THE ROLE OF LEARNING STYLES AS A FACTOR OF STUDENT DESERTION

by

Johanna Moreno Ceballos
Magali Ortega Meza

Faculty of Human Sciences
Linguistics and Languages Department
English and French program
University of Nariño
2006

THE ROLE OF LEARNING STYLES AS A FACTOR OF STUDENT DESERTION

by

Johanna Moreno Ceballos
Magali Ortega Meza

Submitted to the faculty of Human Sciences
in partial fulfillment of the requirements for
the degree of B.A. in the Department
of Linguistics and Languages
University of Nariño
2006

CONTENT

Page.

Appendix A. Survey Format   67

List of tables

Page.

List of Figures

ABSTRACT

The educational system in Colombia has been affected during the last decades for a phenomenon called desertion. English teaching and learning has also been influenced by such a problem. Many important researches have been conducted in order to understand which factors pressure to a student to decide to abandon his or her studies. Those studies have been focused in determine social, economical and personal situations in students' attitudes towards university education. However, this study has focused in analyzing the role played by Learning Styles in student desertion. The results presented in this research prove that adaptation was not a problem for students. On the other hand, grammatical patterns and role play activities offered difficulties to them. The survey developed in order to know the opinions of those students who entered to the first semester of English and French in 2004, proved that most of them did not consider their own learning styles as factors intervening their decisions of abandonment. Since major writers in ELT such us O'Malley & Chamot in 1990; Oxford, 1990; Oxford et Al, 1990; Weaver & Cohen, 1994; Wenden, 1986; proposed Learning Styles as important elements in Second Language Learning, the topic proposed in this study constitutes a relevant one in language education.

Introduction

In Colombia, many universities have identified desertion as a common problem that affects the educational system. According to Lara (1983 quoted in Icfes 2002), desertion is the early abandonment of studies in university education since students leave their careers at the beginning of the first semesters or in later semesters because of different reasons.

In this way, completing a profession could be a profitable and exciting achievement in students' lives. The problem is that many students abandon their studies in different periods of their academic life, making this crisis not only a statistical obstacle but also an academic barrier of university education.

As it has been stated by different authors like Osorio, Jaramillo and Jaramillo A. (Icfes 2002), desertion can be influenced by several factors. One of those factors is the use of a specific learning style because these are important features that intervene in students' motivation to make a decision of staying or not in a program or career and because certain learning styles appear to be more connected to certain programs in an specific educational setting.

Consequently, the aim of this paper is to explore the role of learning styles as a factor influencing student

desertion in the English and French Program at the University of Nariño, providing characteristics that contribute to a more reliable and productive research.

Technical-Scientific Aspects

Topic.

Language Teaching Methods.

Educational and Cognitive Psychology and language

Title.

The role of learning styles as factors of student desertion in the English-French Program at the University of Nariño.

Problem Description.

Since the middle of the 20th century, education has become one of the most important issues to be studied for the development of our society (e.g. Icfes 2002). However, there are some problems related to all levels of education, especially to university education. Nowadays, university education is the one that presents more problems with students, since there are many factors that impede the appropriate development of university education of today's young people. One of those factors is desertion which is seen as the abandonment of the career in university education where students leave their studies at the beginning of the first semesters or leave their studies in later semesters because of different reasons. Among those different reasons one particular factor influencing desertion could be learning styles which affect students'

academic life greatly. When students feel uncomfortable with their own performance during the classes, they start thinking that they can not complete in a successful way their studies. It is worst when they have not identified their own learning styles and try again and again to learn different stuff in the same way classmates do. This produces that students feel disappointed with them selves and think in leaving their studies. It is clear that learning styles can affect students' scholar life positively and negatively.

Problem Statement.

Is the role of learning styles a factor of student desertion in the English-French Program at the University of Nariño?

Justification.

Desertion is a problem commonly found in educational settings that affects the development of any society. It is also a phenomenon involving political, economical, social, cultural, cognitive and methodological aspects. It is important to say that desertion does not always mean to leave. It can also mean to remain but giving up to the assigned ideal. For this reason it becomes important to say that there are different types of desertion which are originated by different elements. As it can be seen, all these factors make evident the need of researching about

some apparently causes of desertion, since it is a major problem involving not only students but also teachers and the whole educational system.

Among the different reasons found in order for a student to desert, a major focus is going to be assigned to that of Learning Styles. Since this study intends to discover the role played by learning styles in student desertion, it is a good idea to consider how a student assimilates the learning process and if this process fits students' needs and expectations.

As a statistical illustration in Colombia the regulating institutions of national education show that desertion, in a general sense, is real and a very serious problem. According to Caicedo, C. (2005 quoted in Vinasco, J. S.), 52% of the Colombian students who start a career do not finish it. Between 1999 and 2004 only 48% of the students finished their studies, that is to say, that only 1 student out of 2 who registers for a new program ends his profession or obtains a degree.

The University of Nariño in Pasto and in this specific case the English and French program as well as the English and Spanish program is not indifferent to the problem of desertion. For these reasons, the present paper is aimed to identify the role of learning styles in students' desertion.

General Objective.

To determine the role of learning styles in students desertion at the English-French Program in the University of Nariño.

Specific Objectives.

To identify the typology of causes that are involve on student's desertion (family reasons, economical, social, institutional, and personal, etc) in the English and French Program at the University of Nariño.

To identify learning styles within the factors of students desertion in the English and French program at the University of Nariño.

To determine the role of learning styles in the students' desertion at the English and French program in the University of Nariño.

To determine some suggestions to prevent students desertion taking into consideration learning styles as a means to promote students' potentials development.

Hypothesis.

The lack of recognition of student learning styles is a significant factor in student desertion in the English and French Program at the University of Nariño.

Null Hypothesis.

Learning styles have neither positive nor negative influence in student desertion in the English and French program at the University of Nariño.

Variables.

Independent Variable.

The role of Learning Strategies in students' desertion.

Dependent Variable.

Student's desertion in the English and French Program at the University of Nariño.

Reference Framework.

Although there are many studies about desertion in Colombia (e.g. Icfes 2002), no previous research in the English and French program at the University of Nariño was found related to students' desertion. However, there is a wide bibliography which has helped in the development of this research. With these resources, it was expected to find potential information concerned with different aspects which could help us to understand if learning styles were factors that influence students' desertion in the English and French program at the University of Nariño.

Theoretical Framework.

The evidence presented above visibly justifies the importance of studying the desertion problem in the

university education. However, it has been seen that this problem can be affected by a varied number of factors. One of these factors is the main subject of this research: Learning styles. In order to understand in a better way how learning styles and language learning are related, it seems to be a good idea to start by exploring what in English Language Teaching is known as Language Acquisition.

Acquisition

Krashen (1981, quoted by Ellis p.14) uses the term "acquisition" to refer to the spontaneous and incidental process of rule internalization that results from natural language use, where the learners' attention is focused on meaning rather than form.

A distinction between Second and foreign language acquisition is made by Ellis, R. (in Ellis, R. (p. 12, 16). Second language acquisition (SLA) is the process by which people learn languages in addition to their native tongue (s) (i.e. the learning of English by speakers of other languages in the United States) and foreign language learning occurs in settings where the new language is thought and applied in the classroom (i.e. English learnt in Colombia). (Ellis R. p. 12, 16)

Krashen and Chomsky (1982, 1986 cited in D. Fazio, T.) express that in the processes of learning a language there

exist certain conditions (e.g. environmental, personal etc.) that are necessary to facilitate the process of language learning. These conditions oblige to the teacher to create an interesting and creative learning environment in order to permit learners to understand and imitate the language.

Consequently, learning requires an adaptation to the institution which implies to acquire new behaviors and to develop other types of learning styles (Teobaldo, M. cited in Delacourt L.)

Adaptation.

Teobaldo expresses that people who do not adapt to the academic life could abandon or stay in the institution as chronic students; that is, students that use different mechanisms and techniques to continue or desert from the institution. (Teobaldo, M. cited by Delacourt L.)

Supporting Teobaldo's ideas, Castañeda, M. (1982 in Icfes 2002) recognizes that this situation makes the student intolerant, insecure and immature to develop the learning process.

Coulon, A. (quoted by Teobaldo in Delacourt L.) also acknowledges the value of adaptation, he considers that in this process the student passes by three dimensions: the first one is time of wondering, when a student enters into an unknown institutional environment. The second one is time

of learning, the student adapts progressively to the new life. And the third one is time of incorporation; the student acquires knowledge and domain of the institutional rules.

After this Introduction about acquisition and adaptation, it is necessary to continue with what learning styles are and their influence on students´ desertion.

Learning style definition.

Hedge.T (2000. p.18) states that Learning Styles are characteristics and preferred ways of approaching learning and processing information

For Brown (1994) the Learning styles are cognitive, affective, and psychological features that indicate how students react and interact with the learning environment. In general, when a learner responds in a different way depending on the learning subject or the learning context, he/she can show strength and capacity in the new style identified (Brown, 1994).

In the article "ESL teaching and learning styles", it is explained that all learners do not learn in the same way. Their personalities and preferences determine their learning style. As it can be seeing, learning styles include the cognitive affective and psychological domains (Oxford, Holloway, Murillo, 1992 in Shumin, K.).

On the other hand, Reid (1995) argues that learning styles are characteristics of individuals to understand new information. This means that a learning style is multidimensional because it involves elements like: environmental elements (i.e. sound, temperature), emotional elements (i.e. motivation, responsibility), physical elements (i.e. perception) and sociological elements (i.e. self, partner.) (Kinsella 1996, quoted by Shumin, K).

For this reason, Kinsella (1996) concludes that identifying a student's learning style contributes to creating a positive learning environment.

Learning styles.

Considering this, Brown (1994) outlines seven learning styles. 1) The independence and dependence fields. The first refers to the student's skills to analyze a text based on grammar. The second one is the sensitive ability to write. 2) Ambiguity tolerance, the learner can adapt easily to different cultural beliefs and practices.3) Reflective style is the tendency to think before acting. 4) Impulsive style involves risk taking and acting on conjecture. 5) Visual learners are those who demonstrate a preference for text and illustrated information (i.e. Pictures, diagrams, videos, handouts), these learners need to see the teacher's body language and facial expression to fully understand the

content of a lesson and they avoid visual obstructions (i.e. people's heads). 6) Auditory learners are students who learn best through verbal lectures, discussions, talking things through and listening to what others have to say. These learners often benefit from reading text aloud and using a tape recorder.7) Tactile-Kinesthetic learners learn through moving, doing and touching. (Brown 1994).

As it can be see, students can improve their performances if they discover their own strengths and weaknesses. Besides, it is important that teachers understand the students' learning styles in order to adapt their teaching strategies (In ESL teaching styles and learning styles article from http://www.want2learn.com/learningstyles/).

Another theory aimed for the development of learning objectives is multiple intelligences since it offers to the learner a framework to demonstrate his/her intellectual ability in the classroom.

Multiple Intelligences.
Gardner (1993 quoted in Woolfolk, A. 1980 p. 114, 115) categorizes seven Multiple Intelligences (MI). 1) visual-spatial intelligence is the ability to perceive and coordinate colors and forms. The most frequent skills of this type are: puzzle building, reading, writing,

understanding and interpreting visual images. 2) Musical-Rhythmic is the capacity to produce and appreciate music. The skills are: singing, whistling, playing musical instruments, composing music. 3) Logical-mathematical. It is the aptitude to use reason (i.e. numbers). The skills include: problem solving and abstract concepts task. 4) Bodily kinesthetic intelligence is the talent to control body movements and handle objects skillfully. Dancing, physical coordination, sports, hands on experimentation using body language are the common skills. 5) Linguistic verbal intelligence is the ability to use words and language demonstrating strong speaking and writing skills. The students can develop the following skills: listening, speaking, writing, story telling and teaching. 6) Intrapersonal intelligence is the facility to self-reflect. These students enjoy working alone rather than being part of a group. 7) Interpersonal intelligence is the ability to relate and understand others. The skills are: seeing things from other perspectives, listening, understanding other people's moods and feelings (Gardner 1993 quoted in Woolfolk, A. 1980 p. 114, 115)

Regarding the relationship between the learning styles and the learning strategies, it is important to mention them because those influence other two aspects of learning, the

rate of acquisition and the ultimate level of achievement (Ellis, R. 1994, p.529)

Learning strategies.

Weinstein and Mayer (1986 cited in Ellis, 1994) define learning strategies as the behaviors and thoughts that learner acquire during the learning. For Chamot, (1987 in Ellis, 1994, p. 530) learning styles are the techniques that are used by learners to facilitate the learning and Oxford (1989 quoted by Ellis, 1994) concludes that learning strategies are behaviors or actions employed by students to make language learning more useful.

Learning Strategies types

Oxford (1990 cited in Ellis, 1994, p. 539,540) divides the learning strategies into two main classes, direct and indirect which are further subdivided into 6 groups.

Direct Strategies. Memory, student makes mental linkages and applies images and sounds. Cognitive, thought Process used in learning which facilitate learners to manage information presented in tasks and materials. Compensation strategies involve guessing intelligently and overcoming limitations in speaking and writing.

Indirect Strategies: Metacognitive Strategies, learners are able to think consciously about how they learn and how they are learning. Affective Strategies are emotional

feelings (i.e. anxiety, courage). Social Strategies concern the ways in which learners select to interact with other learners (Oxford, 1990 cited in Ellis, 1994, p. 539,540)

Teaching Styles.

It is also important that teachers assist the learners' language developing skills and learning styles that students require for educational social and vocational environments (D. Fazio, T).
To this point Grasha, A. (1996 in teaching style article) defines teaching styles as the different roles that a teacher plays in the classroom since s/he provides a varied learning situation that incorporates a number of resources in order to facilitate different learning styles.

On the other hand a significant problem that according to numerous researchers cited in Icfes 2002, affects the educational system in Colombia and in which teachers and students are involved, is desertion (Icfes 2002).

Desertion.

Desertion is defined by Icfes (2002) as the quantity of students who abandon the system of university education among semesters. According to an experimental study made by Icfes in university education the desertion in the 90s fluctuated between 68% and 47% due to unpredictable external factors. Thus, the year with the lowest desertion rate was

in 1994 with 17.000 students and the highest desertion rate was in 1998 with 41.000 students (Icfes 2002).

Ricoachury and Lara (1984 in Icfes 2002) affirm that desertion is the abandonment of academic activities before finishing the studies or obtaining a degree because of extrinsic or intrinsic factors. Extrinsic factors are related to the size of classrooms; large groups of students and/or teacher's authority. Intrinsic factors deal with personal commitments with the program like habits of study, learning skills, vocational formation. (Contreras, G. 1994 in Icfes 2002).

In the same way, Arboleda and Picón (1977 in Icfes 2002) define desertion as the abandonment of the classroom due to strict academic reasons. Other authors like Gordillo and Polanco (1970 in Icfes 2002) express that the word "lag" is a component of desertion problem in which students do not follow their studies because of the abandonment of them, or by taking longer time to finish repeating subjects.

Somehow desertion it is something that the individual decides, even when this decision does not correspond to his/her will.

In this way, some authors define mortality as the classroom abandonment for strictly academic reasons and mobility as the change of institution or career (Páramo, G.

& Correa, C. 1999 in Icfes 2002). Thus, the non academic desertion is intra-subject and mortality or academic desertion is extra-subject (Páramo, G. & Correa, C. 1999 in Icfes 2002)

Extending the notion of desertion and its role, it is necessary to mention that desertion can be studied by different areas from diverse perspectives.

Desertion studied from different perspectives.

Psychology: studies the subject's intelligence and his/her motivation. Sociology studies social factors, and the influence of the society over student's academic performance. Pedagogy focuses on the academic organization, evaluation, and didactic interaction (Luna, N., Lusardi, R., Margharit, M., and Baez, N. 1998).

It is clear that at this point learning styles have proved their importance, since desertion problem is not only caused by social, affective and economical factors but it is also affected by educational settings.

On the other hand, failure is also related to desertion because when a student does not fulfill the requirements of the program, this student can become a deserter.

Failure.

Herrera, M. E. (1999) explains that failure is the student opposition to the institution rules and this

resistance would become an academic failure which normally precedes abandonment. In this way failing not only involves abandonment but also students that repeat the subjects.

Latiesa, distinguishes two types of failure. The Academic failure that is associated with institutional aspects or the academic performance, and Failure by absence that is a poor commitment to the studies.

At this instance and after having explained the desertion and failure terms, it is necessary to discriminate the desertion's variables implied in this problem.

Desertion's variables

Osorio, A., Jaramillo, C. and Jaramillo, A. (1999 in Icfes 2002) propose the following variables. 1) Academic Desertion. A student leaves his/her studies due to academic reasons. 2) Non academic desertion. It is presented when people decide to abandon academic activities because due to extrinsic and intrinsic factors. 3) The active state. It refers to the student that has a registered attendance in any academic program of the University. 4) The inactive state occurs when students do not have any present relationship with the institution. 5) Semester of retirement. People leave their studies in any semester (i.e. within the period xx-A and xx-B), because of academic and

non academic reasons (Osorio, A., Jaramillo, C. and

Jaramillo, A. 1999 in Icfes 2002).

Other important aspects conferred on this problem are

the types of desertion which can be presented in university

education.

Types of desertion.

The types of desertion are categorized into open,

potential and fraud desertion. Open desertion is the

abandonment that a student makes of his/her studies during

an academic period. Potential desertion means that a student

possibly abandons his /her classroom during the development

of the undergraduate studies and fraud desertion that is the

minimum execution of survival of the ideals and assigned

obligations (Icfes 2002).

Páramo, G. and Correa, C. (1999 in Icfes 2002),

Determine another group which are: a) Total desertion.

Students definitively leave their academic formation. b)

Desertion discriminated by different causes like family

reasons, economical, social, institutional, and personal,

etc). c) Desertion by faculty. Students decide to transfer

from one faculty to another or Desertion by program when

people change from one program to another in the same

faculty. d) Desertion in first semester due to inadequate

adaptation and the accumulated desertion that is the total

of desertions in the institution (Páramo, G. and Correa, C. 1999 in Icfes 2002).

Brawer (1996, cited by Tillman 2002 in Icfes 2002) concludes that the study of desertion is related to the study of the retention since this is a new type of desertion called "qualified desertion".

Retention.

It is a process in which students obtain alternatives that allow them to stay on the institution and obtain the degree even when their adaptation to the university environment has not been good (Icfes 2002).

From this point of view, the student does not abandon the university because he/she has a plan that allows him/her to act normally inside the program. In this way, it can be observed that students stay with the minimum of academic effort at the university (Icfes 2002).

To this point, it is also important to discuss the kinds of desertion not only because they provide evidence of their relevance, but also confirm that they are elements required in the field of desertion.

Types of deserters.

Ricoachury and Lara (1984 in Icfes 2002) propose: Partial deserters are the students who suspend their studies

but who return to the university and total deserters are students who decide to abandon definitively their studies.

Moons, M. (1996 in Icfes 2002) suggests two types of deserters. The initial deserter, a student who did not register to the second semester or year; and the advanced deserter, people that have passed more than fifty percent of their subjects and they do not register academic activity for two years.

Taking into consideration that desertion is studied by different authors mentioned previously in this paper desertion becomes a whole problem that involves diverse factors and causes.

Causes of desertion.

Tillman (2002 quoted in Icfes 2002) outlines the general causes that constitute significant barriers for the persistence of the students at the University. The author explains that the lack of preparation is one factor that involves desertion since it is presented in the students that have passed long periods without studying. External commitments like employment or other activities reduce time to study. Social isolation, students who do not develop social relationships do not acquire ownership with the institution. Interaction, people manifest to feel more satisfied with the university atmosphere when they interact

with teachers and the academic failure with the minimum academic standards (Tillman 2002 quoted in Icfes 2002).

Then, Icfes (2002) establishes other factors associated with desertion. Institutional factors, all the things that constitute the educational set. Social factors like the cultural differences and negative influence from people. Academic factors refer to the adaptation to rigid curricular programs, low performance and reluctance of subjects. Family factors are situations that include trips, childcare, civil status change, illness or a relative's death. Personal factors like expectations, motivation and particular situations (i.e. Pregnancy). Economic factors connected with inadequate financial support in order to pay expenses at the university.

Conceptual Framework:

As stated previously, the present research aims to determine the role of learning styles in student's desertion. Besides, this study was based on theories about desertion and learning styles proposed by many authors. In order to prevent student desertion from the University of Nariño, especially from the programs offered by the Linguistics and Languages department, it seems important to consider those theories.

It is argued that learning styles are important factors in language learning because teachers and learners roles indicate the purposes, responsibilities, and expectations that they perform during the course of a lesson. Learning styles are also related to the Multiple Intelligences and learning strategies because these help students make more productive and effective their learning.

According to Icfes, Several studies concerning the desertion problem have shown different factors that are present when a student decides to abandon his/her studies, and it is possible that learning styles is one of them (Icfes 2002)

Definition of terms

Adaptation.

Use conscious awareness and choice to create human and environmental integration.

Desertion.

The abandonment of academic studies

Factor.

It is a fact or situation which influences the result of something.

Failure.

It is associated with the Process of academic delay, academic mortality, repeat of the matter or semester and abandonment of the studies.

Influence.

It is the power to have an effect on people or things.

Language Learning.

It is the process of learning other languages than the native language

Learning strategy.

It is a device or procedure used by learners to develop their interlingua (L2).

Learning style.

The ways of thinking, perceiving, conceptualizing and recalling information.

Style.

Characteristics of intellectual functioning and personality.

Role.

It refers to the position of someone or something in a particular situation and the degree to which are involved in it.

Methodological Aspects

Population and Sample

This descriptive research was carried out with deserter students from 1st to 3rd semesters of the English-French program at the University of Nariño period B 2004, which was composed by twelve young adult students from twenty-five ones. The participants were of both sex eight men and four women and their ages are between 19 and 24 years old.

Design.

This study was aimed to determine the role of learning styles as a factor of student desertion; its design is basically descriptive. Therefore, the information collected was analyzed carefully and the description done was supported through the surveys administered to the participants in order to establish the final results.

Research Type.

In order to fulfill the purpose of the present study it was necessary to analyze and interpret in a statistical way the information collected. This means that part of this study was evaluated quantitatively. Besides, it was essential to identify and analyze the aspects involved in the desertion problem which implied to make a qualitative study. In fact, the results obtained were carefully

characterized; it is suitable to place it as a descriptive research.

Data Gathering Procedure.

In order to gather the information to fulfill the aim of this study it was necessary to follow the students' academic record from first to third semester to know the number of deserter students in the English-French program at the University of Nariño. Furthermore, the deserters' students were contacted to administer them a questionnaire with the purpose to identify the different causes that make them abandon their studies.

Finally, an analysis of the role of learning styles within the factors of students´ desertion was taken into account in order to give some recommendations.

Data analysis and interpretation.

The information gathered in this study was measured in terms of the number of students who entered to the university minus the number of students that did not continue registered in the second and third semester from the English and French program.

On the other hand, the classification of students' desertion factors was analyzed statistically through the presentation of percentages that were determined to

establish the role of learning styles as factors on students' desertion.

The data has been illustrated through graphs giving a representation of the results and a clear explanation of the interpretation.

Results

The role of learning Styles in desertion.

In order to identify the role of learning styles in desertion a survey was applied to 12 deserter students from 25 students that were identified as deserter ones in the English and French program and who started studying during semester B in 2004. Each part of the questionnaire required was analyzed separately as follows adding some comments that appeared to be relevant considering the answers given by those students.

In this way, it was found that learning Styles represented 30% of the factors that lead students to abandon their studies. However the hypothesis was not completely answered although a general conclusion can be drawn: learning styles do not have a significant or relevant influence on the students' desertion.

The Frequency of the deserter students in the group that entered to the University in period B-2004 is shown in

the number of the registered students from 1st to 3rd

semester.

TABLE 1. Deserter Students

Deserter Students								
REGISTERED STUDENTS IN THE ENGLISH-FRENCH PROGRAM IN B-2004 PERIOD	Non deserters students		Second Semester		Third semester		Interviewed deserters	
	M	F	M	F	M	F	M	F
Arciniegas Chamorro Mónica		1						
Arroyo Andrade Jorge Luis			1				1	
Benavides Enrriquez Diana L.				1				1
Benavides Erazo Carlos A.			1				1	
Bolaños Urbano Sandra M.		1						
Bustos Chaves Karen L.		1						
Castillo Estacio Jairo G.			1				1	
Castillo Yubis Ney						1		
Ceron Nancy		1						
Cortes Lagos Luz Maria Dari		1						
Cuaspa Delgado John Alexander	1							
Cuastumal Unigarro Franklin A.			1					
De la Cruz John Alejandro			1				1	
Delgado Suarez Priscila				1				1
Enriquez Idalgo David F.	1							
Erazo Acosta Cristian F.			1					
Eraso Rosas Favio Andres	1							
Escobar Paguay Mónica M.		1						
Espinoza Chamorro Edy A.		1						
Estrada Garzon Diego Alfonso			1					
Fernandez Narvaez Milton A.					1			
Figueroa Narvaez Jorge Orlando					1		1	
Florez Lagos John Alejandro	1							
Gomez Villarreal Pablo A.			1					
Guerrero Rosero Leidy V.		1						
Iles Cabrera Diana M.				1				
Lopez Benavides Beliji L.		1						
Lopez Ceron Yudy Viviana		1						
Martinez Leyva German F.	1							
Martinez Pascuaza John Jairo					1		1	
Melo Castro Dayra Lizett		1						
Montoya Arbelaez Alexandra						1		
Moran Jiménez Mayra Andrea		1						

| REGISTERED STUDENTS IN THE ENGLISH-FRENCH PROGRAM IN B-2004 PERIOD	Non deserters students		Second Semester		Third semester		Interviewed deserters	
Obando Melo Ximena Janeth				1				1
Ordoñez Viteri Verónica				1				
Ortega Noguera William A.			1					
Ortega Paz Oscar Hernan	1							
Ortiz Ordoñez Kris Evelin		1						
Pantoja Bastidas John J.			1					
Pareja Ordoñez Angela C.		1						
Perez Zarama Maria Tereza		1						
Portilla Ceron Bayron A.	1							
Pupiales Botina Jenny C.				1				1
Revelo Portilla Amanda E.				1				
Rodriguez Malte Esteban R	1							
Rosero Ortega Sofia Oliva		1						
Rosero Peña Milton Andres	1							
Suarez Ordoñes Juan Leon			1				1	
Villavicencio Vallejo Bairon			1					
Zambrano Realpe Luis Miguel			1				1	
Zambrano Yela Alexandra		1					8	
Total	9	17	13	7	3	2	8	4

M/F	Number of registered students B-2004 Period	Non deserters students	Deserters second semester	Deserters third semester	Interviewed deserters
Male	25	9	13	3	8
Female	26	17	7	2	4
Total	51	26	20	5	12

Based on the results, it is seen that 51 students conformed by 25 male and 26 female students registered to the English-French program at the University of Nariño in period B-2005. In second semester 20 students, 13 male and seven female students abandoned their studies which reveal

that from 51 students only 31 continued studying during the second semester.

On the other hand, five students, three male and two female students did not register in 3rd semester, which indicates that from 31 students that entered to second semester, only 26 students continued in the third semester in the program. According to Moons, M. (1996 in Icfes 2002), it means that these 20 students are classified in one type of deserter students which is the initial deserter because they abandoned their studies in second semester; the other 5 students are just deserters without developing some type of deserters. Therefore, the sum of these students is 25 which constituted the group of deserters, 16 males and nine females, 12 students, eight male and four female who answered the questionnaire and 13 students were difficult to contact.

Pie chart for Males and Females

Males and Females Percentages in Desertion

36%

64%

Male

Female
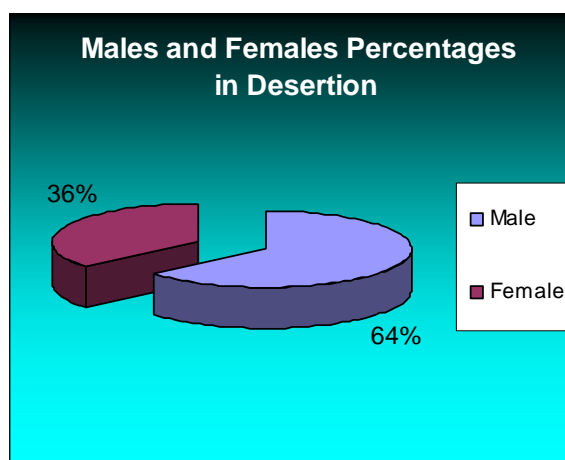
In order to identify the objectives of the research, the survey was divided into three parts, first, background questionnaire plus the typology of causes that intervene on student's desertion. Second, yes/no questions referred to learning styles. Third, written comments.

TABLE 2. Typology of desertion factors

Typology	STUDENTS	
	Frequency	Relative Frequency
Economic Reasons	3	25%
Personal reasons	3	25%
Low Academic performance	2	16,67%
Did you notice that you were in the wrong career	2	16,67%
Social reasons	0	0%
Family Reasons	0	0%
Other	2	16,67%
Total	12	100%

According to the answers, three students representing a 25% answered that economic reasons influenced their decision to abandon their studies. The same percentage – 25% - accused personal motives as the reason to suspend their studies. It implies that both personal and economic reasons are relevant factors in student's desertion.

In a lower category are those students who argued the academic performance factor as the reason for their resignation; two students which represent 16,67% of the participants chosen this reason. Sixteen point sixty-seven percent answered that they were in the "wrong career",

meaning that the English and French program did not covered their initial expectancies. Comparing the results obtained through the survey, it can be said that when a student does not adapt to the rigid curricular program or s/he has reluctance of subjects, s/he tends to desert (Icfes 2002),

The answer "other" was used by two students to justify their absence in the program. It represents 16,67%. One of the two students who answered by using this option commented that his/her job was the principal reason to leave the program. The other student expressed that the career did not fit with his/her expectations. These answers suggest that some students are involved in particular situations that impede them to continue with their studies (Icfes 2002).

It is interesting to notice that family and social factors were not chosen by anyone which means that the cultural differences, negative influence from people and social situations that include trips, childcare, civil status change, illness or a relative's death were not obstacles to desert (Icfes 2002).

Regarding the relationship between the different desertion factors and the answers given to this classification, each student expressed being associated with one factor. However, there are other reasons that could affect the normal student's permanency in the program like

learning styles. A possible reason for this is that the students can not detect the influence of learning styles on students' desertion at the moment to abandon their studies.

   After this brief explanation about the possible causes why students desert, another possible reason could be learning styles which are included in the second part of the survey.

TABLE 3. Results

Results of the survey			
Statement	YES	NO	NO APPLY
	Students	Students	Students
The use of grammatical rules and texts interpretation in English were factors that influenced the decision of abandoning your studies	16,67%	75%	8,33%
Did you consider that the elaboration of written exercises was difficult?	33,33%	66,67%	0%
Did you adapt easily to the new social, cultural and academic environment in the University during your stay in the program?	100%	0%	0%
Were you always interested in organizing and presenting in advance the schedule activities during the course of the semester?	50%	50%	0%
Not taking risks at the time of speaking, oral presentations and group works in the classroom was a factor that influenced the decision of desert?	58,33%	41,67%	0%
Did you implement activities such as watching videos, TV, and the development of diagrams or maps in order to improve your English?	91,67%	8,33%	0%
Listening and speaking in the new language were factors which impeded you to continue with your career?	25%	75%	0%
Some activities like Role plays including expressions, drama and gestures constituted a difficult part in your learning?	16,67%	83,33%	0%

Bering in mind that the first statement of the survey makes reference to the learning style which is "the independence field" mentioned by Brown (1994). Only 16,67% of the participants answered YES, while 75% answered NO and 8,33% of the participants chosen NO APPLY.

TABLE 4. The Independence Field

Independence Field				
	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Yes	2	16,67%	2	16,67%
No	9	75%	11	91,67%
No apply	1	8,33%	12	100%

Pie chart for The Independence Field Style
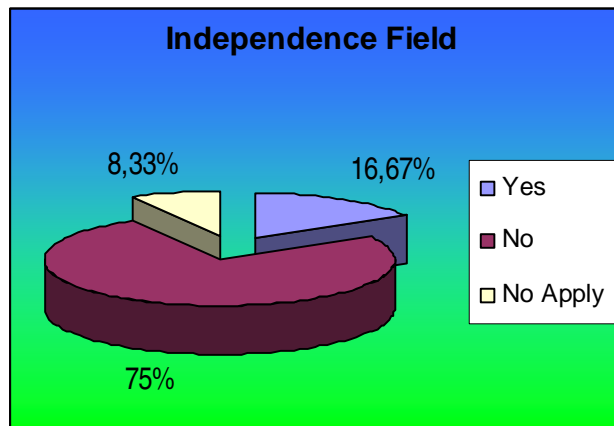
The reported findings lead to the conclusion that 9 students did not have problems to analyze texts, use grammar rules and besides they felt comfortable applying them in the new language because while a student is acquiring the knowledge s/he is acquiring a certain domain of it.

On the other hand, Table Four shows that two students had difficulties in applying this style. It is assumed that the development of activities including the independence field became a barrier in language learning. Then, one participant was indifferent to the question which means that this student was not interested in identifying the independence field as a factor of desertion.

TABLE 5. The Dependence Field Style

Dependence Field				
	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Yes	4	33,33%	4	33,33%
No	8	66,67%	12	100%
No apply	0	0%	0	0%

Pie chart for The Dependence Field Style
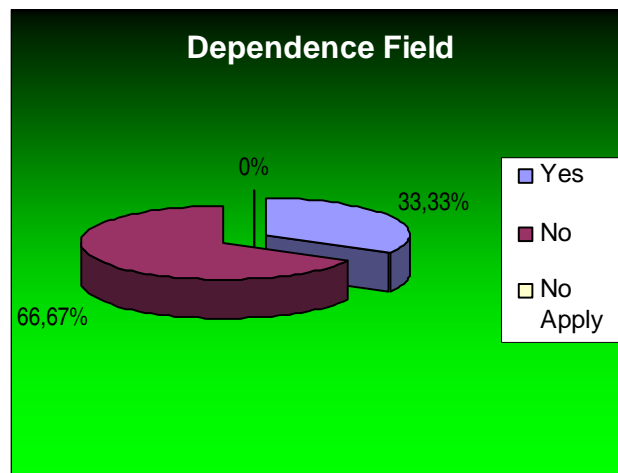
For the second statement which is related to the sensitive ability to write identified by Brown (1994) as the dependence field. The third part of students, 33,33% that

correspond to four students manifested that they are not
sensible to express their ideas in a written way. Besides,
they did not notice that the gap between the written
languages they produce and the language learning process
must be filled in order to perform a successful learning
process.

On the other hand, eight students that answered NO
represented 66,67%. This evidence suggests that the
elaboration of written exercises was not a relevant aspect
to abandon the program.

TABLE 6. The Ambiguity Tolerance Style

Ambiguity Tolerance				
	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Yes	12	100%	12	100%
No	0	0%	0	0%
No apply	0	0%	0	0%

Pie chart for The Ambiguity Tolerance Style
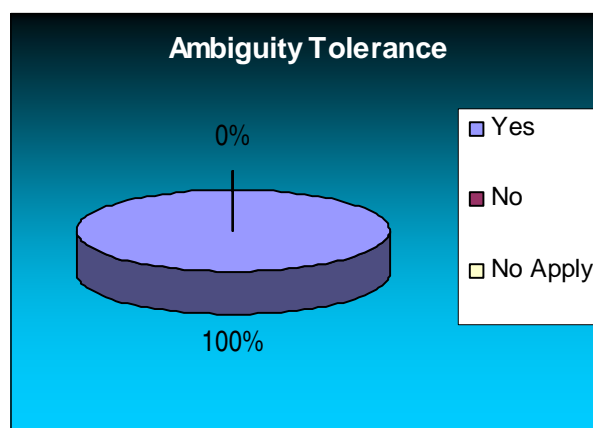
For the question "Did you adapt easily to the new social, cultural and academic environment in the University during your stay in the program? All students answered positively. From here it can be inferred that students were truly satisfied with the new institutional environment. It means that the ambiguity tolerance style which is implicit in the statement did not have influence in the desertion problem. Besides, it is interesting to mention that learning requires an adaptation to the institution which implies to acquire new behaviors and to develop other types of learning styles (Teobaldo, M. cited in Delacourt L.)

TABLE 7. The Reflective Style

| Reflective				
	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Yes	6	50%	6	50%
No	6	50%	12	100%
No apply	0	0%	0	0%

Pie chart for The Reflective Style
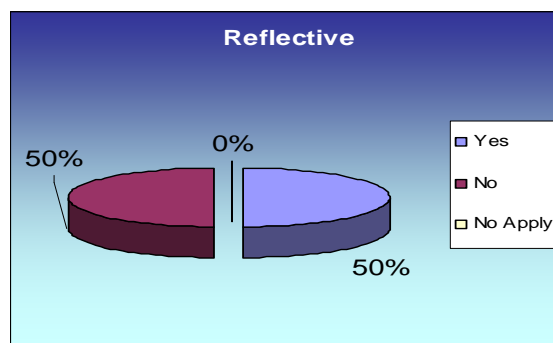
About frequency in the question four, it was found that 50% of the participants, that is, six students were organized and careful with their academic responsibilities and they always planned in advance the classroom activities. These students are classified in the reflective style because they tend to think before acting Brown (1994). The other 50% of the students answered NO. This answer is a sign of poor commitment and irresponsibility with duties.

It can be said that although the percentages are similar, the reflective style had an effect in the desertion phenomenon because the majority of the students enter to the University without assuming personal commitments with the program (i.e. habits of study, learning skills, vocational formation.) Contreras, G. (1994 in Icfes 2002).

TABLE 8. The Impulsive Style

| Impulsive				
	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Yes	7	58,33%	7	58,33%
No	5	41,67%	12	100%
No apply	0	0%	0	0%

Pie chart for the Impulsive Style
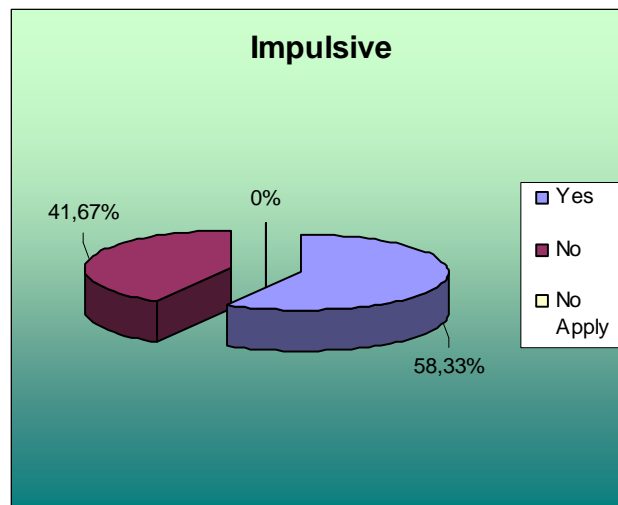
For the statement "Not taking risk at the time of speaking, oral presentations and group works in the classroom was a factor that influenced the decision of desert. More than the half, 58,33% of the participants answered YES, and 41,67% answered NO. As it can be observed in table 8, 7 students had problems with the development of this style due to the fact that many students are introvert and they show feel fear towards attitudes that require risk taking, this situation makes the student insecure and timid to develop his/her skills.

On the other hand, five students were not influenced by this learning style, they can easily interact and expressing their feelings acting by conjectures in the classroom.

TABLE 9. The Visual Style

|	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Visual				
Yes	11	91,67%	11	91,67%
No	1	8,33%	12	100%
No apply	0	0%	0	0%

Pie chart for The Visual Style
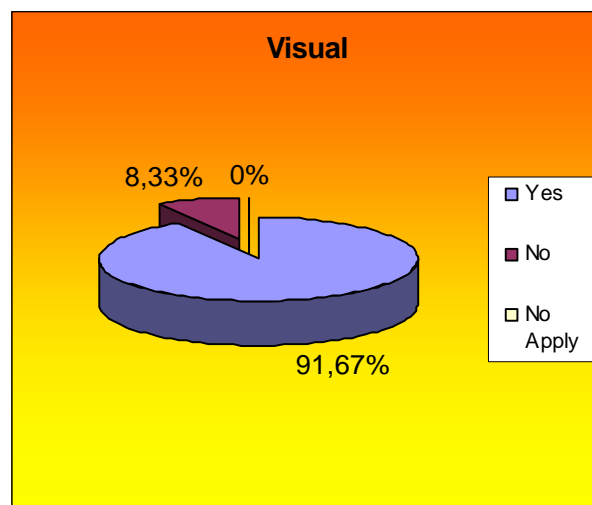
Students that answered YES to this statement corresponded to 91,67% of the participants. The implementation of activities that required visual attention were essential tools to improve the foreign language, this affirmation also leads to assert that those 11 students are focused on the visual learning style. One student who represents only 8,33% of the sample answered NO. It seems that the participant was not interested in learning by means of illustrated information (i.e. Pictures, diagrams, videos, handouts) to improve his/her English (Brown 1994).

TABLE 10. The Auditory Style

	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Auditory				
Yes	3	25%	3	25%
No	9	75%	12	100%
No apply	0	0%	0	0%

Pie chart for The Auditory Style
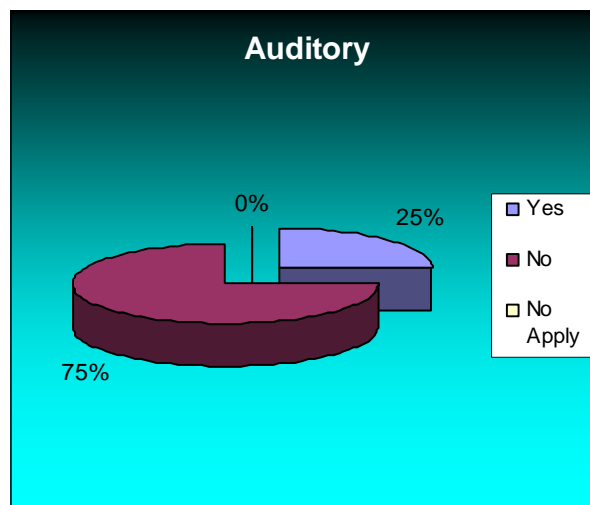
In order to highlight the auditory style which is mentioned in the statement "listening and speaking in the new language were factors which impeded to continue with your career", 25% of the participants representing three students answered YES. It can be assumed that when these students were exposed to verbal lectures, discussions, talking things and listening to what others have to say in the foreign language, they did not adapt to these activities.

On the other hand, nine students that correspond to 75% of the participants were incorporated in a profitable way to this auditory style, these learners can often benefit from reading text aloud and using a tape recorder (Brown 1994).

TABLE 11. The Kinestetic Style

	Frequency	Relative Frequency	Cumulative Frequency	Cum. Rel. Frequency
Tactile Kinestetic				
Yes	2	16,67%	2	16,67%
No	10	83,33%	12	100%
No apply	0	0%	0	0%

Pie chart for The Kinesthetic Style
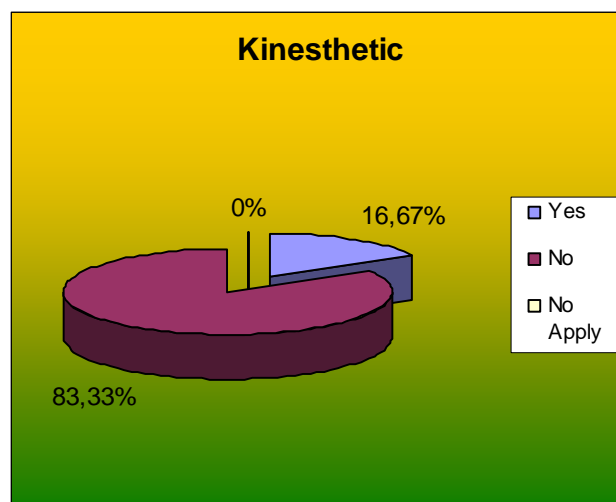
For the last statement "Activities like Role plays including expressions, drama and gestures constituted a difficult part in your learning? Only two students which is 16,67% of the participants answered YES. It means that they were not concerned by applying the kinesthetic style during their studies, consequently, they did not accomplish with

the academic works required by the different subjects and
probably they decided to abandon the program.

On the other hand, the results revealed that the
kinesthetic style apparently did not influence in the
decision to abandon the program since 83% of the
participants reported to use this style in order to enhance
their language learning.

The final part of the survey was a more personal
question; students answered this question by mentioning
their actual academic situation, for instance, 7 people
mentioned to be registered in another career because they
had other perspectives about the program. Within these seven
participants, some mentioned that French is useless in our
context and they are now registered at the Spanish-English
program and others considered the idea to return to the
career. Two participants did not answer and three said that
they are not enrolled in academic activities.

TABLE 12. Interviewed Deserters

M/F	Interviewed deserters	Total %
Male	8	66,67%
Female	4	33,33%
Total	12	100%

As it would be expected, differences between male and
female were found in the range of students' deserter
frequency. Male students reported an average of 66,67% in

desertion while female ones reported an average of 33,33% in desertion, as shown in Table 12. This means that male students have a greater tendency to abandon their studies at the beginning of the career more highly frequently that did male students.

These results are not easy to interpret. According to the characteristics of these students drawn by the answers they have given in the survey, they expressed being identified with one factor of the typology of the desertion causes. Besides, they mentioned that the activities that involve putting into practice the learning styles were factors that affected their stay as regular students in the program.

Concerning influencing, it is said that when students are forced to choose one of the most evident and general aspects that affect the academic abandonment, they select the option that best describe the reason why they desert. However, when the participants are faced to particular situations like the learning styles, some of them expressed that this part of the learning really has a repercussion in the moment that the students decide to abandon the program, it is assumed that the different ways of learning and also the internalized habits of studying have some implication within the university life.

It is interesting to say that that learning styles are important factors in language learning because the learner's roles indicate the responsibilities, and expectations that the students have to perform during the academic period and when the contrary happens and a student does not accomplish the ownership with their responsibilities and expectations, learning styles could influence on the normal academic development.

In this way, it is interesting to provide the influence that the role of the learning styles on student's desertion was illustrated in this sample which corresponds to the 30% of the factors.

Limitations

In order to gather the indispensable information to fulfill the purpose of this research, the information was obtained via surveys applied to twelve of the registered students in the English and French program. Although, this study incorporated part of the students from the sample, it is difficult to reflect this sample as a representative one, because almost the fifty percent of the sample was not easy to contact.

The results obtained could not be completely reliable since the students could not have mentioned true answers or they may have answered just to complete the survey. On the

other hand, the authors aimed to be neutral in every characteristic but some personal opinions in many aspects were needed.

It is relevant to say that there was something difficult for us, that is, the possible ambiguity in the design of the survey because the combination of both topics learning styles and desertion stated as one research question implied to taken into consideration different features that each one contains.

On the other hand, the focus of this research was the role of learning styles in desertion which impeded to develop desertion as a whole problem.

In spite of the limitations briefly summarized, this research was carried out in the best possible way.

Conclusions

From the results obtained in the survey it can be concluded that the role of learning styles as a factor of student desertion from the English and French program did not constitute one relevant aspect in the abandonment of the career. However, the students shown some problems related to learning styles when they were faced to the academic life. In other words, it can be deduced from results that students appeared not to know what strategies they use in order to achieve academic goals successfully. Since students do not

recognize their own difficulties and capacities when learning a language, they can argue different reasons that might not represent a real factor for abandonment. It is also relevant to discern about students' opinions in question number three. When students were asked about their adaptation to the program and the socio-cultural environment surrounded them at the university, all students confirm that this aspect does not represent a factor for them to leave their studies. Through this affirmation, it can be concluded that in the case of the English and French program, students feel comfortable with the environment, the classmates, the information and all the other things involved in this aspect. However, feeling good in a setting is not enough to stay.

On the other hand, students affirm that learning grammatical rules and performing some activities like role plays and drama appear to be seen as not interesting ones. However, for those involved in English Language Teaching, grammar is seen as the basis for developing other competencies. Moreover, since students can not be influenced by an English speaking environment, role plays and drama activities represent a possibility to create an imaginary setting in which students can perform the language they

learn at the classroom in a contextualized – imaginary space.

Students also reflected through their opinions that as well as many people in our setting, they do not feel confident to take risks and perform oral activities. Teachers have to manage students' cultural setting in order to promote learning and confidence in students. When a student feels confident, he/she is saying that he believes that he/she has learned some special things that make him/her able to communicate in the target language. Thus, it becomes a teacher's responsibility to provide students with enough tools that make students feel confident; this is a good method to avoid students' tendency to keep away from speaking activities.

A relevant aspect during this research was the number of students that after three semesters of study had left the university. The number of students who left their career corresponded to the 50%. This percentage causes more than curiosity; it becomes a necessity for the program to research the reasons why this situation occurs.

In terms of study's validity, most of the students reflected through their opinions that they appear to learn more from what they see rather from what they listen. It was expected that students answered in this way, because some

major researches done by important psychologists and
educators have identified this same learning style in a
representative sample of students. (See Lazarton) Moreover,
during the last decades the interest of adequate use of
learning styles in the classroom has become greatly studied
and referenced by many authors (E.g. O'Malley & Chamot,
1990; Oxford, 1990; Oxford et al, 1990; Weaver & Cohen,
1994; Wenden, 1986) proving the importance of this topic in
current education.

   Concerning desertion, it can be said that students are
more closed to connect their absences from a program to
extrinsic factors associated with socio-economical, personal
and other issues rather than academic ones. This can be
perceived taking into account students' answers in the first
part. Only two students argued academic reasons for leaving
their career and two more added that they were in a "wrong
career", meaning that English and French teachers is not
what they expected to be.

   Since this appear to be one of the first studies whose
aim is to connect desertion and learning styles role in
desertion, it should be considered that some students do not
even know what a learning style is and in this way their
answers might not reflect specific information that was
intended to be collected through this research.

Moreover, it is important to comment the method used to collect the data. The use of a structured survey helped the researchers to focus on specific information required to complete and achieve the purposes of this research. However, it is important to say that there exist more structured questionnaires that can provide with a bigger amount of information in terms of learning styles. However, those structured questionnaires such of that developed by Andrew D. Cohen, Rebecca L. Oxford, and Julie C. called Style Analysis Survey (SAS) did not fit the purposes of this research and then they were not used and it was necessary to develop an own contextualized instrument in order to collect the data.

Taking into account the objectives proposed at the beginning of this research, it can be said that both general and specific objectives were covered. The main objective of this research was to determine the role of Learning Styles in student desertion at the university in the English and French program; as it was said previously; Learning Styles do not play a main role in student desertion. The specific objectives planned at the beginning of this research dealt with the identification of some causes that intervene in students desertion; which were found as being more connected with personal and economical situations. It was also a

specific objective to identify learning styles as factors influencing desertion; however, as it was already mentioned, students appeared to be more concerned about other situations rather than thinking in their own way for learning things. And as an important factor, through these findings it was expected to make a proposal that serves as a means to prevent student desertion from the English and French program at the University of Nariño. Consequently, some of those recommendations appear in the next section.

Recommendations

Some major recommendations that were born from this research are:

- Students have need of identifying their own learning styles: this promotes a significant learning form the student making him/her able to deal with different stuff when learning a foreign language.

- Teachers have need of identifying students predominant learning styles: Although it is impossible for a teacher to use an strategy for each student because the number of students s/he is in charge of, it is useful to determine which learning strategy is more popular among students from a group and try to use it as much as possible.

- A teacher needs to develop all learning styles: Some students have not been exposed to different learning

styles, so they can not identify in which way they can achieve a goal in a better way. Promoting all learning styles means develop all intelligences among students.

- Teachers must develop materials that use at the same time more than just one learning strategy: this means that a specific material can serve to promote among participants motivation and confidence.

- Promoting the use of any learning style at any moment during the class implies the use of adequate materials and class preparation.

- Teachers should prevent forcing students to use a learning style that s/he has proved as efficient: Stop thinking that students learn in the same way teachers did.

- In terms of the relevance of this research for the Linguistics and Languages department, it is necessary to develop what can be called as a student profile: this means that any student who wants to enter for a program like this should know what is expected from him/her, and what things he/she can or can not do. It is possible that as in other universities an exam and an interview are prepared in order to select the candidates that appear to be more connected with the expectancies of the program and the requirements of the career.

- The expected level of students in terms of intelligences development can not be only achieved at the university. The development of many different strategies that contributes to enhance a certain learning style as well as identify appropriate personal styles of learning can be only conceived if this represents a continuous process born in the school, cultivated in high school and profited in university education. For these reasons, it results difficult to expect that students who entered the first semester in any university can understand how useful is for their purposes to identify their own learning styles; it becomes a teacher's work to make students realize that every person has a different way of learn things, and that a successful learning is linked to a personal desire of learn, the opportunity to be exposed to adequate information that represents meaningful learning (Ausebel, 1983) and also the use and recognition of personal styles for approaching to a certain subject or knowledge.

  For Future Research

  The findings obtained in this research could not be representative for all deserter students. So it is important to carry out a new institutional and bigger study that should be done taking a more representative sample and also using interviews to reinforce the data collection.

Moreover, it appears to be a good idea to identify a predominant learning style among different programs so each program can develop a students' profile in order to analyze the possibilities a student has to complete certain career successfully. This could represent a method to avoid desertion among students.

References

Brown, H. (1994). Principles of language learning and
      teaching. (3rd ed,). Englewood Cliffs, NJ: Prentice
      Hall Regents.

D. Fazio, T. n.d. Online learning and the learning styles
      of ESL/EFL students: Learning Styles. Retrieved
      January 18, 2006 from http://www.sofweb.vic.edu.au/
      lem/esl/docs/defazio.doc.

Delacourt, L. n.d. La deserción de los alumnos
      universitarios y sus causas. Retrieved January 10,
      2006 from http://monografías.com/trabajos 14/la-
      deserción/-la deserción.shtml

Ellis, R. (1994). (n.d) The study of second language
      acquisition. (2nd ed,). Oxford: Oxford University.
      Press.

ESL Teaching styles and learning styles. (n.d). Free
      personal learning styles Inventory. Retrieved January
      18, 2006 from http://www.want2learn.com/learningstyles/

Grasha, A. (1996) Teaching style. Retrieved January 18,
      2006 from www.unh.edu/pff/seminar/studentexp/
      teachstyle.htm

Hedge, T. (2000). Teaching and learning in the language
      classroom. (1st ed,). Oxford: University Press.

Herrera, M. E. (1999): Fracaso escolar, códigos y

disciplina: una aproximación etnográfica», en: *Última*
década, n.º 10. Viña del Mar, Ediciones CIDPA. N. 30
Retrieved January 18, 2006 from
http://www.rieoei.org/rie30a02.PDF

Icfes. (2002). *Estudio de la deserción estudiantil en*
Colombia: Documento sobre el estado del arte.
convenio 107/2002 UNINACIO/ICFES. Retrieved January
16, 2006 from http://www.uniamazonia.edu.co/portal/
upload/Image/documentos/Indicadores.pdf.

Latiesa, M. (n.d.) Tipologia y causas de la deserción
universitaria y el retraso de los estudios. UBA.
Retrieved January 18, 2006 from
http://www.ugr.es/~ri/anteriores/dial05/11-5.htm

Luna, N., Lusardi, R., Margharit, M., & Baez, N. (1998).
La deserción estudiantil. Retrieved January 16, 2006
from http://www.dnic.unal.edu.co/claustros
/documentos/Situación.pdf.

Reid, J. (1995). Learning Styles. Learning styles in the
ESL/EFL classroom MA: Heinle & Heinle Publishers.

Shumi, K. (n.d.). Learning styles. Implications for
ESL/EFL   instruction. Retrieved January 18, 2006
from http://exchanges.state.gov/
forum/vols/vol37/no4/p6.

Vinasco, J. S. (n.d.)Deserción. La deserción estudiantil

en Colombia. Retrieved February 10, 2006 from

http://www.poorbuthappy.com/colombia/node/1205.

Woolfolk, A. (1980). *Educational psychology: Multiple Intelligences. (7th ed).*United States of America: Allynand Bacon

APPENDIX

Appendix A.   Survey Format

UNIVERSITY OF NARIÑO-FACULTY OF HUMAN SCIENCES
LINGUISTICS AND LANGUAGES DEPARTMENT
ENGLISH AND FRENCH PROGRAM

SURVEY
The given information takes part of a research and it will be confidential. Thanks for your collaboration.

Name_____

Age_____ Sex _____

1. Your entry to the English – French program at the University was in the year _____
Mark with an X according to your opinion

2. Which of the following aspects influenced in the abandonment of your career.
a. Economic Reasons_____
b. Health Reasons_____
c. Low Academic Performance____
d. You believed that you were in the wrong career_____
e. Personal Reasons_____
f. Family Reasons_____
g. Other_____
If you answered other, point out which_____
h. None of them_____

3. The use of grammatical rules and text interpretation in the new language were factors that influenced the decision of abandoning your studies?

    YES ☐   NO   ☐   NO APPLY   ☐

4. Did you consider that the elaboration of written exercises was difficult?

    YES ☐   NO   ☐   NO APPLY   ☐

5. Did you adapt easily to the new social, cultural and academic environment in the University during your stay in the program?

    YES ☐   NO   ☐   NO APPLY   ☐

6. Were you always interested in organizing and presenting in advance the schedule activities during the course of the semester?

YES ☐   NO ☐   NO APPLY ☐

7. Did you implement activities like: watching videos, TV and the development of diagrams maps etc, in order to improve your language learning?

YES ☐   NO ☐   NO APPLY ☐

8. Not taking risks when you were asked to speak, in oral presentations and group work in the classroom was a factor that influenced the decision of desert?

YES ☐   NO ☐   NO APPLY ☐

9. Listening and speaking in the new language were factors which impeded you to continue with your career?

YES ☐   NO ☐   NO APPLY ☐

10. The activities like role plays including expressions, drama, and gestures constituted a difficult part in your learning?

YES ☐   NO ☐   NO APPLY ☐

11. You had difficulties in terms of relationships you're your classmates which make you doubt about your permanency in the career?

YES ☐   NO ☐   NO APPLY ☐

12. Group working made your permanence more difficult

YES ☐   NO ☐   NO APPLY ☐

Suggestions and comments

_____
_____
_____
_____
_____