The Identification of Students' Stressors in Academic Work in the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles Program at University of Nariño

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NOTA DE ACEPTACIÓN

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Firma del Presidente de Jurado

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Resumen

El estrés se ha convertido en uno de los campos más estudiados, siendo el estrés académico un tema de gran importancia en el ámbito educativo. Sin embargo, y a pesar de la existencia infinita de estudios centrados en este problema, los factores estresantes no han recibido suficiente atención en el campo de la investigación. La educación universitaria es una parte crucial del desarrollo profesional de una persona, por lo que no ocuparse de situaciones altamente estresantes puede tener consecuencias a largo plazo para los profesionales. Aprender a reconocer situaciones de presión, pero, sobre todo, identificar los factores que producen estrés, es de gran importancia para afrontar el problema y reducir las consecuencias. El objetivo de este estudio es identificar los factores estresantes en los estudiantes que afectan el desarrollo académico y la evolución exitosa del aprendizaje con la única intención de alertar a los docentes y estudiantes sobre los problemas actuales en la apropiación del conocimiento y de esta manera tomar las acciones adecuadas para reducir estos factores haciendo del aprendizaje un proceso manejable.

Palabras clave: estrés, estresante, licenciatura, estrategias, contexto educativo, estrés académico.

Abstract

Stress has now become one of the most studied fields, being academic stress a topic of great importance in the educational field. However, and despite the infinite existence of studies focused on this problem, stressors have not received enough attention in the field of research. University education is a crucial part of an individual's professional development, so not taking care of highly stressful situations can have long-term consequences for the professionals. Learning to deal with pressure situations, but above all, identifying the factors that produce stress, is of great importance to face the problem and reduce the consequences. The objective of this study is to identify the stressors in students that affect academic development and the successful evolution of learning with the sole intention of alerting teachers and students about current problems in the appropriation of knowledge and in this way take appropriate actions to reduce these factors and make of learning a manageable process.

Key words: stress, stressors, undergraduate, strategies, educational context, academic stress.

Contents

Introduction

Stress is an alteration that results from the continuous interaction between an individual and the surrounding environment and can directly affect performance in all societies. Over the years, stress has been defined as an automatic and natural response of our body to situations that pose a challenge. Most of the time, these situations are not very intense, but have a "cumulative value" that brings consequences when the limit is reached. The results of high levels of stress "range from depressive states, anxiety, irritability, low self-esteem, insomnia, to asthma, hypertension, ulcers, etc." (Sowislo & Orth, 2013, para. 1), thus hurting all the areas in which the human being develops.

Stress can also be defined as a way of adaptation to the environment with which it is faced. In this way, when talking about a challenging situation in an educational context, academic stress is directly implied. In this sense, college student population constitutes one of the groups most affected by this physiological state and experiences. Although these feelings may be temporary, they can even become generators of academic desertion.

The educational system has an endless number of internal and external situations that can be highly stress-generating in students, going in this way from the demands, pressures, and competitiveness within the university to the problems and family factors of those involved. Narrowing the scope to foreign language learning programs, the same conclusion is reached when it comes to these factors: they generate student stress. Considering the different factors that affect the academic work and the appropriate development of students in the educational environment, this study seeks to identify academic stressors in students of the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program. The purpose is to enable all people involved in the learning process to react adequately to these factors in order to reduce them.

Chapter 1: The Research Problem

Problem Description

Starting higher education implies more responsibility on the part of students who feel pressure to maintain a good academic performance, which in turn, is synonymous of efficiency and educational quality. From the beginning to the end of their studies, university students have to face several situations, challenges, problems, or demands. Therefore, the educational process could be considered by them as something stressful. Although the responsibilities that students must deal with are high, they strive to handle these situations and maintain adequate productivity. However, not being able to manage their stress, or not granting the importance it deserves could have a negative impact on academic performance and health too.

During the course of the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program, it is evident how students endure situations of stress that are reflected in physical (migraines, sleep disturbance, exhaustion among others) or psychological reactions (anxiety, lack of concentration, etc.). As students progress through the career, the physical and psychological reactions also increase, so students' stress is present throughout their studies, and it is then reflected in a low academic performance.

In this line, this project seeks to identify what types of stressors students develop throughout their time at the university and how these stressors affect the students' academic performance at the the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program in the University of Nariño.

Problem Statement

What are the stressors which affect the English academic performance in the students of the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program at University of Nariño?

Objectives

General objective.

To identify stressors in the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program students from the Department of Linguistics and Languages at University of Nariño.

Specific objectives.

- To identify types of stressors that affect students from each pair semester of the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program through the use of interviews.

- To compare students' stressors across the semesters selected for the study.

- To formulate recommendations for reducing stress factors in students' academic life.

Significance of the Study

Stress has been a matter of concern in different fields of society. Many studies have been conducted in relation to how it affects people's performance and how to manage it in order to enhance quality of life. Nevertheless, not much has been said about stress in the educational field. It is clear that stress has become part of students' academic life, being affected in their daily academic performance. Foreign language learners are part of the huge population suffering stress.

Throughout the foreign language learning process, students face different problems which can be perceived as the main factors that lead them to suffer stress. Stress can be manifested through different ways: psychological, or physical. These manifestations will be evident in students' academic performance, affecting the success that the learning process should have. These factors vary according to each individual and context students are surrounded by.

Although students like to learn a foreign language, this process is not that easy for them. Sometimes, difficulties that come with it are not well managed by students and people who surround them. The importance of this study lies in the needed attention people should pay to it, especially in the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program. It is important to identify and understand stressors that affect their academic performance in order to help prevent and motivate the learning process they are developing.

Definition of Terms

Stress.

It refers to a dynamic interaction between the individual and the environment. (Kohler, Munz & Grawitch, 2006)

Stressors.

A stressor is an external factor which increases pressure and produces stress. (Vivek, Waghachavare, Girish, Dhumale, Yugantara, Alka, 2013)

Coping Strategies.

An action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one's reaction to such a situation. Coping strategies

typically involve a conscious and direct approach to problems. (APA Dictionary of Psychology)

Chapter 2: Litterature Review

Although many studies have been conducted related to affective factors that influence foreign language learners, not so many have addresed stress. Even though stress is now one of the biggest problems in society, its causes and possible solutions are still being identified. Almost all people suffer from stress, which may originate from work, family or personal life, but the downside is that its consequences affect not only their personal life, but also their physical and mental health. Although many people think that students are the population that least suffers from stress compared to other people, it is impressive to see the degree of stress they carry and how it is affecting their academic lives.

For the longest time, people assumed that the student population was the least affected by any sort of stress or problems (Masih & Gulrez, 2006, as cited in Reddy, Rajan, & Thattil, 2018) but university students are the most vulnerable to these situations. Their problems range from academic difficulties to family problems. On the one hand, learning a second language has additional challenges that imply responsibilities and commitments that are often stressful, and on the other hand, there are parents who think that the only responsibility of a student is to learn.

There are many factors that can cause stress in students; which have been called stressors. According to Anoushka Thakkar (2018), the greatest academic stressors include tests, grades, homework, academic and achievement expectations, and parental pressure. For Fairbrother and Warn (2003), some of the common stressors reported in an academic setting include excessive assignments, poor time management and social skills, peer competition, etc.

A study conducted by Reddy, Rajan and Tattil (2018) at Christ University mentions that the stressors in students can vary depending on the career path, the level in which they are, and even their gender. The main purpose was to find out if there was academic stress in university students, and the most common stressors among the chosen population. The results showed an evident concentration of stress, especially in students in the last semesters of their programs. The results of this research study showed that the most common stressors for these students are personal inadequacy, fear of failure, gender, interpersonal difficulties, teacher pupil relationship, and finally inadequate study facilities.

Even when academic stress is manageable, a carelessness in its consequences could bring endless physical and mental difficulties. Mechanic (1962 as cited in Muñoz, 1999, p. 55) conducted a study where he showed the possible physical consequences that academic stressors bring with them. The study was carried out with university students regarding the preparation and completion of their exams. Most of the students reported psychosomatic symptoms (stomach pains, general feeling of tiredness, etc.). Many students even reported suffering from stomach pain, diarrhea, and a few others reported nausea. Feeling certain levels of stress and pressure is normal as much as possible. The problem comes when these levels are not adequately controlled, which could trigger consequences at a personal, academic, and even institutional level.

According to Pérez (2011) and Payne (2005) breathing, relaxation, and visualization are psychological techniques that may help to cope with stressful situations and manage them appropriately. They are believed to provide relief from stress or exhaustion, allowing the brain to enter a state of openness and greater understanding. The application of these techniques is very useful in the educational field, as they allow better management of

academic stress by students, in addition to being easy to use by anyone without an adequate induction.

In a study conducted by López, Damián, Célleri, Castillo, and Inca (2009) with students of the language center of the National University of Chimborazo, it was determined that learning English as a foreign language was the subject that caused the most stress in the students. They developed a proposal to help students to manage stress correctly with the help of certain psychological techniques that included visualization, relaxation, and breathing exercises for 20 periods. The results obtained showed that applying these techniques could reduce the 25% of academic stress in students. In this way, the techniques could help students to handle stress and pressure situations, and they could also improve their academic performance.

A research conducted by Shannon, Bradley C, and Teresa M, (2008, as cited in D'Zurilla & Sheedy, 1991) hypothesized that students from the first year were the most likely to suffer stress, probably because they generally must adapt to the new environment being away from home. Then they start to feel the pressure of maintaining high academic results or finding a job. These are already considered as factors that produce stress. It is important to highlight that these factors are not going to produce stress by themselves. Stress results from the interaction between those stressors and the perceptions and reactions students have to them (Romano, 1992). It means also that all levels of stress may be influenced on how students manage the situation and the effective coping strategies they use (2008, as cited in D'Zurilla & Sheedy, 1991).

The participants in the study conducted by Shannon, Bradley & Teresa (2008) were 100 undergraduate students (20 males, 80 females) at a midsize Midwestern university. As a data collection instrument, a Student Stress Survey was created based on

some potential sources of stress identified in some research studies; one of them was the Student Stress Scale (Insel & Roth, 1985). This survey contained interpersonal, intrapersonal, academic and environmental sources of stress. The results showed that intrapersonal sources such as new responsibilities, increase workload and changes on eating or sleeping habits, were the most common sources of stress in first year undergraduate students. This study allowed the researches identify that stress is a common discussion among these students.

This study represents the importance of understanding the sources of stress among undergraduate students. It is necessary to do deeper research on the matter, and expand the findings already made. In addition to this, these studies allow to intervene on how to reduce the level of stress, making suggestions to all people involved in the academic environment, especially university administrators.

A study developed by Khan, Altaf, and Kausar (2013) explored the effect of academic stress in students' performance. According to the authors, when stress is not managed in an appropriate way, it affects academic performance and increases the probability of creating undesirable and destructive situations (Richlin-Klonsky & Hoe, 2003). Stress also impacts students' academic life when it affects coping strategies used by them. Students cannot find a middle point between those external factors (stressors) and the ability to control their demands. Undergraduate students argued that stress was the most common factor affecting their performance because it involves physical and psychological harm (Dwyer & Cummings, 2001).

All in all, it has been evident that those students, who are able to handle their levels of stress in an effective way, are going to perform better than those who are not. As well as

in previous studies, this study will help all people involved in academic environment to put all their efforts in order to prevent and lessen stress.

Similarly, a study developed by Hashemi (2010) aimed to investigate the factors behind anxiety influencing Iranian language learners. This study also suggested some strategies to cope with anxiety. Anxiety has been found to be one of the most common psychological aspects in the educational context (Horwitz, 2001). Anxiety can affect different areas in the educational field, but when it is related to a foreign language it is specifically know as second/foreign language anxiety. Therefore, the considerations in anxiety learners' reactions by a second/foreign teacher is fundamental for helping improve this negative feeling (Tanveer, 2007).

A qualitative semi-structured interview and focus-group discussion technique was used to analyze the factors producing stress and anxiety. These techniques were applied to English students of Islamic Azad University Hamedan Branch within the classroom and in the social context. Among the findings, a high level of anxiety was perceived in most of the learners. Also, the social context, culture and social status were also found to produce high levels of anxiety. According to Tanveer (2007), the more unfamiliarity with the target language culture, the more provoking anxiety factors occur. Another factor found in this study was the exposure to the new language. The lack of exposure that occurs in some countries like Iran may also affect the communicative performance in language learners.

Regarding coping strategies which help to deal with stress and anxiety, it was common to find that students preferred to have a less formal environment and more friendly sessions. Others suggested the use of communicative approach where students are able to succeed even if their language is imperfect. This increases the opportunities for them to

correct their mistakes without being categorized, feeling the confidence they need to acquired when using the target language.

Stress

After reviewing these studies, it is important to understand what stress is. As mentioned earlier, stress is now one of the biggest problems in society. Even though there have been studies and research on this topic, such as "The effects of psychological stress on humans" or "The stress process," it is never enough. It is important to continue identifying its causes and possible solutions in order to prevent this issue. The student population is impressively affected by stress, which is now understood as a lifestyle crisis. Students are always exposed to situations of pressure and anxiety that later become stress and lead to academic consequences that further affect their personal and professional development. In 1999, Ross concluded that extreme levels of stress can hinder work effectiveness and lead to poor academic performance and attrition; therefore, college students who experienced stressful life events also reported worse health outcomes and reduced quality of life.

Dealing with stress is neither simple nor impossible; there are thousands of ways to control it or to not suffer from it. For Damush (1997), introducing successful coping strategies may help students avoid the destructive consequences of excessive stress. Although stress has many consequences, there are many ways to reduce them. Good stress management, strategies implementation, or even medical treatments can be very helpful in lowering stress levels in students.

Types of stress

According to American Psychological Association (APA), there are 3 different types of stress: Acute stress, episodic acute stress, and chronic stress. The 3 types of stress have their own characteristics, symptoms, duration, and treatment approaches.

Acute Stress

Acute stress is not as serious as it seems, and most of the population suffers from it. This refers to extreme negative thoughts, such thoughts that come to our mind after having witnessed not so good situations. This stress is of great importance, but it is not one of the most harmful; it is manageable. "Acute stress causes signs and symptoms in the body + brain + emotions, but does not cause the significant amount of damage as Episodic Stress and Chronic stress" (Shawna Freshwater, 2018, para. 8). According to Shawna Freshwater (2018), acute stress can produce many different symptoms in people, from irritability, anxiety and depression to health problems such as heart, muscle and stomach. Thus, stress is now a disease and not an emotional state. For this reason, it requires all the attention and possible care since it can bring fatal consequences.

Episodic stress

The second type of stress is episodic acute stress. This type of stress is as common as the other two types of stress, and it occurs by suffering from acute stress in a very frequent way. Usually, episodic stress affects the type of people who are always worried about everything instead of looking for optimal solutions for their problems, thus converting stress into depression and anxiety, even more serious problems to deal with. Episodic and acute stress presents symptoms like any other disease. According to the journal American Psychological Association (2018)

> "The symptoms of episodic acute stress are the symptoms of extended over arousal: persistent tension headaches, migraines, hypertension, chest pain and heart disease. Treating episodic acute stress requires intervention on a number of levels, generally requiring professional help, which may take many months." (para. 8)

Chronic stress

The third type of stress is chronic stress. This long-term stress is one of the most common and known among people. Its consequences may include heart attacks, cancer, depression or even suicide, and its consequences lie mostly at home but do not leave aside schools, companies and others. Death of a loved one, losing a job, illness, loneliness, financial problems and marital problems are some examples of chronic stress. Chronic stress can be the result of daily stressors that are not addressed or handled properly, as well as traumatic events. The consequences of chronic stress are serious, particularly because it contributes to anxiety and depression. People who have depression and anxiety are twice as likely to have heart disease as people who do not have these conditions. The above is not just a description; it is something that while not treated with care and intelligence can lead to fatal consequences.

Academic stress

As it is mentioned before, stress is caused by different factors: personal, familiar and economical aspects among others. One of those aspects is the academic field. Academic stress is mainly faced by young people, in this case, students who are exposed to different situations around their educational environment and what it includes. This stress can affect individuals' mental health which is manifested trough psychological or behavioral issues. Depression, anxiety, behavioral problems, etc. are some of the many problems that students with high academic stress have reported (Deb, Strodl & Sun, 2015; Verma, Sharma & Larson, 2002).

Stress is becoming part of students' life. Academic activities are being one of the most evident causes of this problem. One model that is valuable for understanding stress among university students is the Person-Environment Model (Misra & McKean, 2000). The

name of this model reflects the definition of what is known as stress. It refers to a dynamic interaction between the individual and the environment (Kohler, Munz & Grawitch, 2006). This model also suggests that individuals perceive stressful situations as frightening. The objectives that students establish themselves when starting their studies bring stress and a feeling of pressure in their learning process. In this sense, this pressure is going to produce low academic performance due to the lack of attention students pay to external factors rather than their own academic work. Academic stress can lead in some cases to negative consequences from leaving school to self-harming. It has been evident the probability of substance abuses and other potentially destructive behaviors (Richlin-Klonsky & Hoe, 2003).

Students that start an undergraduate program tend to suffer more stress than in any other course level. Changing the high-school environment to the university atmosphere can affect and increase the stress levels. They will face a new experience regarding their life as students. Students who use effective coping strategies and count on high social support, report lower stress levels and experience success in graduate school (Nelson, Dell'Oliver, Koch, & Buckler, 2001). There is a new term which is important to consider, coping strategies. These are psychological patterns taken by students in order to respond appropriately to stress issues.

Stressors

Understanding stress includes to know what its causes are. In this sense, it is important to define and identify what a stressor is. Stressors are defined as external factors which increase pressure and produce stress. In the case of students, the agents causing stress are based on personal problems, academic workload, and the environment they are surrounded by. According to Weightman (1999), there are three main categories of

stressors. These are sudden trauma, chronic stressors and daily hassles. Based on these

main categories, Hussien and Hussien (2006) studied stress in three main trends. First,

stress is a stimulus that acts as a threatening agent to life. Second, stress is a response to the

external environment, and finally, it is a transactional approach that combines the previous

trends. Regarding the types of stressors in academic life, some studies have identified

different situations which are the external factors that become stressful and affect their

daily life. Among these situations, the most stressful event in students is pressure coming

from tests and papers. Besides the workload in academic work, students feel the pressure of

getting high grades. Before and after examinations students are exposed to, it has been

evident how stress persists, even after several days of the examination. The excessive

academic assignments or unclear homework can produce stress. This is accompanied by

lack of good life and social habits in order to find a balance with their academic life.

Sometimes this pressure is produced by students' parents or the social environment in

which they operate. Parents want their children to succeed in what they do for

accomplishing a good future. This social factor leads to another stress cause. In addition to

academic requirements, relationships with faculty members and peers may also be a source

of stress (Sgan-Cohen & Lowental, 1998). A bad or uncomfortable classroom atmosphere

affects students' self-esteem or ability to adapt to that specific environment causing a low

academic performance.

Many students have had the obligation of leaving their hometowns to access better

education. This is another factor that in certain cases may cause stress. To leave home

implies, in most of the cases, an extra economic spending and a different style of life.

Firstly, students feel the pressure of paying educational costs such as the school fee,

materials, photocopies, among others. Payments related to the stay are also needed, such as

feeding, home, transportation etc. In addition to this, the lack of pocket money causes anxiety that leads to stress. Secondly, students who leave their homes must face a new different environment in which they may not feel good. According to Sulaiman, Sapian and Abdullah (2009), female students are more likely to suffer stress because they tend to be more emotional than men in reaction to the environment.

All the previous studies show the importance of analyzing and identifying the sources of stress among undergraduate students. It is clear that all sources generating stress are going to affect considerably students' performance. The present study aims to identify these sources in the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program students at University of Nariño, and the needed attention all people involved in the academic process should pay to it.

Chapter 3: Methodology

This chapter describes the procedure in which the present study is going to be conducted. Therefore, the design and method are defined. This chapter also contains the population and sample selected for developing the study. The data collection will be implemented.

Design

In this research paper the design will be qualitative. This design is based mainly on interviews that serve to explore the individual's experiences. It is important to understand individual's meanings with the objective of identifying the root of the problem. This research can be defined as an interpretative study. The researchers will be in charge of making interpretations on what is being observed and understanding the different points of view the participants have which need to be considered as the most important source in the study.

Method

In this qualitative study, a phenomenological method will be used. Taking into account the procedure and characteristics the design follows in the present research; this method permits the researchers to describe and interpret personal experiences according to a phenomenon already observed. This method is characterized by conducting interviews to get a better understanding of the phenomenon that people who are involved in the study experience. In this sense, the way in which people perceive this phenomenon can be described in a very detailed way, making interpretations on their feelings and how they respond to that particular situation.

Population

Regarding the population for carrying out the present study, students from the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program at University of Nariño were chosen. The students from this program are training personal and professionally to demonstrate, build, and promote a better social and scholar environment in the society. They will be in charge of leading the educational process in foreign languages, using contemporary methodologies in this society. The students from the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles are future professionals who will contribute in the educational and personal development of people from our region. An ethic and academic knowledge are required to have a good performance in the future work environment they will face.

Sample

The sample selected for this study is made up of twenty students from each even semester of the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program. It is important to interpret and understand the differences between the students who have started

to study, and those who are finishing their process in order to accomplish one of the specific objectives mentioned in the first chapter. To understand the differences between these levels will be useful to conduct the study.

Data Collection Instrument

Collecting information is one of the most important procedures in any research study. Taking into account the methodology that has been established in this chapter with a qualitative design, the most accurate data collection instrument is an interview. In this case, a structured interview will be used. According to Mackey & Gass (2005), a structured interview is characterized by doing verbal questionnaires and allowing researchers compare the different responses among the participants. The interview contains twenty questions aimed at discovering the agents that generate stress among the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program students. (Appendix A).

Data analysis procedures

The procedure used for the analysis of information is categorization. Given (2008), defined categorization as a component of qualitative data analysis that allow researchers to group patterns observed in the data collection process into significant units or categories. The present study categorizes the information into personal, familiar, financial, socio-cultural, and environmental aspects that generate any sort of stress among students.

Pilot Study

The purpose of this study is to identify the stress factors in the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program at the University of Nariño. This will be possible thanks to an interview which will be developed with five students of each pair semester obtaining more effective results. All questions will address to the identification of stressors and their possible consequences in the academic performance. This pilot study will facilitate the identification of possible problems when applying the interview whether the form or content affecting the results.

Students from each pair semester will be selected at random for giving response to 20 open-ended questions which lead to get the general objective of the study. At the time of conducting the interview, it is necessary a previous explanation and request for sincerity by the students who will participate in the interview, so that the results in the interview will be more effective. Once the interview has been applied, it is important to analyze the content and recommendation given by students with the purpose of taking into consideration, and thus correcting and improving the data collection instrument for obtaining more successful results for the investigation.

Once the final collection document has been defined and corrected, it begins with the process of gathering information and continuing the research.

Results of the Pilot Study

From the interview conducted as a pilot study to undergraduate students in the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program from the University of Nariño, we can conclude that:

1. The students reacted well to the questions posed, obtaining successful results for the research.

2. The sincerity of the students was essential to conduct the interview.

3. The materials, time and number of questions were appropriate to obtain the desired results.

The interview was conducted with the help of three students from second, fourth and eight semesters, one student of each semester. The interview was created to facilitate the identification of stressors that affect students in this program. Each student was asked the questions according to their experiences in the University, allowing the researchers to obtain varied but effective results for our research. (Appendix A)

Although this interview was useful to know about some important aspects in the research such as how the stress affects students' academic performance, the instrument should be modified in the appropriate way to identify the problem established in the research. According to the information obtained from the literature review, it is important to maintain the questions posed in the interview, but it is necessary to modify the way in which the sample has to answer. All of this in order to collect the data in a more adequate way.

Schedule

Months \ Activities	Identification and formulation of the problem	Goal setting	Bibliographic review	Report writing	Corrections	Presentation
March 2020	███					
April 2020		███				
May 2020			███			
June 2020			███			
July 2020			███			
August 2020			███			
September 2020				███		
October 2020				███		
November 2020				███		
December 2020					███	
January 2021					███	
February 2021					███	
March 2021						███

Budget

Item	Cost
Project registration	50.000
Material print	20.000
Photocopies	5.000
TOTAL	75.000

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Appendix A

The Identification of Students' Academic Stressors in the the Licenciatura en Lenguas Extranjeras con Enfasis en Ingles program at University of Nariño

The following interview aims to identify the factors that cause stress in students, and to analyze as well the most common types of stressors in language students at the University of Nariño.

The student is asked to respond as honestly as possible in order to obtain better and effective results in the research. This interview will be recorded only with the authorization of the student with the purpose of a better data analysis. We appreciate your participation.

Name:

Date:

Semester:

Do you accept to record this interview? YES ____   NO ____

Signature: _____

1. Does your academic overload exceed your available time to fulfill your duties? If so, what duties may be affected?

2. Do you feel anxious when you don't understand the topics explained in the different classes you attend? Does this happen to you often?

3. Do you suffer from insomnia or have nightmares when homework, an exam or a presentation will take place? Is this a recurrent situation? / which of those situations causes you the most negative effect?

4. Are you pressured to finish your career as soon as possible? If so, what or who puts the pressure on you?

5. (This question will be applied just in case the student is not from Pasto) Are you scared of being away from your family and having to assume your responsibilities independently?

6. Do your personal problems affect your academic performance?

7. Do you feel pressured by your family because they want the best of you all the time?

8. Do your family responsibilities affect your academic performance? If so, can you mention any of those responsibilities?

9. Does your family like to keep an eye on you all the time? If so, why do you think this happens?

10. Is it difficult for you to cover your academic costs?

11. Do you feel that your financial condition affects your academic performance? If so, how?

12. How often do you think about your future plans?

13. Do you feel worried about your future plans? If so, why?

14. When speaking a foreign language, do you feel that your pronunciation or way of speaking generates uneasiness on you?

15. Do you feel uncomfortable when the teacher asks you direct questions and you have to answer orally in English?

16. Do you feel the necessity of participating in more collaborative activities in the classroom to increase your confidence? If so, which collaborative activities do you think should be included?

17. How tenseful is it for you to make mistakes?

18. Do you feel that the more informal a class, the more confident you feel? If so, why?

19. What do you think the University could do to help lower your strain?

20. How able do you feel to control all the uneasiness from the English classes when you experience it? Which strategies do you use?