developing new skills, and improving the individuals' comprehension. Moreover, this theory guides to patterns of attribution, positive affect and interest, higher levels of cognitive commitment, more effort, persistence and better performance. The second goal orientation is *performance goal orientation*; this focuses on showing ability, getting good grades or rewards, or being the best in comparison to other students. This theory usually results in maladaptive patterns of attribution, higher levels of anxiety, lower value for tasks, less cognitive commitment, decrease of effort and failure to insist, and lower levels of performance (Pintrich & Schunk, 1966: pag. 238,239, 252)

Other types of goals are those proposed by Dweck and Leggett (1988), who defined two kinds of goals: *performance goals* which help maximize favorable evaluations and minimize

unfavorable evaluations of a person's ability and *learning goals* which make a person want to increase his/her competence and choose challenging activities. (Quoted by Bastidas, 2006: pag. 152).

Brophy, (2004) and Nicholls et al. (1989) also referred to other types of goals called work- – avoidance goals in which students try avoiding tasks (Quoted by Bastidas, 2006: pag. 152).

In their writings, Schunk (1991 a) and Locke and Latham (1990) divided goals into *specific and general goals*. Specific goals are specific and short time to complete an activity and can result in higher abilities, more effective learning, and motivation. General goals include general and long time to complete an activity and they can best be accomplished when they are separated into short and specific subtasks (Quoted by Bastidas, 2006: pag: 152).

In accordance with Schunk (1991), people are more likely to spend more effort and time on a difficult goal than on an easier one. However, the difficulty should be moderate so that individuals can experience progress and increase in their self-efficacy and motivation. Therefore, teachers should help their students to be more conscious in planning and stating specific, short and moderately difficult tasks to learn something (Quoted by Bastidas, 2006: pag. 152).

Factors that affect goals

Locke and Latham (1990) state a list of factors that influence on the choice of personal goals and the individual's commitment to that goal. They divide the list into two categories: *personal-individual factors* and *social-environmental factors*.

Personal- individual factors comprehend factors such as: self-efficacy which is one of the most meaningful influences on personal goal setting and commitment, previous performance, skill level, causal attributions such as bad luck or low effort, valence which has to do with the

monetary incentives a person would receive after finishing a goal and the factor of mood that could have a relationship with the goal choice since through positive mood the individual would establish higher goals.

The social-environmental factors comprehend five factors. The first ones are *group factors* which let individuals get higher personal goals, work with other people in order to attain their goals and have a quality of support from their partners which would help to have raising or lowering results towards their goal. The second factor is *role modeling*. Locke and Latham (1990) refer to studies that demonstrate positive role modeling of goal setting and which affects people to establish higher goals for themselves. The third external factor is *reward structure* which includes the nature of rewards and competitions. Actually, rewards can influence goals, even though the relation between incentives and goals is complex. At this point, Locke and Latham found positive relations between rewards and goals in some studies. However, they also found negative effects in other cases. The other element of this factor is competition which for Locke and Latham (1990) can also have positive results on the level of goals but not on the commitment on goals. The last two factors relate to the importance of an authority and feedback on goals. According to Locke and Latham, individuals would be more committed to their goals when the authority model is seen as legitimate, supportive, physically present, trusty, knowledgeable, friendly and persuasive to get their goals. With regard to feedback, its positive provision is important because it emphasizes on challenge, mastery, self-improvement, and achievement. Accordingly, Locke and Latham claim goals are influenced by both personal and environmental factors (Pintrich & Schunk, 1966: pag. 212 to 215).

Language learning

Definitions of learning

Learning is related to agreed activities that enlarge the capability and willingness of individuals, groups, organizations and communities to obtain and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges. In this way learning empowers individuals and organizations to make intelligent choices, find solutions to problems and begin in a new ground. Particularly, it is characterized by being a sustainable, lifelong, and renewable process for people and for the institutions that attend other people. It includes academic studies and occupational training through high school and beyond. But it is also composed by the physical, cognitive, emotional and social development of children in the earliest years of their lives. It comprises the capacity of organizations to advance and adapt to evolving values, technologies, performance standards and constituent expectations, besides, it includes the capacity of communities of common interest to respond with comprehension and initiative to broad modifications that represent threats or opportunities. (Pacifcorp foundation, 2004).

L2/FL learning

Definitions of L2/FL learning

It is clear that learning a foreign language is different from learning other subjects, especially due to the role of the social nature of the process. Learning a foreign language includes more than learning skills or a system of rules; it includes a change in self-image, the adaptation of a new social and cultural behavior and a way of being, and that is why it has a strong shock on the social nature of the learner. In addition, Crookall and Oxford (1988: pag.136) claim, “learning a second language is ultimately learning to be another social person”

(Quoted by Williams, pag. 113). Gardner also affirms (1985, pag. 146) “that learning languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristic of another community” (Quoted by Williams, (1990): pag. 113).

Theories of L2/FL learning

Considering both personal characteristics and conditions for learning, it is sure that a child or an adult learning a second language is different from a child or an adult acquiring the first language. However, in many concepts, theories about SLA are close to those ones about first language acquisition.

In first instance, to ease the comprehension on L2/FL learning, let's take a quick look at the theories on first language acquisition. Lightbown, Patsy and Spada, (1999) present three theories to explain first language leaning: behaviorism, innatism, and the interactionist position.

The behaviorism theory sees imitation and practice as the most elemental processes in language development; this could be a reasonable explanation to comprehend how some of the regular and routine aspects are learnt by the children. Nevertheless, this theory does not explain the acquisition of more complex grammatical structures of the language.

In the innatism theory, Chomsky (1959) states that children do not have to be taught, they are biologically programmed for language, and language works out just like other biological functions. However, some researchers have discussed that this theory emphasizes too much on the competence of adult speakers and not on the developmental aspects of language acquisition (Quoted by Lightbown, Patsy and Spada, 1999: pag. 15-22).

In the interactionist position, first language acquisition is based on the result of the interaction between the linguistic environment and the innate skills of the child. Interactionists

give more importance to the environment because they affirm that when language is modified it helps the capability of the child and it becomes an important element in the language acquisition process (Lightbown, Patsy and Spada, 1999: pag. 22-25).

Similar to the theoretical background of the first language acquisition, second language learning is also explained by different theories such as: behaviorism, innatism, information processing, connectionism, and the interactionist position.

In SLA, behaviorism states that learning develops in the same way as the first language acquisition because of imitation, practice, reinforcement, and habit formation. Behaviorists claim that speakers give linguistic input to learners in their environment, then learners make associations between words, objects or events. The associations become stronger because of the repetition of the experiences which let learners get support from their correct imitations and corrective feedback on their mistakes. This theory is interrelated to the Contrastive Analysis Hypothesis which suggests that if there are similarities between the first and the second language, the learner will acquire the structures of the second language easily but if there are differences between them the learner will have trouble.

Unlike the behaviorism theory, Chomsky's language acquisition theory is based on the belief that innate knowledge of the principles of Universal Grammar allows children acquire the language of their context during a critical period in their process. Although Chomsky has not given specific arguments about second language learning, some linguists have said that Universal Grammar provides the best outlook to understand second language acquisition. However, there are other linguists who discuss even though this could be a good framework for comprehending first language acquisition, UG cannot explain the fact that some learners go

beyond the critical period to learn a second language (Lightbown, Patsy and Spada, 1999: pag. 36-37).

In the innatist theory, there is also a model proposed by Stephen Krashen (1982). The model that has influenced the teaching practice is called the “monitor model” and includes five hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. Even though, the model of Krashen has been very influential and helpful for some teachers to understand some negative and positive aspects of second language learning in learners, it has been criticized because of its lack of empirical research (Quoted by Lightbown, Patsy and Spada, 1999: pag. 38-39)

Other recent psychological theories as information processing, connectionism, and the interactionist position also try to give their own explanations for second language learning. Information processing considers second language acquisition is a structure of knowledge systems that can eventually become automatic that is, when a learner has understood any aspect of the language through practice and experience, he will be able to use some parts of his knowledge so quickly and automatically that he is not aware that he is doing it.

Unlike innatism, in the second language learning, connectionism gives more importance to the environment; it affirms learners progressively construct their knowledge due to the exposition of thousand of linguistic features they casually learn. Thus, for connectionism, input is the principal origin of linguistic knowledge (Lightbown, Patsy and Spada, 1999: pag.42).

Ultimately, the interactionist theorists such as: Evelyn Hatch (1992), Teresa Pica (1994), and Michael Long (1983), and others state that second language acquisition develops through conversational interactions. Long (1983) agrees with Krashen that comprehensible input is important for language acquisition. Nevertheless, he is more interested in how input is made

comprehensible and for this, he explains that a modified mechanism is necessary. The relationship between modified interaction and language acquisition is summarized in this way:

“interactional modification makes input comprehensible; comprehensible input promotes acquisition. Therefore, interactional modification promotes acquisition.” (Quoted by Lightbown, Patsy and Spada, 1999: pag. 42-43)

From the previous theoretical background, it is noticed a lack of agreement among the theories about second and first language acquisition which represents a complexity that will not be soon solved by the experts.

Factors that affect the L2/FL learning

In the process of learning and motivation, students play an active and responsible role, are based on the interaction between their own physical cognitive, linguistic, effective capacities and the historical and real context, make their own decisions, support themselves with reasons and act on their environment in order to attain a specific goal such as learning a second or foreign language. Besides, the role of the socio-cultural and the historical condition is important to have in mind on an EFL situation, and these conditions should undoubtedly influence the effectiveness of language learning and teaching (Bastidas, 2006: pag. 155).

According to Lightbown, Patsy and Spada (1999: pag. 49, 52 to 55, 60), factors such as: personality, intelligence, aptitude, motivation, attitudes, and age, are important for second language learning.

First of all, they say that when intelligence is measured by IQ tests which involve language analysis and rule learning as grammar, reading, and vocabulary, could be a strong factor. However, it might have a less important role when interaction and communication are the

main focus of a class. Taking into account their experience, they affirm intelligence is complex because learners have different abilities and strengths.

For the research literature, it is evident that some people have an outstanding aptitude for language learning. Nevertheless, successful learners could not be excellent in all the elements of aptitude. In teaching practice, teachers should know that knowing the aptitude profile of their students can help them to apply adequate activities for peculiar classrooms but, if they do not know it, they should vary their activities to adjust students with different aptitude profiles.

It is not demonstrated that different characteristics of personality affect second language learning. Some researchers state success in language learning is strongly related to extroversion however, others argue language learning success not always associates to extroversion. Another aspect in personality is inhibition which obstructs risk-taking that is important to progress in language learning. Guiora et al. (1972) claim inhibition is a negative aspect in pronunciation (Quoted by Lightbown, Patsy and Spada, 1999: pag.55). Although, there is no clear evidence of the relationship between personality and second language acquisition, there have been also studies on other personality characteristics such as self-esteem, empathy, dominance, talkativeness, and responsiveness.

Motivation and attitudes are also important factors that have been a discussion subject in many research studies. Gardner (1985) affirms that positive motivation and attitudes influence on the success of second language learning (Quoted by Lightbown, Patsy and Spada, 1999: pag. 56), but, his studies do not show how motivation is related to learning. Being motivation a complex aspect, it is divided into two factors: communicative needs and attitudes of the learners towards the second language community. Learners will see the second language's importance and will have motivation to acquire proficiency in it if they have to speak the second language because of

social situations or professional ambitions. Similarly, learners will want to have contact with the speakers of the language if they have positive attitudes toward them.

Lightbown, Patsy and Spada (1999: pag. 58-60) also include as relevant for second language learning motivation, the role of learner preferences, learner beliefs, and age. Learner preferences are related to the learning styles (*such as visual, aural, kinaesthetic, etc.*) that let absorb, process, and retain new information and skills. Learner beliefs are their own points of view that permit them judging about the best ways of providing teaching for an effective learning. Finally, age is the subject that for years has been a point of discussion among researchers. They state that the Critical Period Hypothesis is in debate between those who think maturational constraints block language acquisition and those who argue age is strongly related to factors such as motivation, social identity, and the conditions for learning. At this point, Obando (n.d.) claims “age does influence language learning, but primarily because it is associated with social, psychological, educational, and other factors that can affect L2 proficiency, not because of any critical period that limits the possibility of language learning by adults.

Related research

“Dissatisfaction and Negative Attitude about the Professional Teaching Career of the students of the School of Education of the University of Nariño”.

This research pretended to analyze the motivation and the vocational and professional orientation of the students who belonged to the period: August – December in 1983 in the University of Nariño. The aim of the research was to see if the vocational and professional orientation was really according to student's interests; if they were motivated in their career and therefore, they looked for a high performance considering positive expectations in their

professional future or on the other hand, they were demotivated, frustrated, dissatisfied and they did not have positive expectations for their professional future. In the questionnaires the students demonstrated a negative attitude or dissatisfaction because of the absence of a professional orientation, the uselessness of some subject matters and the lack of employment, the low wage and low social status of a teacher. This research let us see that in this university there have been some disagreements and disapprovals of some students about the programs offered (Gallardo, 1983).

Taking into account this situation, we have realized that motivation and attitudes play a very important role in achieving the students' goals.

In the next chapter, we are going to know the methodology of the research that is, the design, the place and subjects, and how we proceeded and analyzed the collected data in the research project.

Chapter 3: *Methodology*

In this chapter, we show all the elements that are applied in the methodology of the research project, such as the paradigm, type of research, the data collection instruments, the population, sample, and setting, the procedure, the pilot study, the validation criteria, the data analysis, and the ethical issues.

Quantitative paradigm

It was chosen the quantitative paradigm because the research project was focused on finding the results and interpreting and analyzing them through a statistic process.

The quantitative paradigm is the systematic scientific investigation of quantitative features and phenomena and their relationships. Its objective is to progress and use mathematical models, theories and/or hypothesis belonging to natural phenomena. The method of measurement is elemental to quantitative research because it supplies the fundamental relation between empirical observation and mathematical samples of quantitative relationships. Using statistical procedures the quantitative research begins with the collection of material, based on the hypothesis or theory. Generally a big sample of data is collected which requires verification, validation and recording before the analysis. In the opinion surveys, individuals answer a variety of structured questions and their responses are tabulated. The research techniques that are used to gather quantitative information, deal with numbers and anything that is measurable. Usually, tables and graphs are used to present the results (Quantitative research, 2009).

Descriptive research

The descriptive research pretends to present in a systematic way, the characteristics of a population, situation or area. This type of study is only focused on describing either situations or events and it is often made by questionnaires

The descriptive research's aim consists on achieving the predominant situations, customs and attitudes through the precise description of the activities, objects, processes and people. The researchers not only show the results of the research in a statistic way but also they collect the data information based on a hypothesis or theory. They expose and summarize the information in a careful manner, and then they analyze in detail the results to extract meaningful generalizations that contribute to the knowledge (Deobold and William, n.d.)

This type of research was chosen because the study only pretended to describe through the surveys and the results, the situation of some learners who look for different goals with the L2/FL learning in the English and French Program.

The data collection techniques

Being the questionnaire the main data collection instrument, it included questions or statements to which the subject was expected to respond anonymously. In second language acquisition research, questionnaires are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. Questionnaires have a number of advantages: *a)* they are self-administered and can be given to large groups at the same time. They are, therefore, less expensive to administer, *b)* subjects can give information easily and in a more sensitive nature, *c)* since the same questionnaire is given to all subjects, the data are more uniform and standard, and *d)* since they are usually given to all subjects of the research at exactly the same time, the data are more accurate. Questionnaires can be both: *unstructured questionnaires* with a low degree of explicitness and include open questions to which the subject will be expected to respond in a descriptive manner and *structured questionnaires* with a high degree of explicitness which require the subject to mark responses, to check agreements or disagreements, or select among a number of alternatives. Structured questionnaires are

considered to be more efficient than open ones. However, it is possible to use open and closed questions in the same questionnaire (Briones, 1992).

Population, sample and setting

This section includes the real and sample population and the setting where the research project was realized.

Population

The population was constituted by 119 students of all semesters of the English and French Program who belonged to the Linguistics and Languages Department of the School of Human Sciences of the University of Nariño. Their ages were approximately between 16 and 26 years old, their socioeconomic level was middle and low, and they were women and men.

Sample

The sample was 80 students between women and men of each semester of the English and French Program that belonged to the Linguistics and Languages Department of the School of Human Sciences of the University of Nariño. Their ages were approximately between 16 and 26 years old and their socioeconomic level was middle and low. This sample represented the characteristics of the whole population and based on its number we can make some generalizations.

Setting

This research study was carried out in the English and French Program of the Linguistics and Languages Department of the University of Nariño that is located in the Las Acacias neighborhood in Pasto.

Procedure

In the research procedure, first, it was chosen the English and French Program of the

University of Nariño that is situated in Pasto. Then, it was sent a letter to the main authority of the Linguistics and Languages Department, explaining the objective of the research study and asking for permission to apply the surveys.

During the application of the questionnaires, it was said there was not going to be any damage towards anyone and the main objective of the research project was explained.

After that, it was proceeded to the analysis of the collected data and at the end, we thanked the teachers, students and administration of the University of Nariño because of their attention and help.

Pilot study

The pilot study consisted on analyzing the different goals that the English and French Program students wanted to achieve with a second or foreign language instruction.

First, it was sent a letter to the Head of the Linguistics and Languages Department at the University of Nariño presenting the proposal and asking for permission to apply the surveys to 10 students of the English and French Program.

The study gave meaningful information about some students who did not want to be teachers but translators, professionals in bilingualism, simultaneous translators, tourist guides, fly attendants (women), bilingual secretaries (women), business intermediate translators, and so on, about others who wanted to be both teachers and about others who were studying in this career because they only wanted to learn foreign languages.

In addition, the pilot study showed that some students were experiencing demotivation because of two reasons first, because they did not have any interest in being a language teacher and second, because the subject matters such as pedagogy, educative administration, linguistics,

sociolinguistics, second language acquisition and psychology were boring and even some of them were not necessary for them, according to their opinion.

It is important to add that the whole population agreed that knowing foreign languages gives many opportunities in different professional fields.

Finally, the acquired experience and information collected in this study helped to revise the questionnaire and to rewrite the research purposes.

Validation criteria

This research study has a support on a previous pilot study which helped correct some mistakes and gave us the necessary experience to proceed with the development of the real study. In addition, the students who participated in the study are the 67% (80 students) of the total population (119 students) that the study pretended to investigate. This verifies the legitimacy of the two principles of validity and generalizability which make the research project fulfill the validation criteria. Moreover, we designed the questionnaire based on a study conducted at the University of Nariño which had the aim of identifying the students' reasons to study in the licenciatura program (Gallardo, 1983)

Data analysis

To analyze the collected data, a statistic process was used to get the percentages of the answers of each question. Once the results were quantified they were shown in statistic diagrams. The answers and all the information taken from the students were analyzed and compared taking into account the general and specific objectives of the research study. Ultimately, when all the information was analyzed some conclusions of the whole study were drawn.

Ethical issues

To develop this research, first, it was sent a letter to the Head of the Linguistics and Language Department explaining the objective of the research project and asking him for permission to carry it out.

✓ *Voluntary participation*

The English and French Program students participated in this study voluntarily.

✓ *Damage*

This study did not pretend to cause neither physical nor mental damage to anybody.

✓ *Confidentiality*

It was not thought of changing the name of the University of Nariño due to the respect it deserves. However, we did not ask for the names of the students who filled in the questionnaires.

✓ *Reciprocity*

Two copies of the research study were given to the administration of the University of Nariño, and we were willing to do a presentation to the staff of the Linguistic and Language Department.

✓ *Plagiarism*

To respect the authors' rights all the theories were mentioned with their own author, date, book's name and editorial, and their ideas were summarized or quoted when it was necessary. After knowing the method which includes the paradigm, type of research, the data collection instruments, the population, sample, and setting, the procedure, the pilot study, the validation criteria, the data analysis, and the ethical issues, we refer to the analysis of the results and the conclusions and recommendations.

Chapter 4: *Results and discussion*

To collect the necessary information, it was important to ask all the English and French program students to fill in the questionnaires; however, it was not possible to have information of the whole population. That is why the quantity of students who participated in the research was 80 from the total population of 119 students, which amounts to 67.2%. The analysis of the answers given to each question is focused on the specific and general objectives and they are supported by relevant theoretical literature.

Students' desire to be teachers or not.

The first specific objective of our study was: *“To determine the number of students who want and do not want to be teachers”*

In order to fulfill the previous objective we asked the following three questions.

Question 1: Do you continue studying in the English and French Program because your only goal is to speak the languages very well?

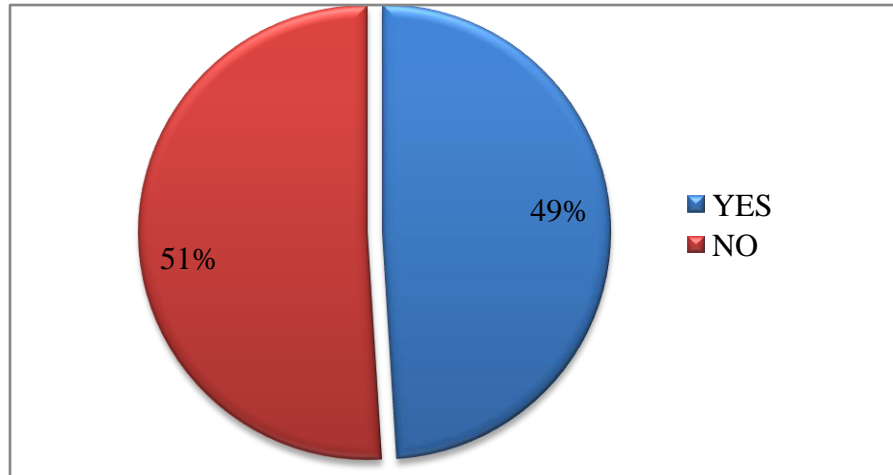


Figure 1: Percentage of students who continue studying languages to speak them very well.

In this question, it can be observed that while 39 students (49%) continue studying in the English and French Program because their only goal was to speak the languages very well, the other 41 (51%) students did not continue studying in the program because of that goal. This means that they have another goal.

Question 2: Now you are in the English and French Program, do you want to be a teacher?

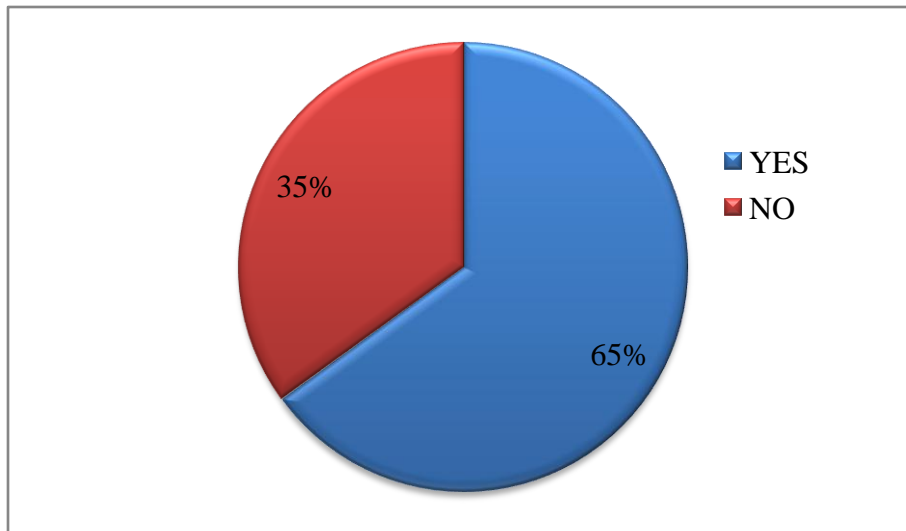


Figure 2: Percentage of students who want to be teachers.

The information obtained in this question revealed that among the 80 students of the English and French Program, 52 of them (65%) do want to be teachers and 28 of them (35%) do not want to be teachers. That is, when they started to study the program more than half of the students wanted to become teachers.

Question 3: Order the English and French Program's subject matters according to your interest degree.

English courses	French courses	Psychology courses	Linguistics courses	Pedagogy courses
55 votes	36 votes	18 votes	15 votes	14 votes

Figure 3. Order of the English and French Program's subject matters according to the degree interest of the students

In this table, it is only taken into account the highest quantities of the students' responses that situate each subject matter in the degree of interest. It is important to add that there were some responses missing that missed because some students only selected English and French in the first places.

The degree of interest of the students for each subject matter was analyzed in a falling order of interest (from 1 to 5). The results demonstrated that 55 students situated the English courses in the 1st place showing that these subject matters were the most interesting for them, 36 students situated the French courses in the 2nd place, 15 students situated Psychology courses in the 3rd place, 14 students situated Linguistics courses in the 4th place and 18 students situated Pedagogy courses in the 5th place. Based on these results we could say that the students are more interested in learning foreign languages than pedagogy.

The results in figure 1 indicate that a good number of students continued studying in the English and French Program because their only goal was to speak the language very well. This means that many students kept on studying in the program just for learning English and French and not for preparing to be a teacher. In relation to this, Weller, (2005) claims that goal setting is very important to motivation and success, for example, if students are in the university because of their parents, they could find it difficult to motivate themselves. It could be possible to be successful with the help of someone else providing motivation, that is by means of extrinsic motivation, but motivation that comes from inside a person, that is, by being motivated intrinsically, really makes the difference. In agreement to Weller, Deci (1972), Deci & Ryan, (1985) and Harter, (1981a, pag. 150-151) highlight the types of motivation in learning or performing an action, They say that motivation can be intrinsic or extrinsic; the intrinsic motivation is related to internal factors such as curiosity, interest, and desire to involve in a task

because of pleasure and satisfaction. On the other hand, extrinsic motivation relates to the determinations of people to do something because of external incentives, rewards, requirements, or social control. For example, if someone is studying something he/she likes the most and in spite of getting the goal he/she has always wanted, he/she is going to have to obtain a goal assigned by someone or something else, it is difficult for him or her to feel motivated intrinsically. In this case, the students who did not want to be teachers had a demotivation problem because they were going to achieve the program's objective but they were not going to achieve their real goal.

In comparison to the results of the second question (*see figure 2*), thirty-nine students (49%) who just wanted to learn foreign languages in the first question, possibly, in order to get other kinds of jobs, is reduced to twenty-eight demotivated students in the program. The cause of their demotivation is their dislike and no interest for being a teacher and the reasons why they did not want to be teachers are exposed in the analysis of the general objective of the research. The like of the students for studying other professions can influence their interest of managing the languages very well and that could be why in the third question, the most preferred subject matters are English and French.

Students' goals with the learning of a second or foreign language.

The second objective of our study was: "*To establish the students' goals with the learning of a second or foreign language*".

This objective was fulfilled by means of the following questions and data:

Question 1: What are your present purposes in learning a 2L/FL? This was an open-ended question and the following answers were gotten.

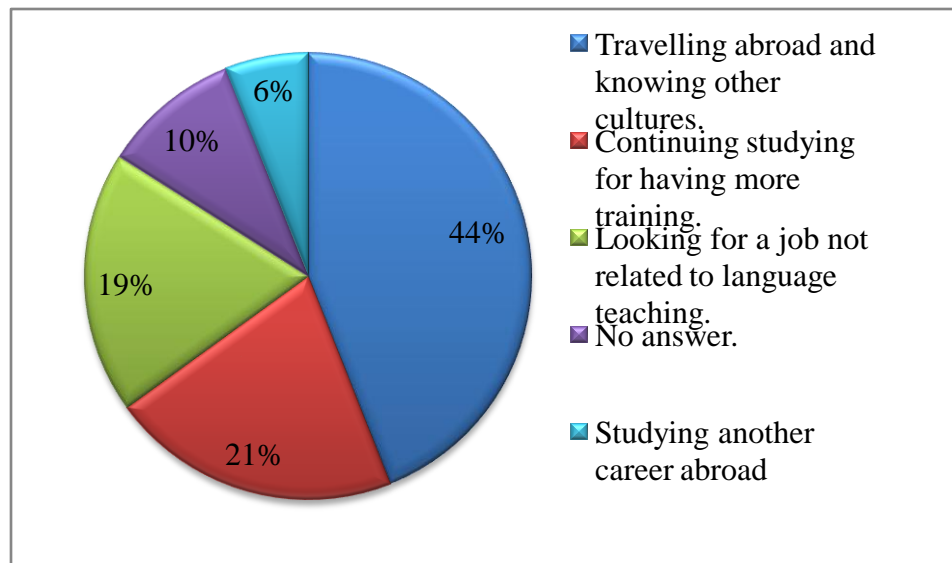


Figure 4: Percentage of different students' present purposes in learning a 2L/FL.

In this question, 44% of the students answered that the present purposes with the learning of 2L or FL are: travelling abroad and knowing other cultures, 21% answered that its present purposes were to continue studying for having more training and doing the best in language teaching, 19% answered that their present purpose was looking for a job not related to language teaching, 10% did not answer and 6% answered that their present purpose was studying another career abroad. These results indicate that most of the students (79%) have goals different than being teachers.

Question 2: What do you plan to do after getting your diploma of English and French Licenciatura?

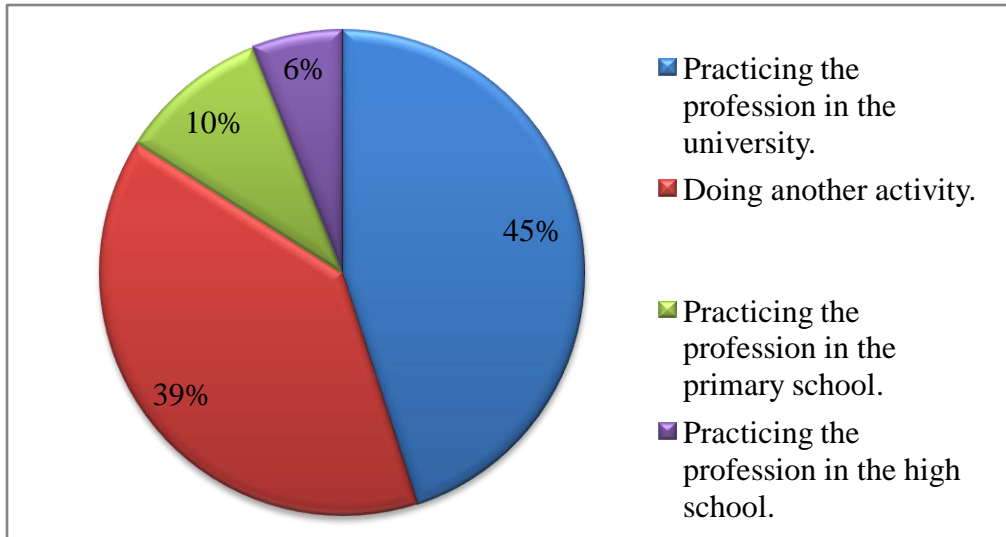


Figure 5: Percentage of the students' plans after getting their diploma.

The results in this question show that 36 students (45%) wanted to practice the English and French teacher profession in the university, 31 students (39%) wanted to do another activity, 8 students (10%) wanted to practice the English and French teacher profession in the primary school, and other 5 students (6%) wanted to practice the English and French teacher profession in high school. These results show that many students (61%) want to be teachers, a percentage that is almost similar to the one on figure 2. What is interesting to highlight here is that most of the students who want to be teachers, plan to do it in the university.

The third question was an open-ended one:

Question 3: Which job opportunities do you consider the English and French Program will offer you?

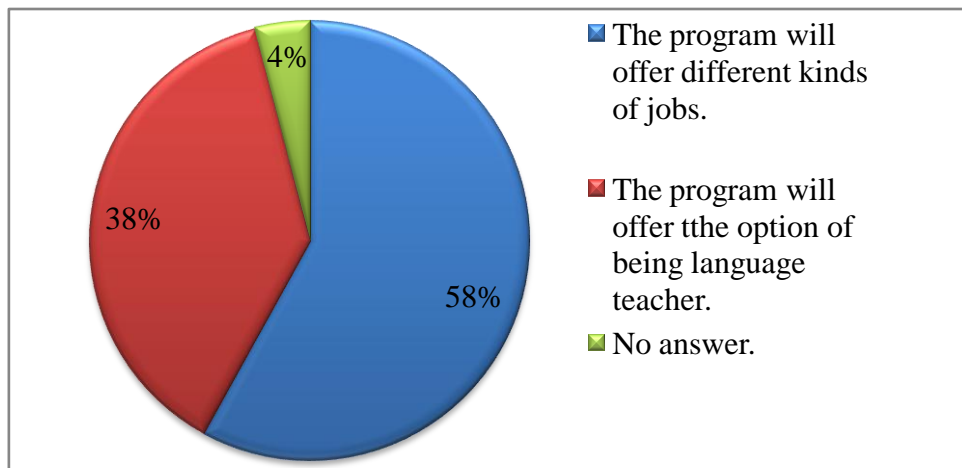


Figure 6: Job opportunities that the English-French Program will offer the students.

According to the students' answers, 46 students (58%) stated the English and French Program could offer different jobs such as translators, simultaneous translators, flight attendants, Au pair, and Professional in Bilingualism, 30 students (38%) affirmed the program would offer the only opportunity of being an English and French teacher, and 3 students (4%) did not answer. This means that the students do not understand the objectives of the program clearly.

The fourth question was also an open-ended one: Which are your present purposes in studying in the English and French program?

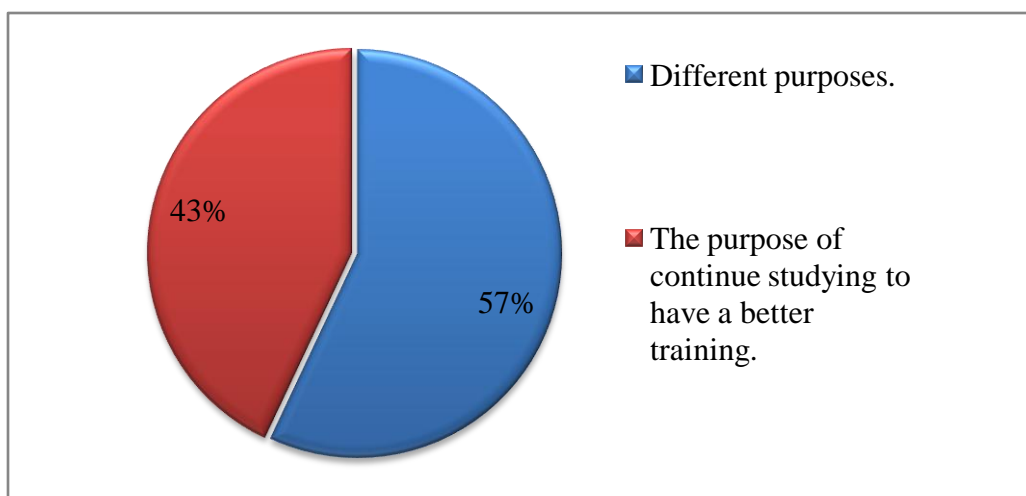


Figure 7: Present purposes to study in English-French Program.

Considering the students' present purposes with studying in the English and French Program, 46 of them (57%) had different purposes such as travelling abroad, speaking the languages very well, or finding a job in which languages are required. Thirty-four of them (43%) had as principal purpose to continue studying to improve their training when practicing the language teacher profession. This means that although the students are in a teacher education program, more than fifty percent of them have goals related to other professions.

The twenty-eight students who did not want to be teachers and others who belonged to the fifty-two ones said they had different goals with the learning of a 2L/FL (*see figure 2*). According to the results in the second question, the number of students that said they wanted to do something different is more than twenty-eight (the quantity of students who did not want to be teachers) that means some students who answered they did want to be teachers think of the possibility of getting other kinds of jobs with the learning of a 2L/FL. Other, very few students showed interest for teaching in a primary school or in a high school; this could be because they know there are more advantages in teaching in a university than teaching in a primary or in a

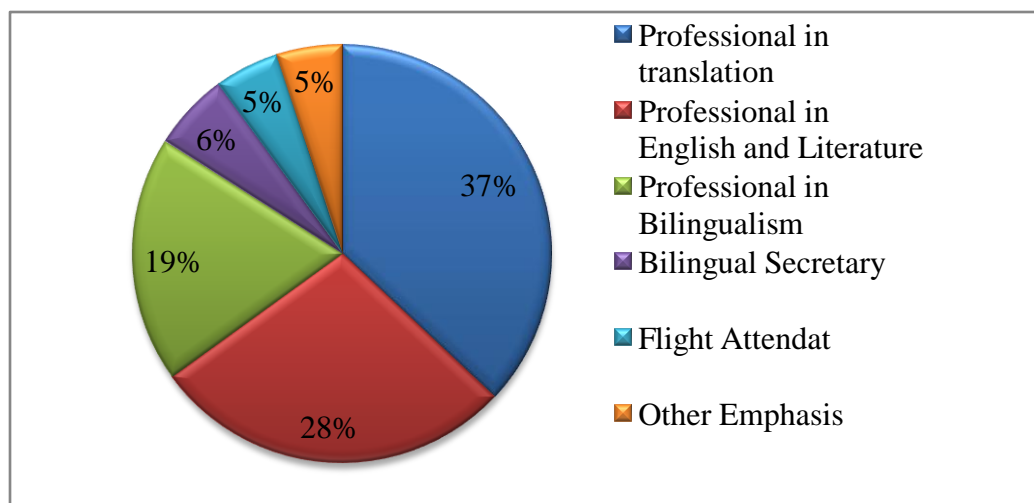
high school. Besides, the socio-cultural and the historical condition play a decisive role on an EFL situation, and this condition should unquestionably influence on the effectiveness of learning and teaching language (Bastidas, 2006: pag. 155). What is important to analyze here is that although the English and French program has a profile of preparing teachers to be high school teachers, most of the students do not want to teach languages in that setting. Why? Unfortunately, we did not ask this question. However, we think that the conditions in a university context could be more profitable for teachers than the conditions in a primary or in a high school because there are materials available, the discipline problems hardly happen, the quantity of students is easier to manage and students usually learn a language because they want to and like it. It is important to add that there are students who want to learn 2L/FL to travel, study abroad, work abroad, or complement their knowledge on languages with another career.

While question four (see *figure 7*) took into account the students' two most important and common present purposes with studying in the English and French Program, the first question (see *figure 4*) focused on the same ones but with the learning of 2L/FL. The data demonstrated crucial points about the students' future goals. The first point was that the variety of purposes that the majority of students chose was almost the same activities that they would have liked to do in the second question (see *figure 5*). Even though the principal objective of the program is to form well-prepared language teachers, it also gives the opportunities of having an advanced level of English and French which for some students could be useful to achieve other purposes. Another point was that from the comparison between the fifty-two students who responded that they wanted to be teachers and the number of students that had as purpose to continue studying to have a better training in the language teacher profession (see *figure 2*). There is a big difference that makes to think again that many students consider they can achieve different goals

with the learning of a 2L/FL. For Weller (2005), a goal is a powerful factor for seeing towards the ideal future, for motivating oneself to make this vision into reality, and for helping people know where they want to go in life. He claims that while people are achieving goals, they will find that their self-confidence increases in a fast way. He argues that goals activate learning from a moment to another in the way that they make the student's activities go toward their goals to experience success. What is worrying about the previous results is that although some students are satisfied with their goals of being teachers a good number of students is partially satisfied to accomplish their objectives. That is, although they are getting a good level in foreign languages, they might not be successful in being translators, bilingual teachers, flight attendants, and so on.

The present purposes of some students are related to the job opportunities that, according to the students, the English and French Program would offer. In question four (*see figure 7*), forty-six students stated that the program would offer various jobs and the reason for this might be that they had in mind that speaking different languages could allow them working in distinctive fields. On the other hand, thirty students affirmed that the program would only give them the opportunity of being a language teacher, possibly because they were conscious that the Program's main objective is that.

Programs related to languages



The third objective of our study was: *“To identify the programs related to languages students would like to be offered by the University of Nariño”*.

The required information for this objective was gathered through the next questions and results. In the first question, we asked: If you had the opportunity of choosing a different emphasis other than being an English and French teacher, which of the following emphasis would you choose?

Figure 8: Programs students would choose.

In relation to the opportunities of choosing an emphasis other than being an English and French teacher, 30 students (37%) would choose professional in translation, 22 students (28%) would choose professional in English and Literature, 15 students (19%) would choose professional in bilingualism, 5 students (6%) would choose bilingual secretary, 4 students (5%) would choose flight attendant and 4 students (5%) would choose other emphasis. This shows that although the students are in an Education program, they are also interested in a variety of professions related to languages practice.

To fulfill the third objective we also asked: Which programs different from the English and French Licenciatura should the University of Nariño offer?

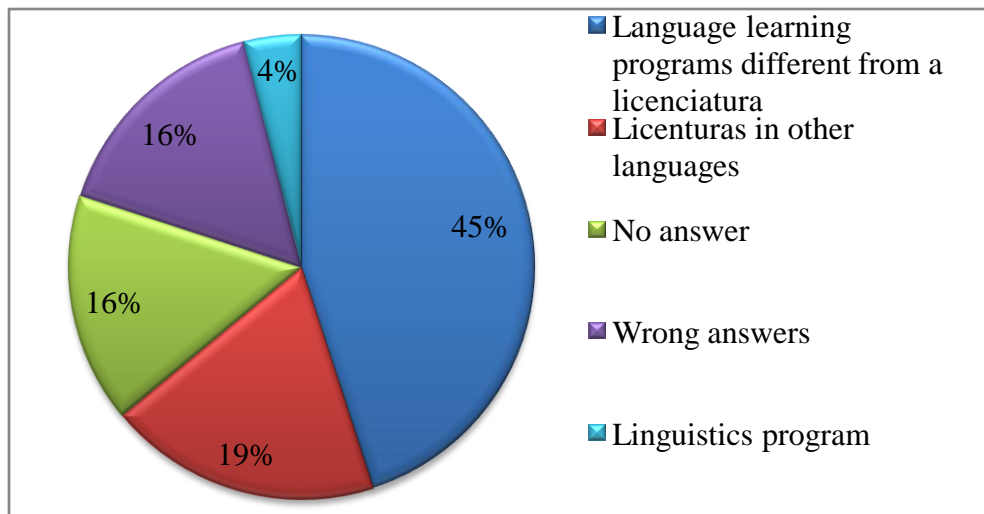


Figure 9: Programs different from the English-French Licenciatura.

In accordance with the students' opinions, 36 (45%) of them affirmed the University of Nariño should offer language learning programs different from education, such as translation, professional in bilingualism, bilingual secretary, flight attendant, tourist guide, and simultaneous translation, 15 students (19%) answered there should be "licenciaturas" in other languages, 13 students (16%) did not answer, 13 students (16%) gave wrong answers and 3 students (4%) agreed there should be also a linguistics program. This shows that students want to have other types of programs different from education.

The coherence between the students' goals and the programs they would have liked the university offers is a meaningful example of the consistency among the results in this objective.

The first and second questions differentiated on the way they were formulated but they had the same objective which was to know the programs or emphasis students would have liked to take in the university. According to the results, students would have liked to study the emphasis listed in the first question especially professional in translation, professional in English and Literature, and professional in bilingualism. To this list, they added other programs that

appeared in question two; these were language learning programs not related to a licenciatura, such as tourist guide, simultaneous translation, and “licenciaturas” in other languages. Moreover, these professions influence on the way that they allow many students to achieve their previous present purposes. According to Lewis, (2002) when students are conscious of learning languages, they have a strong intrinsic motivation. Contrary to that, they need to be reminded of where success could lead. For example, in societies where studying literature is an important part of the education system, teachers emphasize the benefits of being able to read English poetry, short stories, and novels. In other contexts, teachers emphasize on the career and commercial benefits to students: fluent speakers of English are employed as interpreters, they travel abroad on business, and they work on tourism. Reminding students about the jobs for fluent language speakers can be an important part of motivation. The previous results should motivate the administrators of the Linguistics and Languages Department to evaluate the necessities of the English and French program for many young students who study languages not because they really want to be teachers, but also because they have different goals related to other languages. For these students, it is necessary to offer a variety of programs as stated above.

Opinions about the English and French Program.

The fourth objective of this study was: “*To know the students' opinions about the English and French program*”.

In this objective, the data were obtained through the following questions and results:
The first question was: Do you consider the English and French Program has to continue being offered?

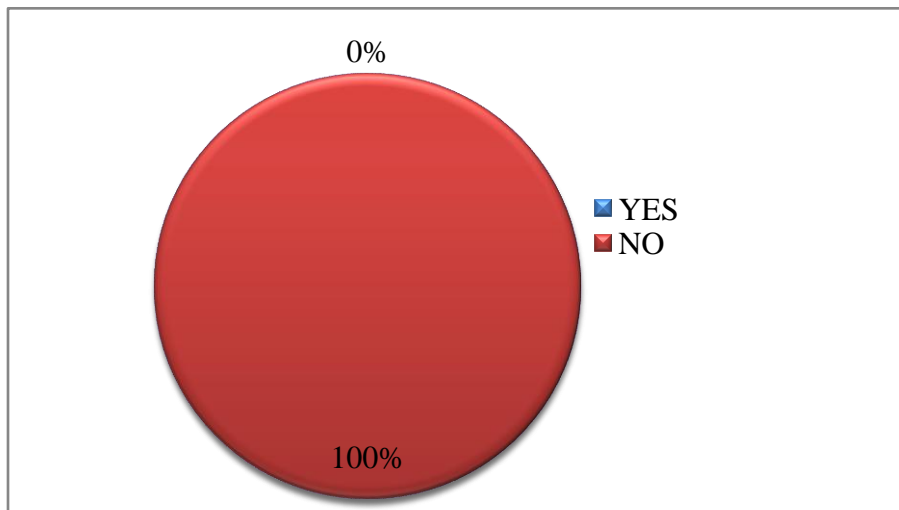


Figure 10: Opinions about the English and French Program.

The students' answers showed that the total population (80 students, 100%) agreed that the English and French Program had to continue being offered. This means that students valued the program.

The second question was: Describe something that you would add or change in the English and French program.

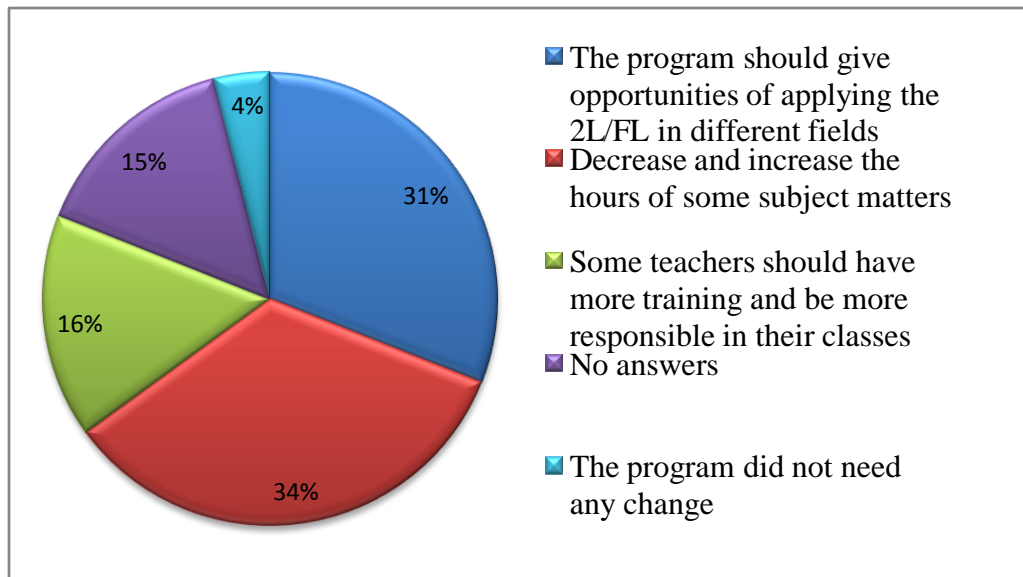


Figure 11: Changes suggested by the students in the English and French Program.

These data show that 27 students (34%) agreed that there should be a decrease of the subject matters of pedagogy, psychology, and linguistics; and that there should be an increase of the English and French courses, 25 students (31%) claimed the program should give opportunities of applying the 2L/FL in different fields, 13 students (16%) said some teachers should have more training and be more responsible in their classes, 12 students (15%) did not answer and 3 students (4%) said the program did not need any change.

Knowing the students' opinions about the English and French Program was necessary to confirm the data obtained in the other objectives. In the previous information (*see figure 10*), it was observed that the total population (eighty students, 100%) answered they wanted the English and French Program to be continued because of the following reasons: Colombia needs well prepared teachers not only to teach a language but also to educate adolescents and children through values; the program gives a lot of opportunities, it is one of the most important and unique programs that prepare teachers, teachers with an excellent training in their profession, and

their quality of being good human beings help the society's development, and being a teacher can be hard, but, it is also an admirable and wonderful profession. However, in this question, all the students considered there should be changes to improve the program. According to them, there should be more hours of the English and French courses and fewer hours of the psychology, pedagogy, and linguistics courses. Concerning this, Bastidas (2006: pag. 41) suggests that the English and French students need to be exposed to an equilibrium between the maximum practice of languages and the best teaching preparation. This balance can benefit students satisfying their motivation, needs, likes, and preferences to get what they really want. The results about the increase and decrease of some subject matters were corroborated by the data obtained in the third question of the first objective which demonstrated that most of the students are more interested in the English and French subject matters than in the other ones. Following with the information of the question two, students also added there should be opportunities to apply the English and French languages in different fields to get other kinds of jobs and an improvement of the negative image students have for teaching; with regard to this, students affirmed that teachers are becoming mediocre and are making the students mediocre too because they do not prepare their classes, do not demand the students' learning, and miss or arrive late to classes. Lightbown, Patsy and Spada (1999: pag. 57) suggest that teachers can meaningfully help in the increase of the students' motivation to learn making classrooms enjoyable places where the content is interesting and relevant for their age and their level of knowledge, where the learning goals are challenging, manageable and clear and where the environment is supportive and non-threatening for them. Once again these results indicate that a good number of students would like to have opportunities to study other professions related to languages and their preferences for the courses of foreign languages.

Reasons to study a second or foreign language

As it was stated in the first chapter the main objective of this study was: *“To analyze the reasons the English and French program students have for learning a second or foreign language”*.

In this objective, the data were obtained through the following questions and results:

Question 1: Before entering the university did you want to be a teacher?

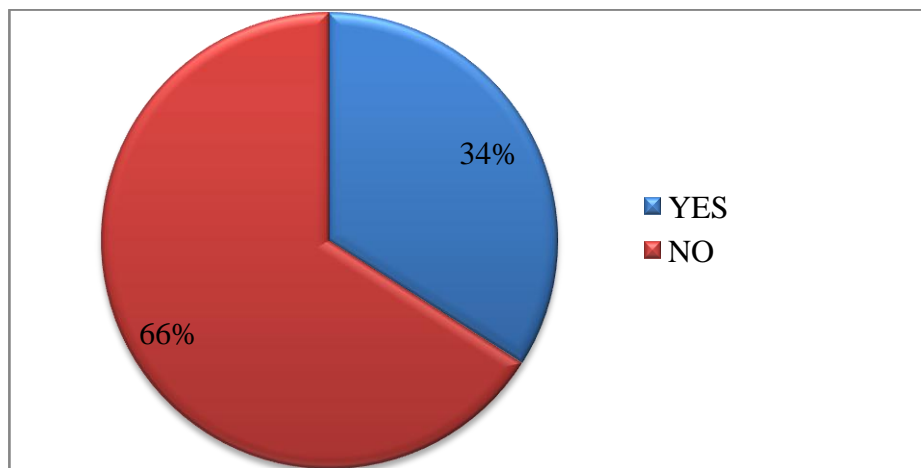


Figure 12: Percentage of students who wanted to be teachers.

In this question, there were 27 students (34%) who said they wanted to be teachers before entering the university and 53 students (66%) who said they did not want to be teachers before entering the university. This means that a good number of students did not want to be teachers before entering the university.

The second question was: What motivates you to study in the English and French Program?

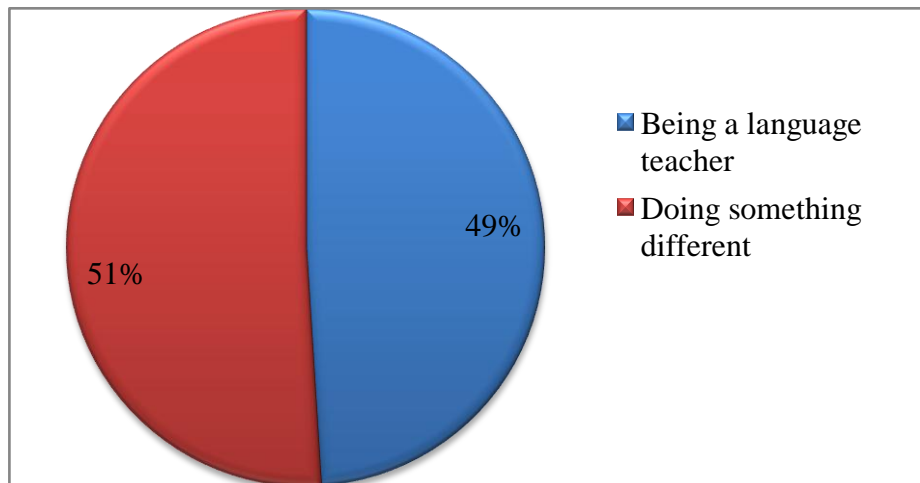


Figure 13: Reasons to study in the English and French Program.

It could be seen that 39 students (49%) were motivated to study in the English and French Program because they wanted to be language teachers and that 41 students (51%) were motivated to study in the same one because they wanted to be or do something different.

Being the principal objective of this research study to analyze the reasons the English and French students have for learning a second or foreign language, the second question asked about those reasons in terms of motivations (*see figure 13*). The motivations or reasons students had for learning a 2L/FL allowed us to know if their interest and motivation in the learning process were for getting practical goals or personal progress.

Although the reasons some students have for studying in the program seem to be becoming a language teacher and being or doing something different, the previous data were not similar to the following ones in the previous questions (*see figures 12 and 2*).

In question one of this objective, the results showed fifty-three students did not want to be teachers before entering the university because of reasons such as being a language teacher is difficult in Colombia, because of the lack of resources in most high and primary schools, not

having neither the aptitude nor the patience and the vocation to teach, being a teacher is boring, their interest was just learning a 2L/FL, the teacher profession is not very important in this country, and the low wage teachers receive. On the other hand, the other twenty-seven students who answered did want to become teachers. They said that their goal was becoming excellent teachers since before entering the university they thought they did not have the aptitude for teaching but, they learned to love and struggle to become good teachers. In relation to the previous question that enquired the number of students who wanted and did not want to be teachers before entering the university, the second question of the first objective aimed at identifying the number of students who wanted and did not want to be teachers during the career. In accordance to some students, they did not want to be teachers because of reasons such as being a language teacher was not the profession they wanted, liked, or desired; it was hard to teach following language teaching and learning theories that are not focused on the reality of our society, being a teacher was a difficult profession, the career was their second option, they only wanted to get their diploma to find a job, the career did not fulfill their expectations, they did not have the aptitude to be teachers. There were other students who justified their answers saying that they will have to be teachers because there are no more job opportunities. The students who answered that they did not want to be teachers gave reasons that seemed to be influenced by both the personal and the social factors proposed by Locke and Latham (1990). They state that personal and social factors influence the choice of goals and the individual's commitment to those goals. *Personal-individual factors* include self-efficacy, previous performance, skill level, causal attributions as bad luck or low effort, valence which has to do with the monetary incentives and the factor of mood that allows establishing higher goals. *The social-environmental factors* comprehend the quality of support and the success of working with other people, the

positive role modeling that permits to establish higher goals, the reward structure that can be incentives or competitions, the image of a supportive, knowledgeable, trustworthy, and friendly authority, and the positive provision of feedback that focuses on challenge, mastery, self-improvement, and achievement.

Comparing the results in both questions, from fifty-three students who did not want to be teachers before entering the university, now there are twenty-eight and from twenty-seven students who wanted to be teachers before, now there are fifty-two; this means that many learners are in the program because their main reason and goal is to obtain their “licenciatura” in English – French. However, it can be seen there is a good number of students that has different aspirations and experiences a variety of feelings that the program is not taking into account.

In sum, it can be said that approximately half of the English and French students are in the program because they have the goal of becoming language teachers. Nonetheless, there is also half of the students who have as main reason and goal to achieve other kind of professions or purposes that do not relate to language teaching. These students feel demotivated for being prepared to be teachers, however they feel motivated and enthusiastic in learning a 2L/FL. Altogether, they suggest there should be changes to improve the learning and teaching processes of the program.

Chapter 5: Conclusions and recommendations

For any university, it is fundamental the students' learning success and the high effectiveness of the feelings of motivation, interest and devotion towards the learning tasks. Nevertheless, in many cases students do not feel supported in the achieving of their goals additionally, the reasons why they choose such career are unknown or simply, it is assumed students like it. To overcome problems of demotivation during the career and then, the uninterest for practicing the profession, students should be conscious of the program's principal objective, this allows them to know the negative and positive aspects, and realize by themselves if that program relates to their professional goals, aspirations and to their personal needs, interests, and reasons to study such career.

In the English and French Program, whereas some students tend to be language teachers, there are others who are not interested in the language teaching profession. The students who want to be teachers do not have any problem because their real goal is to get that profession and so they are in the appropriate career. Here the problem is for those students who have other goals with the learning of a 2L/FL. For them, their goals are to get different kinds of jobs which languages are required and also other purposes such as travel abroad, know other cultures or work, study or live abroad.

Regarding some students who are not satisfied with the goal they are going to get, they refer to possible programs that should be offered by the university. Most of the students suggest that the university should offer distinctive language programs not only related to teaching but also related to other professional fields such as: professional in translation, flight attendant, bilingual secretary, professional in English and Literature, professional in bilingualism, tourist guide and language programs not related to teaching that permit them to achieve other kind of

goals.

According to the opinions of the students, the English and French Program should continue but, there should be changes focused on the subject matters, on teaching and on the profile of teachers, and on the job opportunities that the program could give through the learning of a 2L/FL.

The reasons that some students have for liking or do not liking to be teachers can be useful information that contributes to the university staff decisions. According to most of the students, they want to be teachers because they want and like that profession, that is, the language teaching profession is their vocation. On the other hand, those students who do not want to be teachers say that being a language teacher is difficult in Colombia because of the lack of resources in schools, not having neither the aptitude nor the patience and the vocation to teach, their interest is just learning a 2L/FL, the teacher profession is not very important in this country, and the wage teachers receive is low.

It is well known that speaking foreign languages opens many doors but the problem is that the English and French Program is not just a course for learning to speak English and French but a career whose objective is to prepare English and French teachers. Some students just want to learn English and French and that is why they feel demotivated because they do not want to be teachers.

The staff of the University of Nariño in agreement with the high schools of the city should guide all the students through short courses, pamphlets or other forms of information resources that make them know the objectives of all the programs, courses and the features of the real contexts where they are going to practice the professions. Once students are well informed about the programs they can choose the one that satisfies their future aspirations. Moreover,

regarding the new students, the university should ask for the reasons students had to choose such career and what their future goals are, for example, through surveys that serve as means to know the motivation, interest and professions they like. This can be useful to guide students in their professional future and to decrease demotivation and desertion problems and the resistance to practice the teacher profession.

The administration should take into account the suggestions and nonconformities of the students about the attitudes and preparation of the teachers, the importance and the number of hours given to each subject matter and the job opportunities the English and French program could offer. Finally, it is important to suggest that the university think of the possibility of opening new programs related to the students' aspirations and the demands of the social and economic development of the city. By the way, our advisor has said to us that he designed an innovating program to offer the students opportunities to study new professions related to languages, such as translation, bilingual secretary programs, language and literature programs, tourist guide programs, but unfortunately his proposal has been ignored.

We hope that the results of our study motivate the administration of the Department to be open to this type of initiative in order to help the students who do not want to be teachers to fulfill their real goals.

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Appendix A

University of Nariño
School of Human Sciences
English and French Program

Research project: Reasons the English and French program students have for learning a second or foreign language

Students: Sandra Milena Bolaños Urbano
Edy Andrea Espinosa Chamorro

Questionnaire to the students of the English and French program

The aim of this questionnaire is to get information related to the reasons students have for learning a second or foreign language in the English and French Program.

Considering that the objectives of this information are exclusively investigative; we ask you to be as sincere as possible when answering this questionnaire.

Gender: Male _____ Female _____

Semester: _____

Date: _____

A: In this section you will find 7 multiple choice questions. Put an X in the line that corresponds to your answer. Then add information if needed.

1. Before entering the university, did you want to be a teacher?

Yes _____ No _____

Why? _____

2. Do you continue studying in the English and French program, because your only goal is to speak the two languages very well?

Yes _____ No _____

Why? _____

3. Now you are studying in the English and French program, do you want to be a teacher?

Yes _____ No _____

Why? _____

4. Do you consider the English and French program has to continue being offered?
 Yes _____ No _____
 Why? _____

5. What motivates you to study in the English and French Program?
 a) I would like to be a language teacher _____
 b) I would like to be or do something different _____
 What? _____

6. If you had the opportunity of choosing a different emphasis other than being an English and French teacher, which of the following emphasis would you choose?
 a) Professional in translation _____
 b) Flight attendant _____
 c) Bilingual Secretary _____
 d) Professional in English and Literature _____
 e) Professional in bilingüism _____
 f) Other(s) _____
 Which one(s)? _____

7. What do you plan to do after getting your diploma of English and French Licenciatura?
 a) Practicing the profession of English and French teacher in the primary school _____
 b) Practicing the profession of English and French teacher in the high school _____
 c) Practicing the profession of English and French teacher in the university _____
 d) Doing other activity(ies) _____
 Which one(s)? _____

B. In this section you will find 5 statements. Grade them from 1 to 5 according to your degree of interest. (1 is the highest/ 5 is the lowest)

8. Order the following areas of the English and French Program according to your interest.
- a) English Courses _____
 b) French Courses _____
 c) Linguistics Courses _____
 d) Psychology Courses _____
 e) Pedagogy Courses _____

C. In this section you will find 4 open-ended questions. Feel free to answer them according to the information you think is necessary.

9. Which are your present purposes in studying in the English and French program?

10. Which job opportunities do you think the English and French program will offer you?

11. Which programs different from the English and French Licenciatura should the University of Nariño offer?

12. Describe something that you would add or should be changed in the English and French program.

13. Which are your present purposes in learning a second or foreign language?
