

STUDENTS' MOTIVATION TO STUDY LANGUAGES

Students' motivation to study both the English-French and the English Spanish B.A. Programs in
the University of Nariño

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NOTA DE RESPONSABILIDAD

Las ideas y conclusiones aportadas en el siguiente trabajo son responsabilidad exclusiva del autor.

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This research is dedicated to God for being the guide of my existence. To my parents for their continuous support and help through all my life. To my brother, my sister and relatives to give me their encouragement and help. To my friends who gave me their moral support when I needed it. To my teachers for being my guide and example to follow, especially to Professor Jesus Alirio Bastidas Arteaga who shared his knowledge with me and helped me to finish this study.

Resumen

Hay diferentes razones por las cuales los estudiantes decidieron estudiar Inglés-Francés o Inglés-español como su carrera, algunas veces sus expectativas corresponden a el objetivo principal del programa mientras que en otros casos son diferentes. Esta investigación pretendió analizar las razones que motivan a los estudiantes de los primeros semestres del Departamento de Lingüística e Idiomas para estudiar los programas de licenciatura en letras Ingles-Francés e Inglés-Español en base a investigación previa acerca de este tópico. Los resultados podrían ayudar a mejorar la visión del programa acerca de la carrera. Un cuestionario fue usado para obtener información de los estudiantes de primeros semestres de ambos programas. Los resultados mostraron que la mayoría de estudiantes tenían diferentes razones para estudiar idiomas tales como: obtener mejores oportunidades, comunicarse de forma proficiente, viajar al extranjero, saber acerca de la cultura, obtener un trabajo o seguir carreras con relación al idioma tales como : traducción e interpretación, asistencia de viajes, turismo, comercio internacional entre otras, sin embargo la mayoría de estudiantes mencionaron que considerarían la profesión de enseñanza lo que demuestra mayor motivación para llegar a ser profesores que en estudios previos.

Palabras clave: Inglés- Francés, Inglés- Español, pregrado de artes (P.A), motivación, aprendizaje y enseñanza de la lengua extranjera.

Abstract

There are different reasons why the students decided to study English-French or English Spanish as their career, sometimes their expectative correspond to the program's main goal while in other cases they are different. This paper intended to analyze the reasons that motivate first semester students of the Linguistics and Languages Department to study the English-French and English-Spanish Bachelor of Arts (B.A) programs based on previous research about this topic. The results might help improve the program vision about the career. A questionnaire was used to get information from the first semester students of both programs. The results showed that the majority of the students had different reasons to study languages such as: to get better opportunities, to communicate in a proficient way, to travel abroad, to know about the culture, to get a good job, or to follow language related careers such as: Translation and Interpretation, travel assistance, tourism, international business among others. However, the biggest part of students mentioned they would also consider the teaching profession which shows more motivation to become teachers than in previous studies.

Keywords: English-French, English-Spanish, Bachelor of Arts (B.A), motivation, students' demotivation, foreign language learning and teaching.

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GLOSARY

Motivation. Gardner (1985,p.10) defines motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. Motivation then is understood as the impulse that moves a person to perform an activity. In addition, “The term motivation is a complex process of personality that moves a subject to act, address and keeps the behavior around the activity performed” (Martinez, 1999; p.48).

Learning. It is a term related to the acquisition of knowledge, skills, drills, behaviors and values as a result of the study, experience, instruction and observation. Learning takes place when people take an input or new information and they internalize this knowledge to use it in real life. Learning transforms experience into knowledge, skills, behaviors and attitudes (Cobb, 2009).

English as a foreign language. E.F.L. describes situations where students learn English to speak with other English speakers, to work, or to accomplish different purposes, but they do not have direct contact with the community who speaks the target language. For example, they might be tourists or business people (Lucid, 2008).

Students' motivation to study both the English-French and the English Spanish B.A.**Programs in the University of Nariño****Chapter I: The Research Problem****Introduction**

There are many different reasons that motivate students to study languages, but what happens if it is linked to pedagogy, is it better and stimulating? Or it has not agreement with what the students really want? In this paper, I pretend to analyze the reasons the students of the linguistics department have to study English-French and English-Spanish based on previous research about the topic.

This work is important to analyze the different learner's perspectives respect to the career. Second, it bears in mind English importance nowadays. It could serve for future research about the educational field. The university administrators could take decisions to improve the B.A. programs. It is really useful to provide a solution to the problem of students' demotivation to be teachers.

According to Harmer (2007) English has become really important all over the world. Before explaining the different reasons to study English as a foreign language it is necessary to know that there are different factors such as: intrinsic and extrinsic motivation, among others; that as Bastidas (2006) claims, affect motivation for second language learning.

Finally, studying the student's motivation of the B.A. Programs. It is related to become teachers as an important option in the career.

The Research Problem

This chapter contains the problem description, analysis, and problem statement. Second, it includes the conceptual, geographical and population's delimitation. Third, it explains the evaluation, objectives, significance of the study and limitations.

Problem Description. In this section, the possible symptoms, causes, consequences, and possible solutions for the problem are presented. This research problem is directed to make an analysis of the reasons the students of the linguistic department have to study in the English and French and English and Spanish B.A. programs because some students feel demotivated to become teachers in the future. This is referenced in previous studies; a case in point is the study of Espinoza and Bolaños (2006).

The main symptom is the lack of motivation of some students to become teachers because they are more interested in a profession which requires languages only. Another symptom is that the students' level of English who come from different high schools is low. Besides, students' might feel demotivated because the career does not satisfy their goals.

There are different causes that can produce these symptoms; one of those causes is the influence of high school. Maybe, the learners were not encouraged to study English or they had a false perspective on studying and teaching languages, whereby some students did not want to become teachers, perhaps for lack of preparation and for the way English and other languages were taught to them. So, the students feel demotivated because the career is not what they expected.

Another possible cause is that people believe they can learn English in a few months and that is not always true. So, they enter the career expecting to study some semesters, and then transferring to another program. Besides, the students enter the program because of the lack of programs which offer different careers related to foreign languages, or they were interested in other careers.

If the lack of motivation persists, the students are not going to feel motivated while they are advancing in the career because it is focused on pedagogy. Consequently, they would not realize the importance of studying an education program in languages nowadays and the many advantages for them. Besides, it can produce desertion in the linguistic programs. Additionally; if the learners are in the career because of their failure to enter another program they could be frustrated, leading them to drop out the study of the English-French and English-Spanish programs.

To contribute to the solution for the demotivation problem, it is necessary to analyze the results to find the most common problems that cause the students' demotivation in the program and consider their opinion to improve the situation. This research will also serve for next researchers to deepen in the most important aspects about this topic.

Problem Statement. ¿What are the reasons that motivate students from the first and second semester to study the English-French and the English-Spanish B.A. programs in the University of Nariño?

Problem Delimitations.

Conceptual Delimitation.

Motivation. Gardner (1985, p.10) defines motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. Motivation then is understood as the impulse that moves a person to perform an activity. In addition, “The term motivation is a complex process of personality that moves a subject to act, address and keeps the behavior around the activity performed” (Martinez, 1999; p.48).

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Population Delimitation.

The students selected were from the 1st and 2nd semesters of the English and French and English and Spanish programs of the University of Nariño considering the main objective of this study. They belonged to both sexes of an average social class, and they came from the 1st to the 3rd social strata. They attended to different high schools of Pasto. The students who participated in the research were 70.

Geographical Delimitation.

This research was performed with the students of first and second semesters who belonged to the linguistic B.A. programs of the University of Nariño located in the headquarter called VIPRI which is located in the Panamericana Avenue, in the city of San Juan de Pasto in the Nariño's Department. The conditions provided to the students in order to facilitate the involvement with language learning are very good.

Objectives of the Study

General objective. To analyze the reasons that motivate the first and second semesters' students to study either the English and French or the English and Spanish B.A. programs at the University of Nariño from 2011 to 2014.

Specific objectives.

1. To identify the level of motivation that students of 1st and 2nd semesters of both programs had before entering the university.
2. To analyze the motivation that 1st and 2nd semester's students of both programs have while doing their studies.
3. To identify the student's goals after graduating from both programs.
4. To identify the kind of language programs different from education that students would have chosen if the university had offered them.

Significance of the Study

This study is relevant, first, to analyze the type of reasons and expectations the learners have to study English-French or English-Spanish to understand the problem of some student's demotivation to stay in the program. Second, this study helps to understand the problem of the students' drop out of the program. Third, it is significant for students, teachers, administrators and researchers interested in this topic for practical and administrative reasons, because it helps the institution to make decisions for the future of both programs. For example, a new educational curriculum could be developed based on the student's needs and goals and in that way improve the quality of the program.

Limitations

- The answers provided by the students might appear to be influenced by the teachers because in the first semester there is some emphasis on the importance of pedagogy and Learning English to teach the language in the future.
- Another limitation was that the learners might have given the answers that they thought were the best or the responses that the interviewer expected to obtain.

To diminish the effects of these limitations, the instructions were clearly explained. The questionnaire was applied to a small sample of students before making the general test to clarify and to evaluate the possible problems or doubts the learners might have had.

Given that some students are not motivated once they enter the career and it leads to their desertion, this study proposes some solutions considering the main reasons the students have to get into the program, interpreting their level of motivation before, during and after they study English-French and English-Spanish. In the next chapter, some theoretical concepts are explained in order to understand better the results.

Chapter 2: Theoretical Framework

There are different factors which affect the process of language learning. Motivation is one of the most important. This chapter begins introducing the most important factors which affect learning and teaching; Then, it includes different concepts of motivation, and its kinds. Finally, the effects of motivation to learn a foreign language in the English and French and English-Spanish B.A. programs and their importance are presented.

Factors Affecting the Learning and Teaching process

Here, the most important and more specific aspects about second language and foreign language learning are explained. Table one is based on the classification of these factors proposed by Stern (1985).

Table 1 Factors Affecting Language Learning

Characteristics	Which affect	Language learning
Individual Factors	External and Sociocultural	The Learning Process
Motivation and attitudes	The family	The teacher
Aptitude and attitude	Environment	Methodology
Personality	Society	Learner preferences
Intelligence	Social context	Attention
Age	Social status	Efficacy
Memory	Linguistic factors	Strengths
Learner beliefs	Culture	Weakness
Fatigue	Sociopolitical factors	Effort
Maturity	Geographical and technological factors	
Self esteem		

Motivation for the program vs. Motivation for Language Learning

It is known that learners have different characteristics which are determining in their learning (Stern, 1983). The differences among learners have an important place in a second language theory (Selinker as cited by Stern, 1983). Among these factors are: capacity related to intelligence; attention, attitude, aptitude, efficiency or effective learning; motivation related to the subject conditions (intrinsic motivation) and (extrinsic motivation) based on external factors such as context, social relationships, communication, and culture. According to Rubin (as cited by Lightbown & Spada, 2001) some of the characteristics which are probably associated with the success of a good learner are:

A good learner: is willing to make mistakes; constantly looks for patterns in language; practices as often as possible; analyses his or her own speech and the speech of others; attends to whether his or her performance meets the standards he or she has learned; enjoys grammar exercises; begins learning in childhood, has an above-average IQ; has good academic skills; has a good self-image and lots of confidence.

Internal Factors. Rubin (1975) classifies these characteristics into five main categories: Motivation, aptitude, personality, intelligence, and learner preferences. However, a characteristic can belong to more than one category.

Motivation and attitudes. Ramos (2007) says: "Motivation is the motor of learning" (p.2). Gardner (1985) argues that positive attitudes and motivation are going to create positive conditions for second and foreign language learning. However, it has not been possible to determine the relationship between motivation and second language learning. As Skehan (cited by Lightbown & Spada, 2001) notes, the question is, whether learners are highly motivated because they are successful or if they are successful because they are highly motivated.

“Depending on the learner’s attitude, the conception of language changes, so it is seen positively or negatively” (Lightbown & Spada:56).

Aptitude. According to Carroll (as cited by Stern 1985), aptitude is the capacity for developing an activity attributed to a specific language program. It relates to the individual motivation to learn. A positive aptitude respect to a language facilitates its learning. According to Lightbown and Spada (2001) aptitude is composed of different types of ability (1) the ability to identify and memorize new sounds; (2) the ability to understand the function of particular words in sentences; (3) the ability to figure out grammatical rules from language samples; and (4) the ability to memorize new words (p.53).

Personality. It involves the emotions, feelings, attitudes and behaviors of an individual. According to Lightbown and Spada (2001) many researchers think that there is some relationship between personality and learning, but personality is more complex and may depend on how it mixes with other factors related to SLA/ FLL (Second Language Acquisition and Foreign language learning) (Stern, 1983:54).

Intelligence. Intelligence is the capacity to use knowledge to solve a situation. It determines the use of mental abilities to achieve a good level of learning. In the educational field it goes together with general attention. It has been measured by IQ tests which are associated with academic success. These kinds of tests also evaluate the progress in language; they give an idea of the high or low success in different areas of knowledge (Pscoactiva, 2000).

Learner preferences/styles of learning. Each learner has different ways to learn and apply this knowledge. Learning preferences differentiate the students (Stern, 1983). Some learners learn easier if they have access to visual aids whereas others learn easier if they have access to audio, graphics, or if they can use the body to remember something they need.

Also, Lightbown & Spada (2001) talked about cognitive distinction on whether an individual tends to separate details from the background or tend to view things more holistically. Each one has a particular way to study which helps to develop diverse skills to the accomplishment of a second or foreign language acquisition or learning.

Then, there are many factors that affect learning as: those related to the categories presented by Rubin (1975) and others, such as: age, attitude, attention, self-esteem, maturity, efficacy, memory, culture, environment, etc. (Lightbown & Spada, 2001).

Age. Students of different ages and stages of L2 acquisition use different strategies, according to their age.

Age of acquisition: Children and adults can learn a new language and achieve high levels of accuracy and fluency. Klaus (cited by Stern 1983) states that age does not modify second language learning. However; it has been demonstrated the existence of a Critical Period (CPH) which suggests that "there is a time in human development when the brain is predisposed for success in language learning" (Lightbown & Spada N. 2001, p.60). Also, they mention that after this period language would not be based on the innate faculties of human beings. As a consequence, older learners depend on more general learning abilities, the same that they use for acquiring new skills and information.

Attitude. It is the positive or negative will and perception that an individual has towards a person, object, and/or a situation. In this case, the situation is learning a target language; it is positive if the student shows interest, values and likes the foreign language. However, attitude is negative when learning is seen as an obligation, and there is a lack of interest in itself (Lightbown & Spada, 2001).

Attention. Action related to take care of something.

Efficacy. It is proportional to motivation, and is related to learning success. It is a way to invest time and effort in order to have good results in an activity in this case, learning a foreign language (Ramos, 2007).

Memory. It is the capacity of retention of an individual; which is necessary to learn another language.

Effort. It is the tenacity and perseverance that the learner has to understand the language in a successful way.

Learner beliefs. Learning style and perception of language are influenced by previous experiences or the background, and the way language is thought to the students. Consequently, teachers need to be creative and motivate students to learn a foreign language (Lightbown & Spada, 2001).

Fatigue. It is the effect of being tired and stressed that can be produced by pressure or anxiety.

Maturity. It is the adult behavior which facilitates concentration on the object of study.

Self-esteem. It is the conception that each person has of his or her own worth. It is based on the feeling and beliefs of the self. It has a direct relationship with the way you think you are and your self-image. If you have a positive self-esteem, it is going to influence in a good way your academic efficiency and success (psychologytoday-NA, Psych basics "Self-Esteem, 2012).

External Factors. There are external and social factors that will influence learning like:

The family. The family influences your point of view with respect to the language. If the family supports the student, he or she is going to feel more motivated about the idea of starting to study another language. Then, the learner's objective is going to be easier to accomplish. When the family does not show any interest or curiosity respect to the language, it could influence the student in a negative way (Mora, 2008).

Respect to the *Classroom Atmosphere* there are different situations to consider. First, the place where the learner lives and more than that, if there are people who could affect the learner's motivation or its purpose respect to the language, the high school where he or she studied before entering the university, how he perceives the atmosphere of the classroom and the university, his or her attitude or view of a different culture. It involves the group, behaviors, and the conception of the people, who interact with the student (Iglesias, 2008). According to Bandura (cited by Erazo, 2006:234) "Learning is an information processing activity in which information about environmental events are transformed into symbolic representations that serve as guides for actions".

Socio-cultural factors. They are shown in the relationships among teacher and student, student-student, student-family and other people. Besides, they relate to the influence of society in the cognitive process of learning a second or foreign language (Iglesias, 2008).

Bandura (as cited by Erazo, 2006) integrates society as a transcendental factor in learning. Here, learning and motivation are not just cognitive processes, but social processes. Stern (1983) affirms that the social context can be analyzed according to linguists, socio cultural, economic, technological and educative factors which affect the learning and teaching process.

According to Stern (1983) social context determines the learning characteristics of an individual according to social conditions. It is necessary to evaluate the differences that the students present according to the context and other cognitive processes related to the internal characteristics.

He proposes three types of social characteristics such as: linguistic factors, the social status of the language, socio-political factors, among others that keep a relation with the educational opportunities.

Linguistic factors. Characteristics of the foreign language in comparison to the mother tongue.

Social status: It is determined for the importance given to the language in a particular place or region, so if social status of the language is high or it is widely recognized in a group, the learners are going to have a bigger desire to learn the foreign language. For example, high status people can tend to have a negative attitude respect to the language used by people of a low status while a subordinated group will tend to assume a language of high status as an integration strategy (Stern, 1983).

Geographical aspects. Geographical distance imposes limits because there is a tendency to learn either the language of closer regions or countries or the language used by the majority of countries. For example, as English is known as first and second language in many places all over the world, there is a higher tendency to learn English nowadays. So the context develops a necessity to learn the language because it is necessary for additional purposes. Even though, this conception has changed, it is an important aspect to consider (Harmer, 2007).

Economic and technological influence. There are more possibilities to learn a language if it is necessary to get economic development. Furthermore, it is obvious that countries that have a bigger economic position will provide better conditions for learning. So, the students will access to more and better resources there than in developing countries (Harmer, 2007).

Political situation. The importance of a language in a country is usually given by the political situation. Government determines what language is going to be taught and learned in the country. That is why a particular language can have more importance in a determined historical moment. For example: German had more transcendence in the 1st world war than in the 2nd world war. Besides, political reasons can influence the language perspective. Furthermore, the relationships among countries, economic, cultural and social exchanges depend on Language (Harmer, 2007).

Culture. It is important because students need to know the culture of the language they are learning. On the other hand, its own culture, behaviors, and cultural experiences are part of extrinsic motivation (Iglesias, 2008). Here, considering Stern theory, acculturation has an important role; it is the perception that the person has respect to the culture, acceptance or rejection of the same (1983).

The learning process is influenced by cognitive, social and personal factors which determine the success in mastering a foreign language. Each individual has its own way to learn. From all the factors involved in language learning, motivation is explained in detail. First, it is essential to know what motivation is considering the different concepts that experts in the field have given. I also give my definition bearing in mind the meanings provided.

Motivation

In this section, some of the most relevant definitions are explained according to my research. Then, my definition is presented taking into account some of the points of view that have been revised.

Gardner (1985) defines motivation as “The extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p.10). Besides, Gardner defines motivation as “the learner orientation with regard to the goal of learning a second language”. I agree with this definition because here the immediate goal is language learning, and it emphasizes on the importance of the students' aims.

Martinez (as cited by Ramos, 2007) defines motivation as “The influence of the mental process that conduces to a conscious decision related to learning” (p.248). According to Erazo (2006) “Motivation implies that someone will act in a determined way with the expectancy of achieving a particular goal or getting something he or she wants” (p.12).

Heckhausen (1991) offers the following definition “Motivation is the observed goal directed of the behavior, the inception and completion of a coherent behavioral unit, its resumption after an interruption, the transition to a new behavioral sequence, the conflict between various goals and its resolution, all of these represent issues in motivation” .

It is possible to conclude that motivation is an impulse that depends on internal and external factors and leads people to perform an activity because of the interest it awakes. Also, motivation involves the reasons that impulse a person to make a decision in order to accomplish a purpose.

Kinds of Motivation

In this section, it was important to explain the kinds of motivation which determine the goals and the students' conception respect to the language.

Motivation is a complex phenomenon which can be defined in terms of communicative needs and attitudes respect to the target language and its culture. It is involved in the process of learning and teaching. In psychology, there are two kinds of motivation which are established according to internal or personal features and external variables. They are intrinsic and extrinsic motivation (Bastidas, 2006).

Intrinsic motivation. According to Maslow (1970): Internal stimuli are really useful to increase motivation. It refers to personal, cognitive and internal characteristics of an individual that affect the learning and teaching process. So, the student has the desire to learn for self-satisfaction and curiosity.

Extrinsic motivation. It refers to situational variables that influence the individual's performance respect to different situations. "Extrinsic motivation refers to people's decisions to do something for extrinsic reasons or incentives. The EM construct is based on theories that maintain that learning occurs because of the presence of external incentives, rewards, requirements, and social control" (Bastidas, 2006, p.150-151).

I agree with authors like Bastidas, Lightbown & Spada (2001) and others who defend that the learner who works with extrinsic motivation studies to get good grades in exams and tasks, to get a reward or to avoid a negative reinforcement. The students try to approve all exams, to get better results making the minimal effort. In some moments, this kind of motivation could result positive, but it is better to have intrinsic motivation because it comes from the learner's desire to

learn, and the curiosity that learning awakes. Here, the reward is the input they received and the knowledge that the person has got.

Integrative and instrumental motivation. Now, I will explain a different classification of motivation according to Gardner (cited by Lightbown & Spada, 2001) who proposes integrative and instrumental motivation. They represent orientations to study a second or foreign language.

There is a difference between instrumental and integrative motivation. The desire to be identified and integrated into the target language culture for personal growth and cultural enrichment contrasted with the wish to learn the language for more immediate and practical goals. Gardner and Lambert (as cited by Lightbown & Spada, 2001) pointed out that success in a foreign or second language is likely to be lower if the motivational orientation is more instrumental than integrative.

Integrative motivation. It occurs when “the learner has the desire to learn more about the cultural community of the target language” (Liuolienė & Metiūnienė, 2006:2). The learner is identified with the culture of speakers of the target language and increases the acceptance and interest that the other culture awakes on him/her.

Instrumental motivation. It is pursued to get an external goal. “It is a more utilitarian orientation. It refers to learner’s desire to learn a language in order to accomplish some non-interpersonal purpose” (Gardner, 1995). It is connected with extrinsic motivation where the student’s reasons to learn can be to approve exams, financial rewards, scholarships, furthering a career or gaining promotion. “It appears that an integrative orientation is one of the factors that contribute towards integrative motivation” (Liuolienė & Metiūnienė, 2006:3). It is also important to

evaluate instrumental motivation in terms of attitude toward learning situation, desire to learn and attitudes to learn a specific language.

According to Williams and Burden (2001), integrative motivation is perhaps better for learning a second language while Instrumental motivation is better for learning a foreign language. Gardner's (1985) hypothesis was that integrative oriented learners were more persistent and intensely motivated than other learners. An integrative learner will have a positive attitude respect to the language and will put more effort into itself. In conclusion, both kinds of motivation are necessary and the first one can complement the other. "Both integrative and instrumental motivation may lead to success, but lack of either causes problems" (Liuoliené & Metiūniénė, 2006:3).

Motivation in the Classroom Setting

Motivation is going to be influenced by internal factors like those of the personality of the individual like attitude and self-esteem and external factors like the teacher, the environment, culture and the experience in the classroom setting. Also, method, methodology, techniques and strategies contribute to motivation. The most influential variables in learning are teachers, students, and context (Mora, 2008).

Reasons to Study English or a Foreign Language

Nowadays learning a foreign language has become really important all over the world. As a consequence, it is more likely that students feel curiosity to explore the language because of the necessity to learn it (Harmer, 2007:13). A universal newspaper of languages mentioned in convena.upb.edu.co claims that “a foreign language serves as an element for the construction of an excellent life-project which gives positive support to people who are interested in language” (Convena-NA, 2012).

There are several reasons that support the importance of learning another language like English or French, and promote students' desire to learn a foreign language, they are: to set communication, to get a job, to get information, to be updated with technology, science and advantages of the world, computers, electronic, health world require another language especially English; moreover, in the research field it is useful in the different study fields. Communication is one of the most common reasons the students find to study another language.

Communication with other people. Many students feel motivated when they are able to hold a conversation. It is an activity really interesting and useful for them. For example, speakers who have English or French as a second or a foreign language need to use the language in order to be understood and set relationships with people from other countries and cultures. Learners are motivated to talk and write letters to people from other countries. If you want to travel or to live in another place, speak English or another language will be a primary need. Also, the globalization phenomenon requires that everyone speaks English or another language as a medium of expression and elaboration of new perspectives and ideas (Harmer, 2007).

To get a job. Learning English and other languages is one of the best things you can do to improve your life. If you know other languages, you can get better opportunities to get a job; you can gain technical knowledge, learn computer science, and use your skills in every field to be more effective working on whatever you want. For instance, Ridgen (2010) states that the biggest part of international business are conducted in English, many enterprises provide incentives for English speakers, in many countries the language remarks the difference between a well-paid job and one not well remunerated. While there are some companies who give formation in other languages, there are others that expect you have a good level on your own, in conclusion, you will be better valued as an employer and be assigned better tasks as much as you know English or other languages (Convena, 2012).

To get information in every field. One of the reasons to study English and any other language is the unlimited access to new and updated information and knowledge about your favorite subjects. It is good to get access to information that other people do not have. Even to help people to understand something they need. It does not matter what you are interested in: science, music, informatics, health, business, sports... Most of the available information we have is written in English or French. Most pages on the web are in English. It is amazing that learning just one language gives you access to almost everything on the internet (Convena, 2012).

Reading books on any subject. You can really read interesting books from all over the world; you can read translations of almost every book you want to read. Whatever you are interested in, you can read about it in a foreign language (Convena, 2012).

Importance of English and other foreign languages in science and technology.

English is really important in the world of science and technology. Many of the articles about science are written in English or other languages. A lot of research is based on English articles to conduct research. You can progress in your career and do research using a wide information source (Harmer, 2007).

Languages and technology. This is used on the internet, cell phones, television, and many electronic and new devices, control manuals which give instructions for the use of determined artifacts in English, French, German and other languages. It is possible to say that English is the language of technology, it does not matter the place where you are, you can find the option to know about technology in English or any other foreign language (Convena, NA. 2012).

Popular culture and entertainment. Another reason that awakes curiosity of many people is popular culture. Popular culture relates to entertainment sources, such as books, films, videos, events, and songs which use the target language (Harmer. 2007:13).

Bastidas (as cited by Espinoza & Bolaños, 2006) mentioned different reasons the students can have to study a foreign language, such as: to go abroad, to communicate with American people because the language is taught in most of the university careers, to know another culture, to have new opportunities in life, development of the country-scientific and technological advancement, to translate the booklets of electrical appliances. Ridgen (2010) exposes that knowing the language can help people get the best benefits of entertainment; it also makes people improve their language skills and to be involved with cultural knowledge.

Entertainment using languages. Some people enjoy the challenge of learning another language for different purposes; a case in point is communication through social networks. There

are many people who enjoy having conversations with different people around the world and get contacts which give advantages in all fields, even the language, let them get all necessary measures to protect their security on the internet (Ridgen, 2010).

Travel everywhere. A great part of the airports in the world manage guidelines in English or another language, many of its advertisements are designed in English. The most usual needs of a person when arrives to another country, for instance custom issues, arranges for accommodations, order food and get directions, can be supplied if you know English or the language of the country you are visiting. It provides good opportunities to talk to people from other places of the world, what allows you to make friends (Ridgens, 2010).

In conclusion, there are different reasons to study a foreign language like English or French. For instance, English language has been widespread all over the world and is really important in every field. Studying English or another language is really necessary in every context. It does not matter the purpose it is useful and provides advantages in all matters.

Related Studies

There are different studies about motivation that have been done; those more related to the main objective of my study have been considered. First, the study of Espinoza and Bolaños (2006) titled: "Reasons the English and French Program Students Have for Learning a Second or Foreign Language" is really relevant to develop this study because its objective was related to my problem statement. It was different from my research because I considered almost the whole population of the first semesters at the university while they made their study with all the semesters. The principal objective of this paper was to analyze the reasons the English and French program students had for learning a second or foreign language. They used a quantitative

paradigm and a descriptive research type. They used a questionnaire to gather the data. They took a sample of 80 out of 119 students of both sexes, in a range of ages between 16 to 26 years old. They were from a middle and low status and belonged to the linguistic department of the University of Nariño. The results showed that a good quantity of students in the English and French program had the goal of becoming teachers. However a forty percent of students (40%) showed interest for different goals and the reasons to study languages were not related to the objectives of the program. They did not feel motivated for the teaching profession and suggested changes in the program.

The study of Naranjo and Ordoñez (2001) called "Students' Motivation Level for Learning English as a Foreign Language in High Schools" was also considered because motivation was an important factor in my research. They analyzed the lack of motivation of high school students to learn English as a foreign language. The objective of the study was to know the level of motivation and their perspectives about English as a foreign Language. They also tried to set differences between boys and girls when learning English. Naranjo and Ordoñez study also contributed to find solutions to the problem and improve methodologies of teaching in Pasto-Colombia observing the progress of students from sixth to eleven grades. They used a descriptive design, teenagers between 12 to 20 years old who belonged to the middle social class participated in the research, Naranjo and Ordoñez chose a 20% of the population at random. They applied a questionnaire bearing in mind sex and level to prove a different hypothesis. The data were collected in a quantitative way. They found that 709 students out of 1652 had a low level of motivation, 589 students had a low motivation level, 328 were insecure, 26 were motivated and 0 has a high level of motivation. It was demonstrated that girls were less demotivated to learn English than boys. As the students advance from 6th to 11th grade their

average motivation level decreased. The limitations were that students could feel pressed and nervous; the answers could be conditioned for the teacher because they were previously informed. The results signed the need to analyze the methodology and techniques used with the students in order to help teachers to consider these results to improve motivation.

Another important study was the research of Erazo(2006) called: "Factors affecting motivation in the English and French program". The objective of the study was to find the influence of motivation of students from the English and French program and the English-Spanish program to learn English as a foreign language. It was a qualitative research. Erazo used a descriptive study. The research was based on the information provided by the students in a survey. Erazo applied a survey to gather the information which was composed of different statements. It was directed to find out the factors affecting their motivation. She made the study with 25 students, 7 for each semester from both sexes in a range of ages from 17 to 34 years old. She considered the consent, willingness, participation, confidentiality, and consequences of the research. She set categories and subcategories, internal and external factors related to motivation but, the participants did not make additional comments. She had found that the students from the English and French program had a high level of intrinsic motivation. The university learners had a preference for challenge; they recognized the importance of a creative teacher and the right use of methodology and ambiance.

Oliva and Vargas (2004) made an interesting research called: "Factores relevantes que inciden en la motivación para el aprendizaje del inglés en algunos colegios de la ciudad de Pasto". The main objective of this paper was: "to identify the most relevant factors which influence the students' motivation in some schools located in Pasto". The specific objectives of this paper were, first, to identify the factors that affect motivation, according to each student's

school level and sex. Another specific objective was to analyze some teacher's opinion to determine the factors they considered to be most relevant. Oliva and Vargas pretended to provide the information necessary to solve the problem. They used a quantitative and descriptive approach. Oliva and Vargas took a sample of 840 students from seven schools in Pasto. The learners were from both sexes and from all grades. They have selected 120 students in each school, 20 students per grade. They applied a 54 question questionnaire with a multiple answer format. The questionnaire lasted 20 minutes. They also asked five open-ended questions to seven teachers to get their opinion about previous research related to the same topic. The results have indicated that the students are more motivated by external factors than by internal factors. It was found really important the influence of the teachers' role, the environment and methodology. This work will serve to increase the quality of teaching of teachers in educative institutions.

Finally, the research of Benavides and Caicedo (2001): "some factors that contribute to high school students' demotivation in learning English" was useful for my study. The objective of this paper was to identify what are some of the reasons that students have for their lack of motivation to learn English as a foreign language. The specific objectives were to identify some of the factors that affect motivation to learn English in a High school located in the south east of Pasto. The students were from 6th to 11th grades from both sexes. It was a qualitative research. Benavides and Caicedo applied a 25 question questionnaire and an interview to classify and analyze the results. The results showed that 54, 6% of the students were motivated to learn English while 45, 4% of the students were demotivated. It was also found that in the first grades from 6th to 8th there was a higher percentage of motivation than in the last grades from 9th to 11th. These results lead them to conclude that it was necessary to implement motivational practices and an accurate methodology. Benavides and Caicedo classified the results taking into

account internal and external factors affecting motivation to learn English as a foreign language in high school.

Internal factors: the students showed it was difficult for them to learn English because of the language form bearing in mind an education focused on the grammar translation method. Pronunciation was also difficult for them. The students showed also dissatisfaction with the way they were evaluated. Evaluation was inappropriate to their level of English. Some students were demotivated because they did not like the subject.

External factors: Here it is relevant the teachers' role, some students said they did not like the attitude of the teacher. Students saw really necessary the implementation of new and dynamic techniques and strategies to teach English. The learners expressed sometimes there was aggressive behavior or lack of respect in the classroom setting which affect their motivation to learn. Students recognized they would feel better if they could have better materials and a variety of realia.

My research project is different from those studies because It pretended to inquire about the reasons that motivate students to be in both linguistic programs, but not about motivation in a general wayas those studies where the researchers wanted to find out the level of motivation to study English.

In conclusion, there are different factors which influence the process of learning and teaching. Motivation is one of the most relevant characteristics in this research because it influences the students' reasons to study English as a foreign language. It is an impulse that depends on internal and external factors; it leads people to do an action or to take a decision because of the interest it awakes. Also, there are some aspects of the human and social

perspectives which can complement it because they are related with the conscious decision to learn, which depends on the socio-cognitive and socio-cultural aspects and achievement of needs.

In the previous chapter the different kinds of motivation, intrinsic, extrinsic, Integrative and instrumental were explained. The better option for learning to take place is when the student has an integrative and intrinsic motivation because the reasons are more personal and they have a positive attitude with respect to learning and the target community. Also, it is important to bear in mind the whole field of education, considering the teachers' role, the students and the environment. Finally, the reasons that different students have to learn English are explained. Among these reasons are: to get better opportunities in a job, to get communicative purposes, to be a teacher, to access to technology and information etc. In the next section, the method of my research is explained. It includes the paradigm and the kind of research that was selected. The most appropriate technique for gathering the information and the validation criteria process.

Chapter III: The Research Method

This chapter explains how the study was developed. It explains the research paradigm, the research type and techniques. Then, the population, setting and sample, the procedure, and the validation criteria are clarified. Finally, it makes reference to the ethical issues considered in this study.

Design

In this section, the research paradigm, type and techniques selected are explained.

Research paradigm. This research was based on both a quantitative and a qualitative design because it was a good way to get richer information. The most important aspects of both types of research are presented.

A quantitative research paradigm. It is used when the data gathered and the results of the research are expressed and interpreted through statistics. The quantitative paradigm is an organized investigation in which the relation between the phenomena and the quantitative features are expressed (Espinoza & Bolaños, 2006).

Characteristics

- It uses theories, hypothesis and mathematical models to study a natural event.
- The data are gathered and analyzed with the use of a statistic measurement instrument which lets do the verification and validation of a hypothesis or theory.
- It establishes relationships between the empirical observation and mathematical samples.
- Usually this paradigm uses tables and graphics.
- It uses a hypothetical and deductive logic.

- The variables studied are measurable (Espinoza & Bolaños, 2006; Rogers, 2002).

A qualitative research paradigm. It is based on the understanding of the social and humanistic reality. It emphasizes the socio-cultural facts and the ways to interact with the individual. It provides an analysis, observation, comprehension and possible solution for the problems. The data gathering, detailed description, and data interpretation will facilitate the research development and understanding (Rogers & Uscategui, 2002).

Characteristics of a qualitative research:

- It builds a reflection on and from the praxis.
- It intends to understand the reality.
- It describes the facts in which the event takes place.
- It studies the reasons of the facts.
- The individual is a communicative and interactive subject who shares meanings.

Taking into consideration the motivation that students have to study the linguistic B.A. programs and their perspective to learn English and French as foreign languages, It is possible to conclude that the students' motivation, expectations and goals to study English and French and English-Spanish were directly related to the study of the socio-cultural reality which is the main objective of the qualitative paradigm. This paradigm allowed me to collect and interpret the results of my research; to explain the situation and to find the relation among the main variables. Besides, as Rogers and Uscategui (2002) said this paradigm is focused on the actions and human interactions, on their communication, comprehension and ways to solve problems which is something important in this research.

Research Type. In this section, it is explained the kind of research, which was accurate to use. From the quantitative research types, a descriptive research was used because it provides clear and detailed information. From the qualitative research types, the ethnographic study was selected, although, in a very limited way.

Descriptive Research. It describes the characteristics of a subject or area of interest. It often uses questionnaires. It makes a detailed description of activities, objects, processes, and people. This kind of research was used to collect the data based on a hypothesis or theory. It summarizes the information to make generalizations (Diebold N.; William D, cited by Espinoza & Bolaños, 2006).

Characteristics:

- It describes situations or events.
- It does not make predictions.
- It is often used with inquiries, even when they can serve to prove or explain hypothesis (Calvache, 1995).

Process of descriptive research

1. To define in clear and specific terms the characteristics to describe the research events.
2. To express how the observations will be performed, to do the selection of the population, and apply the data collection techniques.
3. To gather the information.
4. To inform the results in an appropriate way (Calvache, 1995).

This research was essentially descriptive because it made a detailed description of the population and the problem. This kind of research describes in a systematic way the population

features, the situation and the area of interest. This work pretended to provide the information necessary to understand the problematic situation. Also, it served to the purpose of analyzing the reasons that have motivated students to study the B.A. Programs. The information was analyzed in an organized and careful way to provide useful data.

Ethnography: It is based on a structuralism paradigm. According to Levi Strauss(2008) the structural method identifies important elements in diverse contents. The structure needs to be coherent. It was used to make a synthesis and to clarify data collection. The ethnography is defined as a discipline that studies and describes the life forms of particular social groups. It is designed with the objective of getting the most exact definition of the necessary information to reconstruct the culture and social phenomena in specific groups (Calvache, 1995). It is a study centered on the characteristics and behaviors of a particular group.

Characteristics:

- It implies the objective observation in a participative way because there is a close relation with the subject who participates in the study.
- The work can be complemented with the interview to collect more information and clarify it.
- The report is often descriptive.
- It is used to complement quantitative methods.
- The ethnographical work implies theoretical, technical and methodological rigor even though it facilitates the explanation of previous theoretical elements(Velasco & Dias, 1997).

Procedure. According to Wilson (1977) the ethnographical study follows the next steps:

1. Determination of the participation level: The acts are determined by the social situation. The researcher needs to be sensible to work with the community and set a role to get information. It is useful to make an observation of the people behaviors and to try to get their confidence (Martinez, 1999).

2. Data gathering: The most important is to get information about the behavior and conduct of the subjects. Here, it's relevant the interaction between student-student and researcher-student, non-verbal communication, documents, instruments etc. There are different techniques that the researcher can use to get a systematic and controlled study (Martinez, 1999).

3. Objectivity level: The ethnographical study has a high level of objectivity due to its phenomenological approach, to his careful samples' selection, its empathy with the people involved, confidentiality, and validity. The most important is the action meaning and the effect it has in the personality of the participants (Martinez, 1999).

An ethnographical method was used because it allowed me to identify the most important points of the research. It is necessary to comprehend better the information given by the participants. The report was essentially descriptive which coincides with the descriptive research. It was necessary to complement the data gathered quantitatively with data gathered qualitatively to support the study with richer data.

Research technique. Now, the measurement instrument is explained. A questionnaire was used as a research technique.

A questionnaire. It is a technique composed of specific questions which can be open or closed about a determined aspect in the teaching and learning process. Its aim is to get wide and rich information to be analyzed objectively. However, it is important to say that the

questions should be clear to facilitate the student's comprehension. Questionnaires are used to collect data which are not easily observed (Bastidas, 2002). According to Hopkins (1985) questionnaires are instruments that ask specific questions about aspects of the classroom, the curriculum or the teaching method. They are a quick and simple way to obtain information from pupils.

They have different advantages such as: they are self-administered and are easily administered to large groups, the answers are given in a natural way, the data are uniform because all subjects are exposed to the same questionnaire, and the data are precise and accurate because everybody responds simultaneously (Hopkins, 1985). There are two kinds of questionnaires unstructured and structured. Unstructured questionnaires are explicit; they include open questions which tend to be answered in a descriptive way. Structured questionnaires are also explicit, include closed questions, the subject marks a specific answer or they express their agreement or disagreement in a direct way (Espinoza & Bolaños, 2006).

The information gathered in my study was gathered from students, by means of a questionnaire that was adapted from a previous one conducted at the University of Nariño with the aim of identifying the students reasons to study English-French or English-Spanish in the university, the main purpose of the research was to identify whether the students were motivated towards English in order to accomplish different purposes or if they were motivated to become teachers what is expected according to the career's main goal, that's why the questions selected were related to the languages part and not just to the teaching tendency.

This instrument was selected because the questions let clarify in a specific way the learner's interest in relation to the linguistic and languages B.A. programs. Also they had the opportunity to add additional comments. Besides, it let to get the results in an objective way. The students could express their opinion and expressed their suggestions to provide possible solutions to the research problem.

The information was gathered in a uniform and precise way and it did not require too much time to be applied. It was applied twice, the first time in 2011 and the second time in 2013. In the first survey, made during 2011, 45 students participated out of a total population of 70 students (64.3 %). In the second survey, 48 students out of a total of 70 students participated (68.6%). It is possible to classify the information recognizing the limitation of open ended questions referring this aspect. The questionnaire shows the students motivation in three moments, before, during and after the career. Even if the questions related to the first moment, before the students enter the career were not asked in that moment, the questions served to identify their motivation before being in the program, given that this information is something the students remember well and the events did not happen long time ago. It was possible to get some conclusions based on related researches already mentioned too.

In table 2, the Questionnaire Distribution is presented according to the objectives of the study.

Table 2 Questionnaire Distribution

Variables	Objectives	Indicators	Questions
Reasons to study the B.A. programs of language.	General objective: <i>To analyze the kind of reasons that have motivated the first and second Semester' students to study either the English and French or the English and Spanish B.A. programs at the University of Nariño during the years 2012 to 2014.</i>	Variety of reasons the students have to study English-French and English and Spanish in both B.A. programs.	<p>1) Why do you like to study English?</p> <p>2) From the next options which ones do you consider support better the importance of English?</p> <p>3) If you have the opportunity to choose one specialty related to languages, which of the following would you chose</p> <p>Translator, Travel assistant, Bilingual secretary, Teacher of English and literature, Interpreter, professional in bilingualism, other which one?</p> <p>4) Why did you decided to study languages at the Nariño University?</p>
Intrinsic and extrinsic motivation to study languages before entering the university.	<i>"1. To identify the motivation that students of 1st and 2nd semesters of both programs has before entering the university."</i>	Level of intrinsic and extrinsic motivation from part of the students.	<p>1) Identify the areas in order of priority from 1 to 13 that you liked the most at high school.</p> <p>2) What career or careers did you want to study before entering the university? Write them in order of priority.</p> <p>3) Which one of these aspects was more important for you before entering the program?</p> <p>To learn English---</p> <p>--- To become a teacher---</p> <p>other.....Why was it the most important?</p> <p>4) Before entering the classes in your program did you know that you were going to study to be a languages Teacher?</p>

<p>Motivation to study languages during the career.</p>	<p><i>The second specific objective was: To analyze the motivation that 1st and 2nd semester's students of both programs have while doing their studies.</i></p>	<p>Students motivation to continue studying in the career now that they are inside it.</p>	<p>1) Now that you are studying in a linguistic and languages program, do you have other reasons to study English-French or English-Spanish different to master the languages? 2) Now that you are studying in the English-French or English-Spanish Programs, are you motivated to be a languages Teacher? Yes...No... why? 3) English classes motivate you to be a teacher? Yes..... No.... Why? 4) Are you more interested in English classes than in other subjects? 5) Would you feel better if in the first semesters the program would only offer subjects related with English and French, or English and Spanish? (No pedagogical subjects)?</p>
<p>Goals and expectations after the career.</p>	<p><i>To identify the student's goals after graduating from both programs.</i></p>	<p>Identify if the main expectative of students once they finish the career.</p>	<p>1) Would you like to teach Languages after graduating from both programs? 2) Why do you think teaching is important nowadays? 3) What are you expecting to accomplish at the end of your career? a) Teaching English and/or French in a primary or secondary high school. b) Teaching English and/or French in the resource center of the university. c) To study a different career, which one? d) Other, which one?</p>

<p>Identify the real student trends to related languages programs.</p>	<p><i>To recognize the kind of language programs different from education that students would chose if the university might have offered them.</i></p>	<p>Identify some possible programs or emphasis the career could have.</p>	<p>1) ¿What changes would you suggest to include in the program?</p> <p>2) Which is your opinion of the linguistic courses at the program?</p> <p>3) Which is your opinion of the pedagogy and psychology courses of the program?</p> <p>4) ¿Which programs related to languages and different to the licenciature would you like the university offers?</p> <p>5) Are you satisfied with the subjects offered in the program?</p>

Population, Setting, and Sample

Now, the subjects of my study, the sample and their location are presented.

Population. The population was composed of 45 students who participated in the first time the questionnaire was applied in 2011 and 48 students who participated in the second time in 2013 for a total of 93 students out of a population of 140 students of both English - French and English-Spanish programs who belonged to the Linguistic and Languages Department of the University of Nariño. They were from both genders. The students belonged to an average socio-economic status. They came from different parts of the department of Nariño. They were between 17 and 35 years old.

Setting. The Linguistics Department which includes the programs mentioned before is located in the University of Nariño "Sede" VIPRI in La Aurora neighborhood which is located in the city of Pasto.

Sample. From the totality of 140 students, I selected 93 students of the Linguistic Department including the English and French and English-Spanish programs of the first and second semester in the university, based on the official records. Given that it was not possible to do the question with all the students. Approximately sixty six percent of the population 66% was selected as a sample.

Procedure

Description of the procedure. First, the subjects of the study were selected. The permissions to apply the instrument were asked to the chairman of the program. Besides, I asked for permission to use the information provided by the students. I sent a letter to the main authorities in the Linguistic Department. Then, the students were visited to apply the survey. Their participation was completely voluntary. Two surveys of the same questionnaire were applied during 2011 to 2013 where the students expressed their opinions about the reasons they had to study the B.A. Language Programs, and the level of motivation they had according to the objectives of the program. Thus, the questionnaire information was given, and clarified to solve the questions they had to solve it. The questionnaire was applied in approximately 20 to 30 minutes. A questionnaire with closed and open ended questions was used, but also the participants had the opportunity to make additional comments. Besides, they could suggest things to consider in the program curricula to increase the motivation, interest and attitude of the students in relation to becoming English teachers. After, I got the results to analyze them and get conclusions which will be available to all the people who have participated in the study. Finally, I thanked to everybody that helped me with the study.

Validation Criteria

Pilot study. The pilot study was applied to analyze the reasons the students had to study B. A. programs of the Linguistic Department. First, I sent a letter to the main authority of the Linguistic Department at the University of Nariño to apply the measurement instruments as a pilot study. Then, I chose 10 students of the English- French and 10 students of the English- Spanish program at random to test the questionnaire, to determine the time, or possible problems

of misunderstanding or ambiguity. The questionnaire was improved taking into account the participants' advice and the results of the pilot study. Also, the results provided useful information to the research. Finally, I thanked all the students, teachers and administrative personal that helped me.

Validation Criteria. The research study was supported by the previous pilot study; it was applied to some students which belonged to both programs. In addition, the questionnaire was revised and modified according to their suggestions.

The measurement instrument was validated according to the content and criteria because they measured in fact the reasons that motivate students from the 1st and 2nd semesters to study English-French and English-Spanish at the Nariño's University which is the main objective of the research project. The validity is concurrent because it measures a variable in the present; the variables were measured in the moment where the students of the English-French and English-Spanish programs were taking the 1st semesters. The questionnaire was applied to 90 students out of 140 students fulfilling the validation criteria of validity and generality.

The instrument is valid according to the construct because it is compared with other related research and it is consistent with the theories about the topic taken into account for the questionnaire realization. It was adapted from a questionnaire that had the aim of identifying the reasons of the students for learning a second or foreign language.

Ethical Issues

In order to develop this study, it was really important to bear in mind the next ethical aspects. First, I asked all permissions to the authorities in the linguistic and languages department. The participants were well informed before applying the measurement instrument.

Everybody's participation was voluntary. Confidentiality was respected, the names of the participants were not mentioned, and the complete study had no negative consequences. I respected all moral and physical aspects. The study did not cause either mental or physical damage to anybody. I thanked to all people who helped with the whole research. Finally, I will present a copy of the whole research to the university which will be in the resource center to facilitate that everybody will be able to access this information.

In this chapter, the quantitative and qualitative research paradigms selected were explained. Then, it was important to mention the main characteristics of the descriptive research and the ethnographical study including the reasons why I selected this kind of research. The research techniques were presented; the population, setting and sample, the procedure taking into account the variables studied. Then, it makes reference to the validation criteria, data analysis and ethical issues. In the next section, the results of the study are interpreted.

Chapter 4: Results and Discussion

In this chapter, the results from the research in order to give an answer to the primary and secondary objectives of my study are explained, to figure out the main reasons that the students from the Linguistic and Languages B.A. programs have to study English and French and English-Spanish, taking into consideration the results gathered from 2011 to 2013 responding to their initial motivation to be in both programs. It is expected to find out whether the students were motivated for the languages to get different purposes or if they were motivated to become teachers.

The information originates from two surveys carried out to 70 students from the English-French and English-Spanish programs from 1st and 2nd semesters between 2011 and 2013. In the

first survey, made during 2011, 45 students participated out of a total population of 70 students (64.3 %). In the second survey, 48 students out of a total of 70 students participated (68.6%). Considering this, it was necessary to add the results in order to create an overall report. In conclusion, ninety three students 93 out of a total population of 140 participated in the questionnaire. The results are reported based on the general and specific objectives of the study.

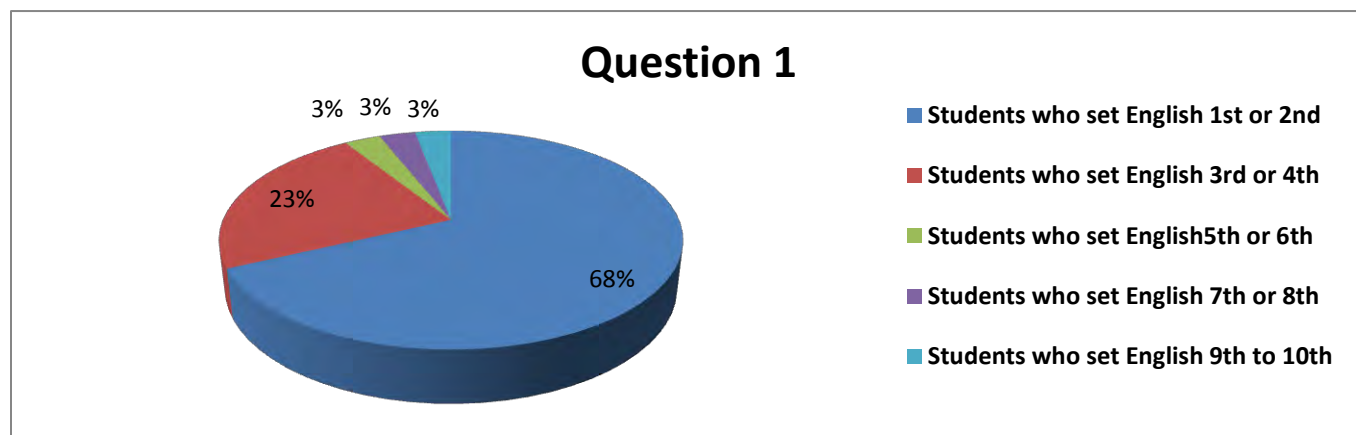
Motivation to study a foreign language before entering the university.

The first specific objective was: “*To identify the motivation to study English that students of 1st and 2nd semesters of both programs had before entering the university.*”

The following questions correspond to this objective:

Question 1: This question relates to the first objective, it aims to discover the students' motivation before entering the university in relation to identify the areas in order of priority from 1 to 13 in relation to what they liked most in high school.

Figure 1: Students Motivation at high school.



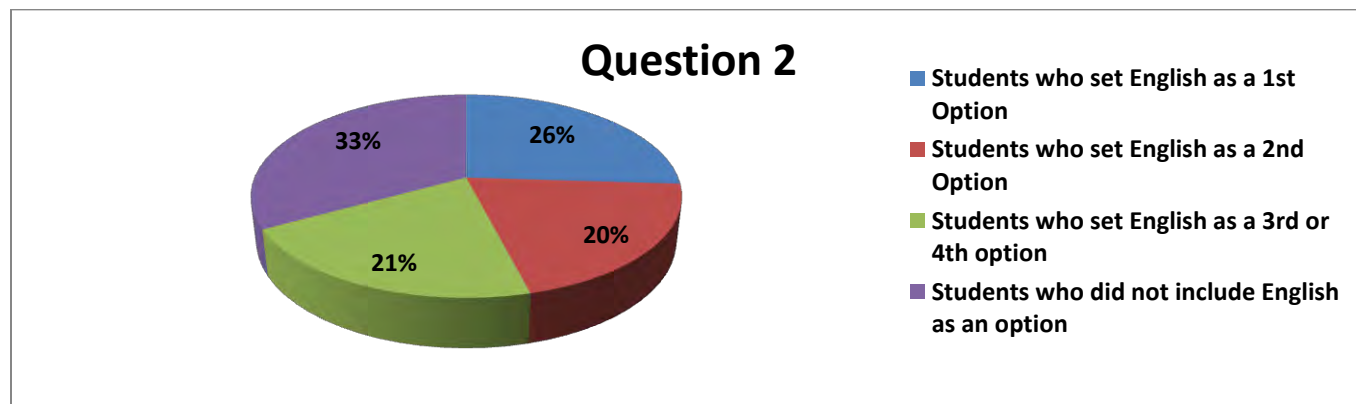
In this question, 68% of the students put English in 1st or 2nd place which means that more than half of the students were motivated towards English. Twenty three percent (23%) put

English in 3rd or 4th place. Three percent of the students (3%) put English in 5th to 6th place. Three percent (3%) put English in 7th to 8th place, and three percent (3%) put English in 9th to 10th place. This indicates that a majority of students liked English at high school. It could indicate that many students enter the university with a high level of motivation specially to develop the target language more than any other expectation. According to Kitjaroonchai(2012) motivation in high school is based on integrative and instrumental motivation, as the students who had higher motivation had both, integrative and instrumental motivation(Gardner, 1995).

The next question reveals whether they were highly motivated to study enter the career or whether they prefer other courses.

Question 2: what career or careers did you want to study before entering the university? Write them in order of priority. This was an open-ended question and the results can be seen in the following graphic.

Figure 2: Motivation to enter the career.

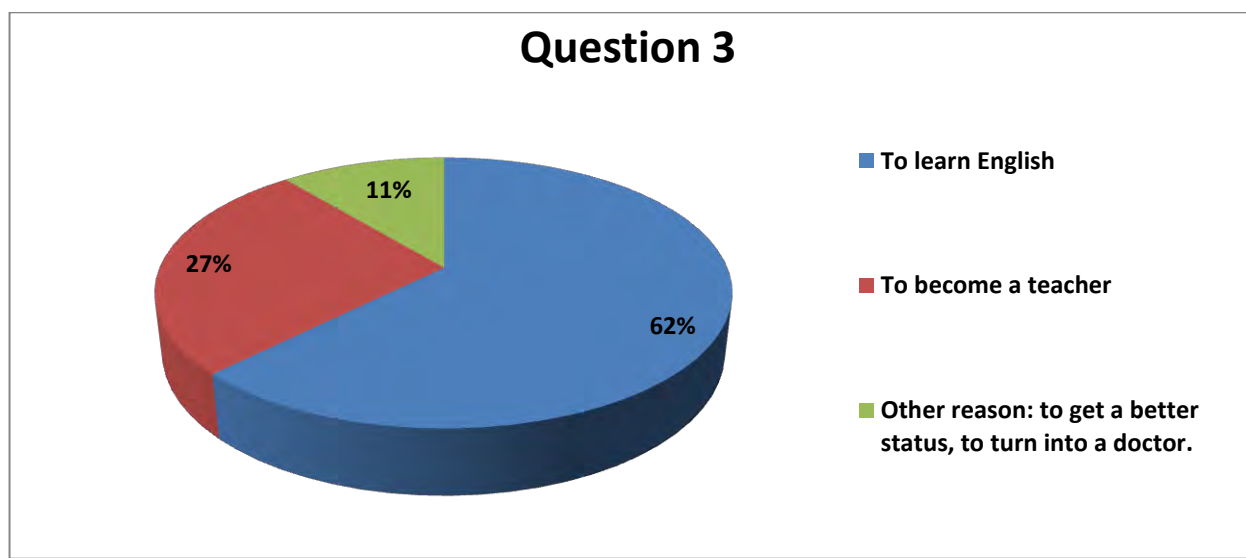


In this question, a twenty six percent of the students(26%) put English and French or English Spanish as their first option to study in the university. Twenty percent of the students (20%) put English and French or English Spanish as their second option. Twenty one percent of

the students (21%) considered English–French or English-Spanish as a 3rd or 4th option. Finally, a thirty three percent of the students (33%) did not include a linguistic program as an option. These results showed that almost fifty percent of the students (50%) wanted to study English-French or English-Spanish while the other half of students were not really interested in studying these careers because they either located it as a 2nd or 3rd place or did not include them as an option. Even if there is a small difference the level of motivation increased in 2013 comparing it with the study made in 2011. According to Martinez (1999) “the term motivation is a complex process of personality that moves a subject to act, address and keep the behavior around the activity performed” The next question helps to identify what is the tendency for students if it is to learn English or to become a teacher.

Question 3: Which one of these aspects were more important for you before entering the program? To learn English ___ To become a teacher ___ other ___ Why was it the most important?

Figure 3. Motivation before entering the program



This part of the results indicates that sixty two percent of the students (62%) decided to study the career primarily because they wanted to study English, while twenty seven percent of the students (27%) wanted to become teachers. On the other hand, eleven percent of the population (11%) had different reasons to study languages, such as the status or to study a different career. According to Espinoza and Bolaños(2006) many students continue studying in the career because they want to know English Language to become teachers, yet there are other students who had different purposes. It is possible to highlight that the level of motivation to become teachers increased in approximately fifteen percent (15%) from 2011 to 2013.

Respect to the second part: Why was it the most important?

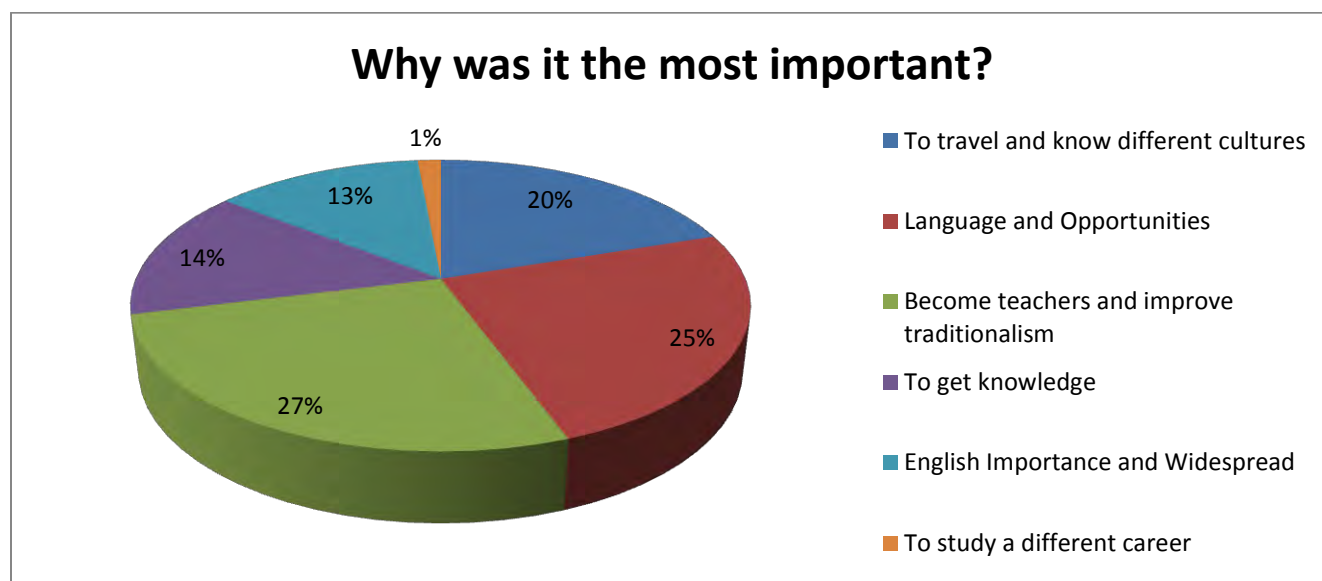


Fig.4: Why was it the most important?

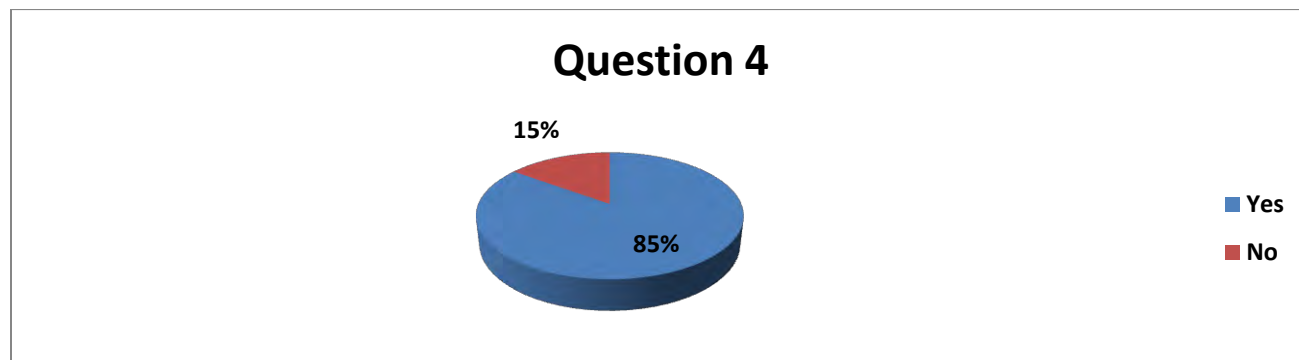
The main reasons that motivate learners to study English and other languages are: to travel abroad and to know different cultures (20%), to know about languages and to profit job opportunities (25%), in this question, the students recognized the importance of the language and the chance to practice it (27%). Twenty seven percent (27%) wanted to become teachers

specifically to improve traditionalism. Finally, one percent of the students (1%) wanted to study a different career. According to this information, it is possible to deduce that the main reasons to study English-French and English-Spanish are to travel which facilitates knowing about other cultures to master the language, and getting better job opportunities. The last indicated that motivation to become teachers increased especially if we compare these results of the current surveys from 2011 to 2013 with the one applied by Espinoza and Bolaños in 2006.

Some students enter the program without being aware that one of the program's main emphases is to prepare teachers. However, if they know that, they seem to have different goals as it is corroborated in the study made by Espinoza and Bolaños (2006). Here the reasons given by the students were similar because the students recognized the importance of the profession, but some of them expressed that they do not have the abilities to do it. Lucid (2008) explains that learning a foreign language describes situations where students learn English to speak to other English speakers, to work, or to accomplish different purposes, but they do not have a direct contact with the community who speaks the target language. For example, they might like to be tourists or business people. This question showed the different trends the students have to study languages. In the next question one of the most important goals of the program was analyzed in terms of the learner's motivation.

Question 4: Before starting the classes in your program did you know that you were going to study to be a languages Teacher? Yes____ No____

Figure 5: Awareness of the career's main goal.



The results indicate that eighty-five percent of the population (85%) knew they were going to study in the B.A. programs to become teachers which means that the biggest part of students knew that the career was designed to prepare students to become teachers, even if they could enter with different perspectives, but the rest of them, fifteen percent of students (15%) did not know about this trend or were not really aware of it.

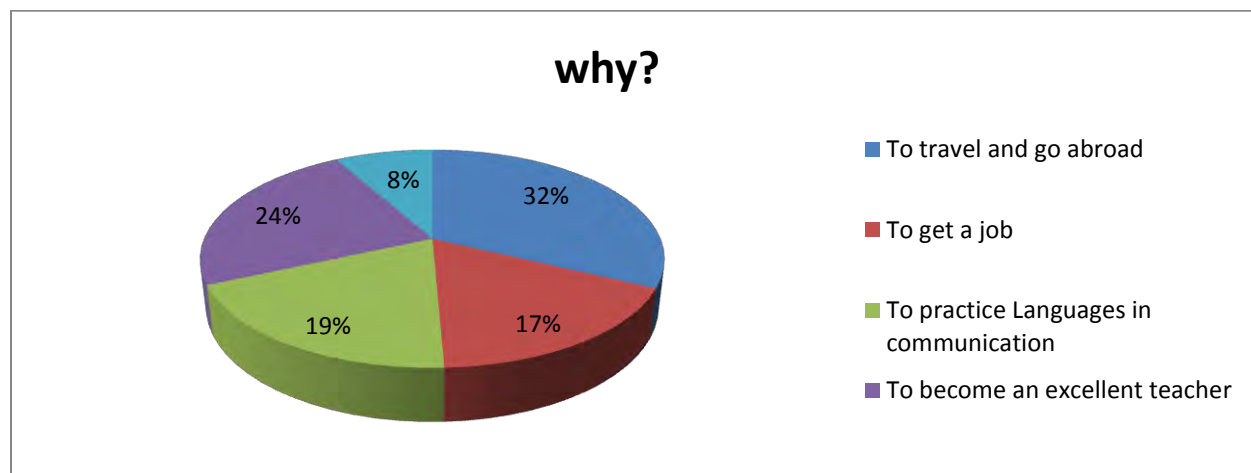
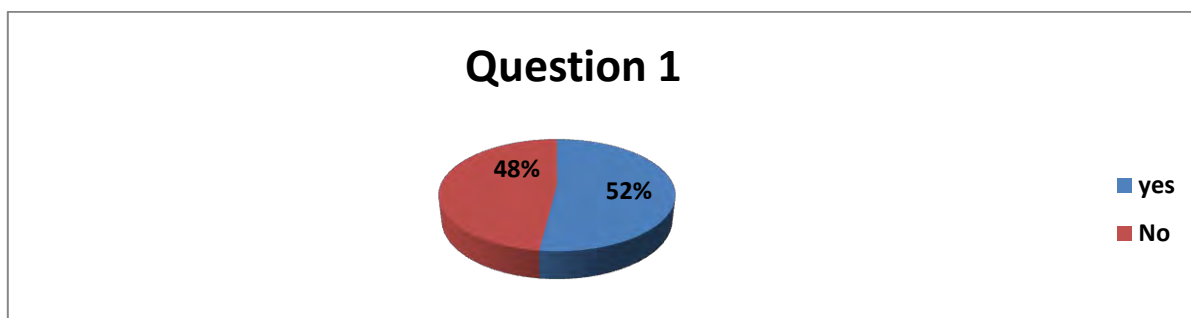
It is clear that some students had languages as their first option while others preferred other careers. So, it is interesting to find that the biggest part of the students entered the program being aware that they will receive languages and pedagogy subjects. It shows that nowadays students are more conscious of the real objective of the program, even though they could have different goals while they were studying in the program as it is corroborated in question 3-1. On the contrary, Espinoza and Bolaños (2006) found that many students did not want to become teachers and showed more interest in language-related goals. In comparison to the first study there were more students who entered the program being aware they are going to study not just to learn languages but to become teachers.

The second specific objective was: To analyze the motivation that 1st and 2nd semester's students of both programs have while doing their studies.

The next questions belong to this objective.

Question 1: Now that you are studying in a linguistic and languages program, do you have other reasons to study English-French or English-Spanish, different from mastering the languages? Yes—No-- Which ones?

Figure 6: Reasons to study the linguistic programs different to master the language



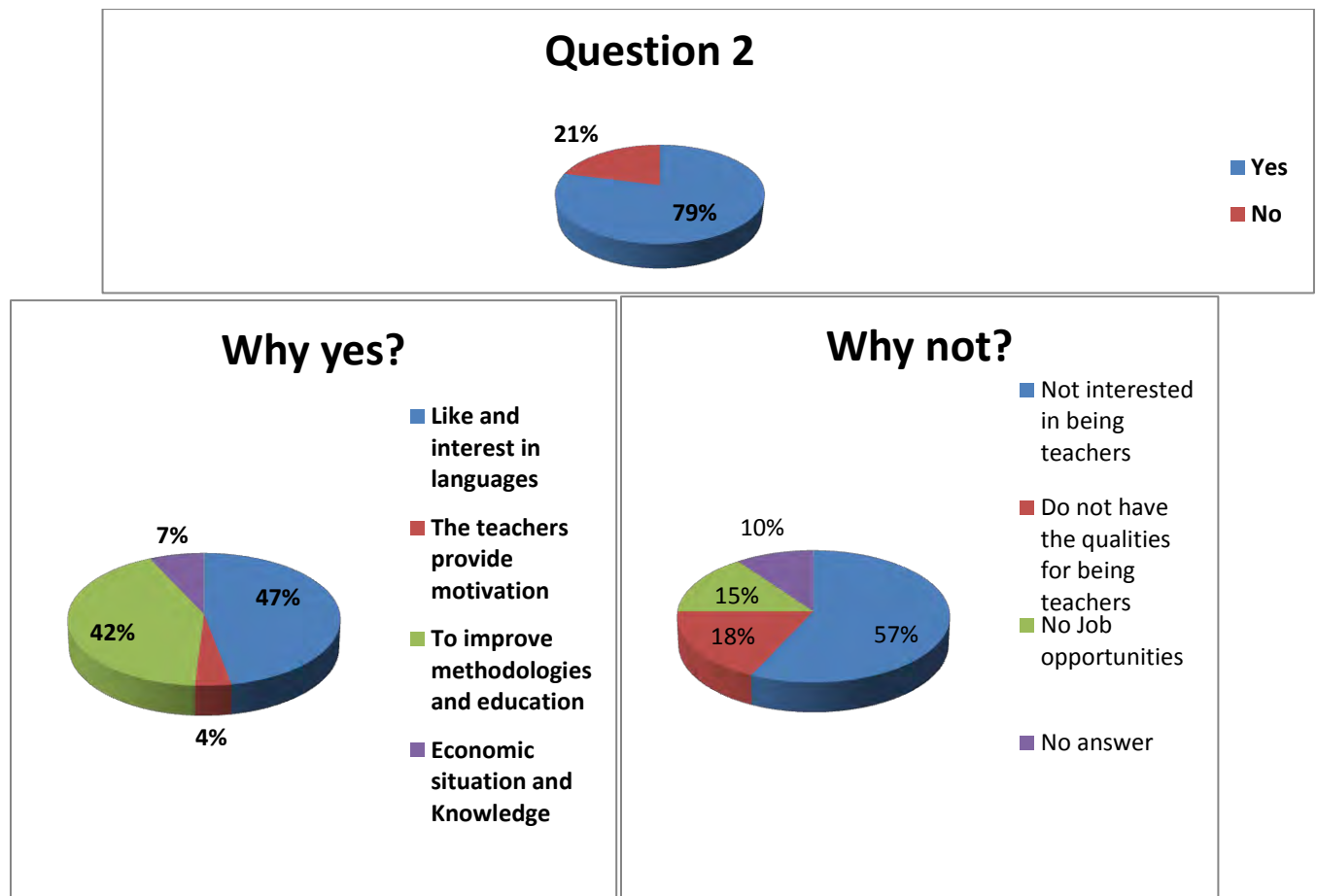
From these results, we can observe that forty eight percent of the students (48%) did not have other reasons to study languages than learning English or English and French. These results were similar to those gotten by Espinoza and Bolaños (2006) where forty nine percent of the

students (49%) had the only goal to learn languages. On the contrary, almost half of the students (52%) had other reasons to study languages like traveling abroad (32%) to get a job (17%) to practice languages in communication (19%) to become a teacher (29%) to know about popular culture (music and films) through entertainment and to know about other cultures (8%). From these results, it is possible to deduce that the main reasons to study languages are to practice languages in communication, one of the main interests of the students are to travel abroad and only some of the students wanted to become teachers. The reasons less mentioned but not less important were to get a job and to know about popular culture, specially music, films, and entertainment. Referring to this, Espinoza and Bolaños (2006) found that fifty one percent of the students (51%) had different goals. It could mean that motivation to learn foreign languages has slightly increased.

In comparison to the study made in 2011, there were fewer students for whom mastering the languages was their main motivation. Besides, the level of motivation to become teachers has increased in a ten percent (10%) approximately. According to Carroll (1981, cited by Stern 1985), aptitude is the capacity for developing an activity attributed to a specific language program. It relates to the individual motivation to learn. A positive aptitude respect to the language facilitates its learning. Seller (2005, cited by Espinoza & Bolaños, 2006) claims the goal setting is very important to be motivated.

Question 2: Now that you are studying in the English-French or English-Spanish Programs, are you motivated to be a languages/English Teacher? Yes...No... Why?

Fig 7 Motivation to become teachers



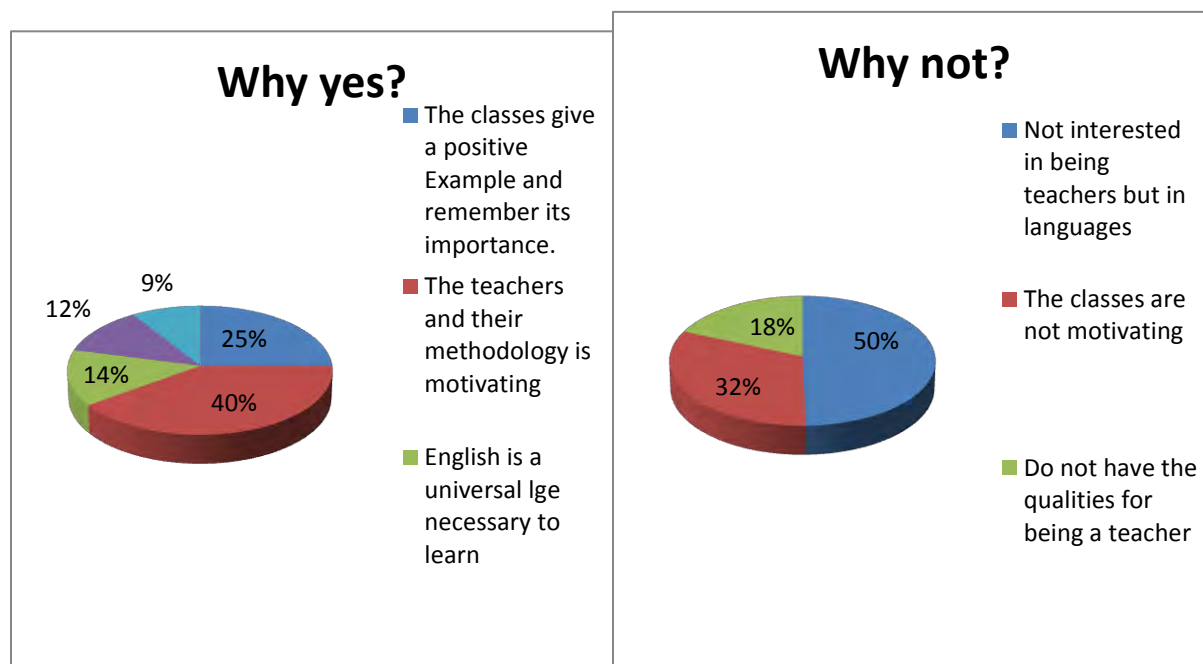
A big quantity of students (79%) expressed they were motivated to become teachers, especially because they would like to bring a significant contribution to society and education and are interested in languages, because the teachers motivate them and have been an example for them, they search to apply the knowledge and change the traditional way to teach. Besides, their economic situation and knowledge of language help them to make their decision. The other students, a twenty one percent (21%) affirmed they were not motivated to become teachers

because they did not like this profession, they were not able to manage this job, or they are looking for other options like being translators, to travel abroad, among others. They also claimed there are no job opportunities.

Some students wanted to become teachers while others were more interested in learning the language. Espinoza and Bolaños (2006) made a similar question finding that a sixty-five percent of the students (65%) wanted to become teachers in comparison to the seventy nine percent (79%) that were motivated to become teachers in this last research, it shows that the level of motivation has increased in a fourteen percent (14%). It is interesting to find that each year motivation to become teachers could be increasing because the students are more aware of the program main goals. Besides, motivation towards language is high. Gardner (1985; p.10) defines motivation as "The extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity". It is possible to observe that during the career their main motivation is language, but besides that reason they are also interested in teaching languages as the next question confirms it.

Question 3: English classes motivate you to be a teacher? Yes..... No.... Why?

Figure 8: English classes motivation to become teachers.

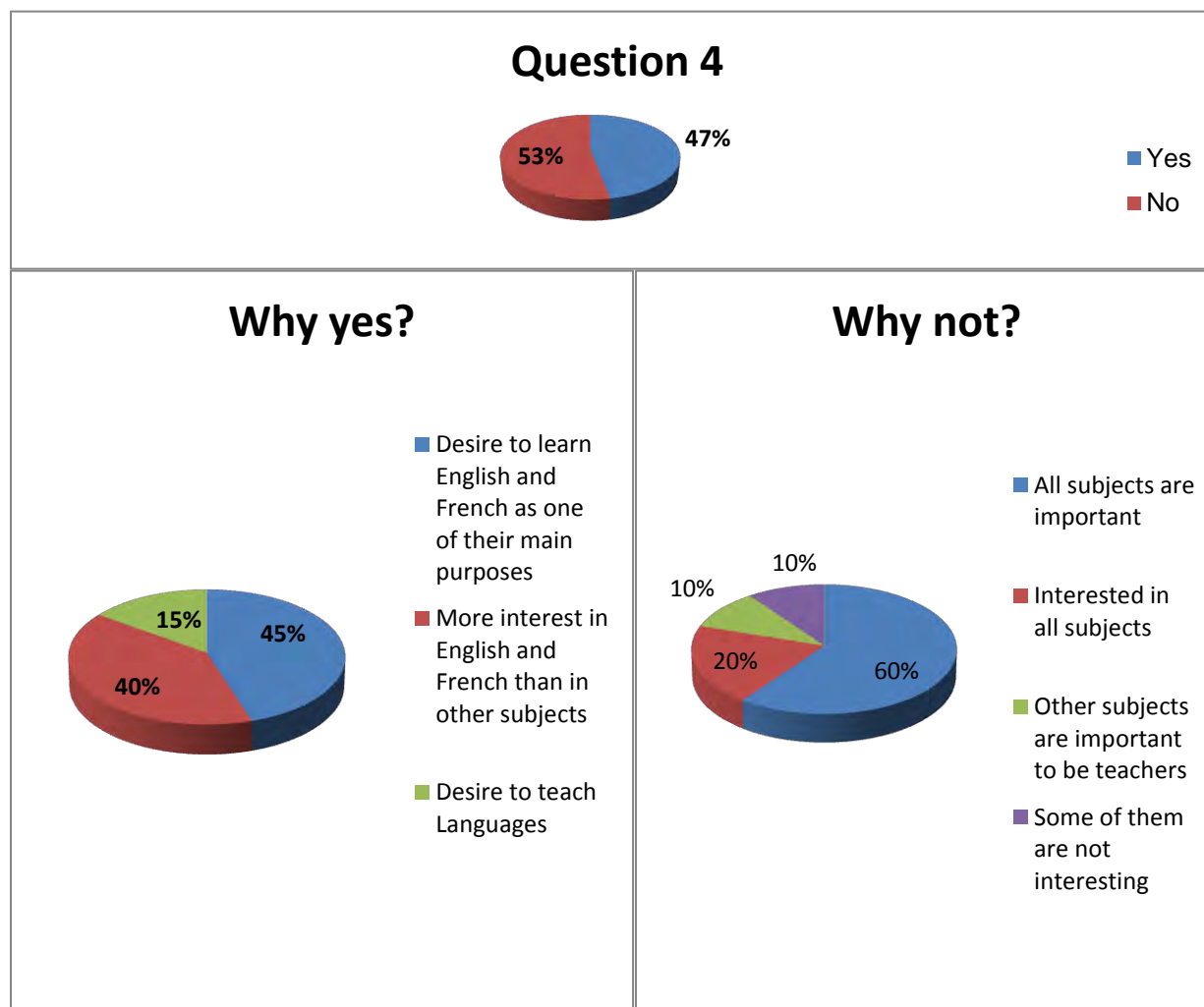


More than half of the students, a seventy one percent(71%) think English classes motivate them to be teachers because they allow them to learn the language and pedagogy to know how to develop this profession and to see an example to follow in terms of teaching methodology by the way they receive motivating classes. The other forty percent of students (40%) answered it was difficult to teach and requires a lot of effort, besides they do not have the qualities to do it. Furthermore, they were more interested in learning the language than in teaching it. In relation to this question, Espinoza and Bolaños (2006) found that the students were more motivated towards language than towards pedagogy. They found that many students had different purposes to become teachers despite this is one of the main objectives of the program. The learning style and perception of language are influenced by previous experiences or

the background, and the way language is taught to them. Consequently, teachers need to be creative and motivate students to learn a foreign language (Lightbown&Spada, 2001).

Question 4: Are you more interested in foreign language classes (English, and/or French) than in other subjects?

Figure 9 Interest in foreign language classes



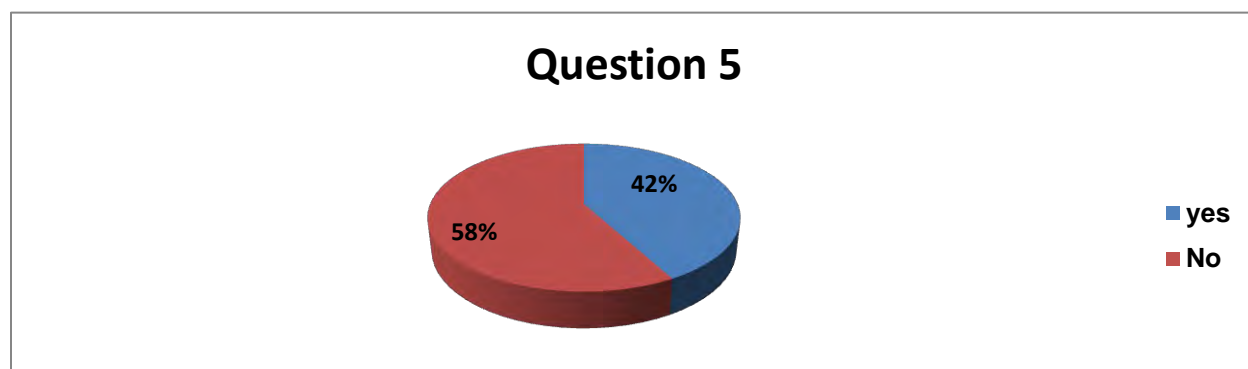
According to these results, forty-seven percent of students (47%) were interested in English and French classes more than in other subjects because learning English or French in

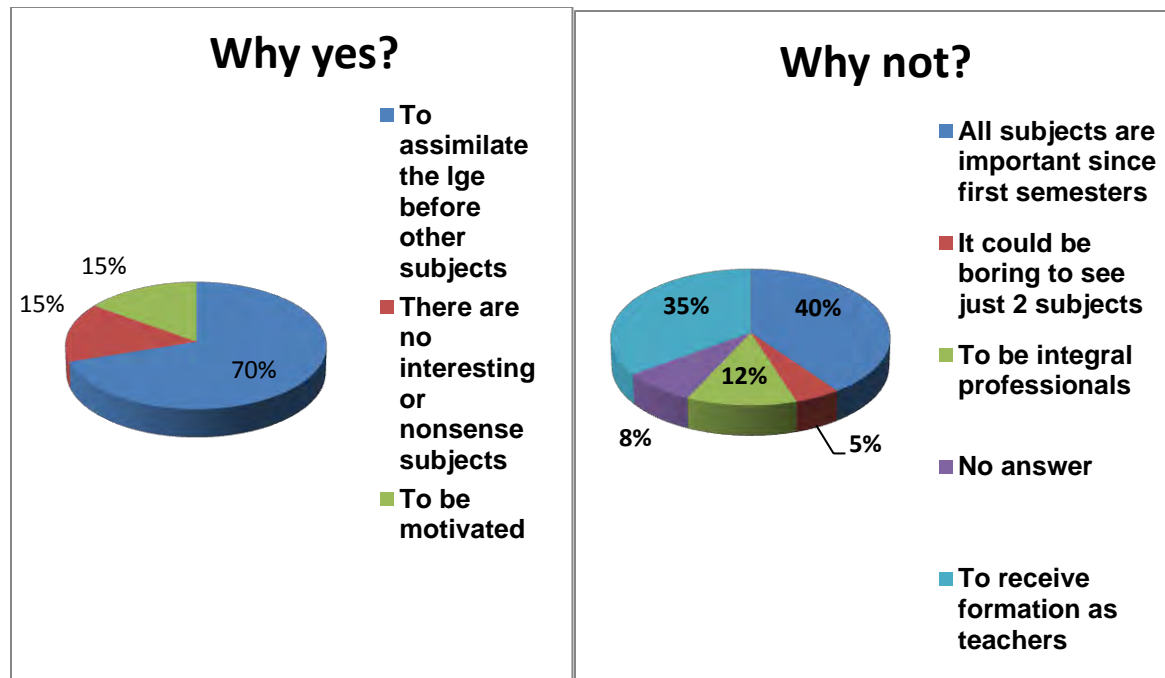
some cases is their main objective in the career, and these subjects are considered more interesting for them. The students who answered in a negative way said all subjects were important for them, and they could be useful for their teacher's formation. In conclusion, it is possible to say that there is a higher level of motivation towards English and French. Comparing these results to those obtained in a similar question for Espinoza and Bolaños (2006). It is possible to establish a constant of higher motivation towards Languages subjects especially English and French, than towards pedagogical subjects, but it is important to notice this last one has increased. These results can also show that some of the students who expressed to be motivated to become teachers claimed their main objective was languages, but they also could consider the teaching profession.

Weller (cited by Espinoza & Bolaños, 2006) claims the goal setting is really important for motivation and success and it is always better if the student counts with inner motivation than if he or she studies due to external factors. In the following question, we corroborate this particular interest.

Question 5: Would you feel better if in the first semesters, the program would only offer subjects related to English and French, or English and Spanish? (No pedagogical subjects)?

Figure.10 Motivation for English -French and English-Spanish Subjects





From all students, forty two percent (42%) expressed they would feel better if in the first semesters they received only classes in English, French or Spanish, because it lets them to master the languages in first semesters and then it would be positive for them to emphasize an aspect related to the languages, for instance, translation or teaching. Besides, they seemed more interested in language subjects than in others because their main motivation was to master the languages. There were some students who expressed that other subjects were boring or not interesting for them, even they made no-sense at first semesters or they were too complicated. Another reason to support their preference for language subjects is that it is better to receive languages formation because it gives the opportunity to receive the bases for teaching, so they learn to master the languages before learning how to teach it.

The students who answered in a negative way, fifty eight percent of the students (58%), preferred to receive all subjects from the first semester because all of them are important and it could be difficult to separate them from the languages subjects. They also expressed that one of

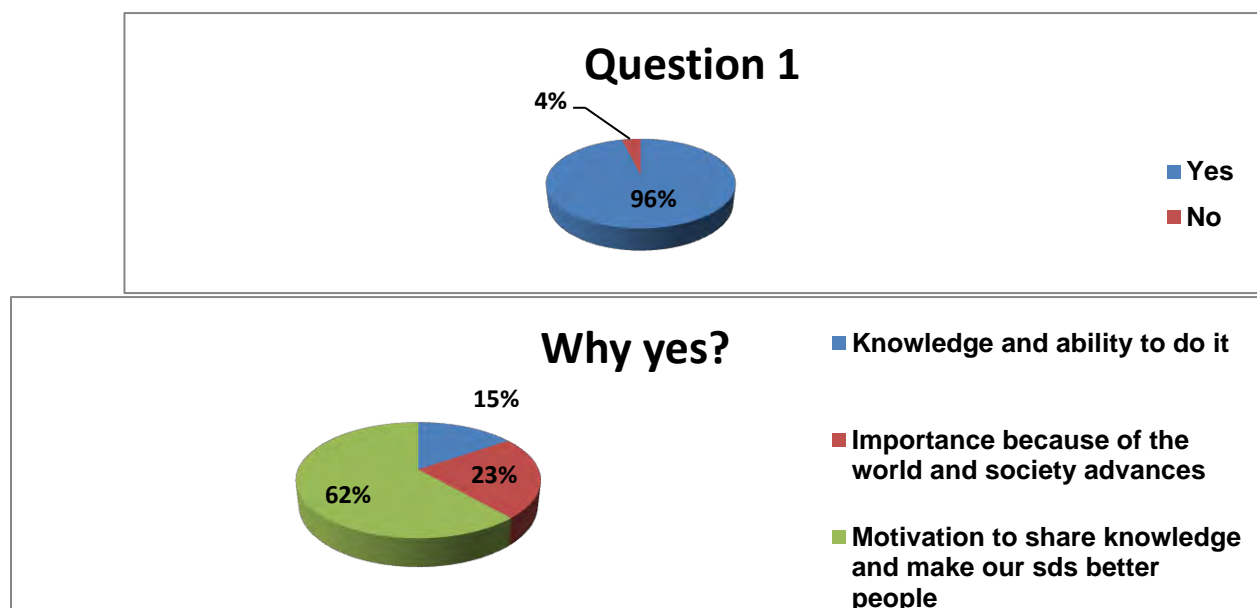
the main objectives of the career is to prepare teachers, so they need all subjects because it is the better way to be formed as teachers. Finally, an eight percent of the students (8%) said no, but they did not give any reason for their answer. While in Espinoza and Bolaños' paper a big quantity of students did not want to become teachers despite of the profile of the university to prepare teachers, in this study the students showed a higher level of motivation and gave good reasons to support their answers, for example they said one of the most important professions is teaching because teachers are a guide for students not just in their academic process but in humanistic formation. Besides, they were more conscious of the primary objective in the career

The third specific objective is: *To identify the student's goals after graduating from both programs.*

The questions that respond to this objective are:

Question 1: Would you like to teach Languages after graduating from both programs?

Figure 11: Motivation to teach languages after graduating from the B.A. Programs.

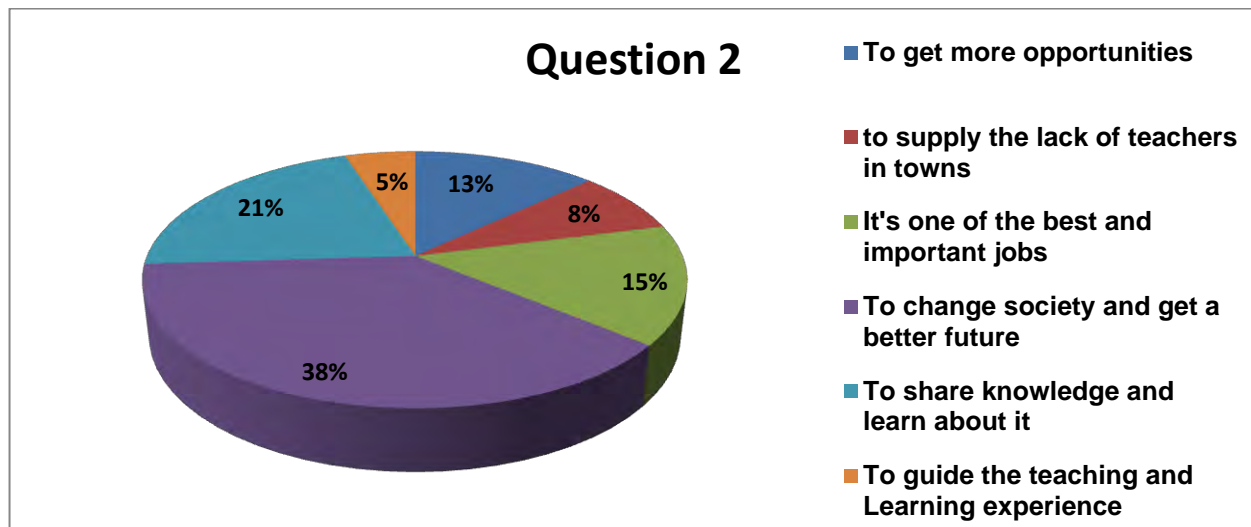


Ninety-six percent of the students (96%) would like to teach languages due to different reasons. One of the main reasons was to share knowledge. In this way they are practicing languages and providing better education in order to make students better people. Fifteen percent of these students (15%) expressed they had the ability to do it and they had the vocation of becoming teachers since they entered the career. Besides, it allowed them to know about different cultures and it gives more opportunities to get a job. On the other hand, the rest of the students (4%) would not like to teach English because they considered it is not what they like, whereas they considered other options, or they recognized its importance and necessary effort to develop this job, but they consider it is difficult for them or they did not have the abilities required to become teachers. Whereas Espinoza and Bolaños (2006) found that many students were not motivated to become teachers because they entered the career with language directed goals. It is important to notice that in this study there were many students who wanted to become teachers.

Comparing both surveys the one applied in 2011 and the one in 2013 motivation to become teachers increased primarily in the second survey that was applied in 2013. According to an article of the University of North Carolina, teachers get fun and are motivated when they see the difference they make when students learn and get formation. "A teacher makes a difference in the world enabling each of his/ her students to fully maximize their talents, imagination, skills and character" (Frost, 2008).

Question 2: Why do you think teaching is important nowadays?

figure 12: Importance of teaching.



There are a diversity of opinions about why teaching is important, among the reasons given are to get more opportunities; thirteen percent of the students (13%) expressed teaching gave more opportunities to get a job. Eight percent of the students (8%) were interested in supplying the lack of teachers in towns because there is a big need of teachers there. Fifteen percent (15%) said to become a teacher is one of the best jobs as well as it is an important profession. Twenty one percent of the students (21%) claimed that in this way it is possible to share knowledge and learn about it. Finally, five percent (5%) expressed the students need a teacher as a guide in the learning process.

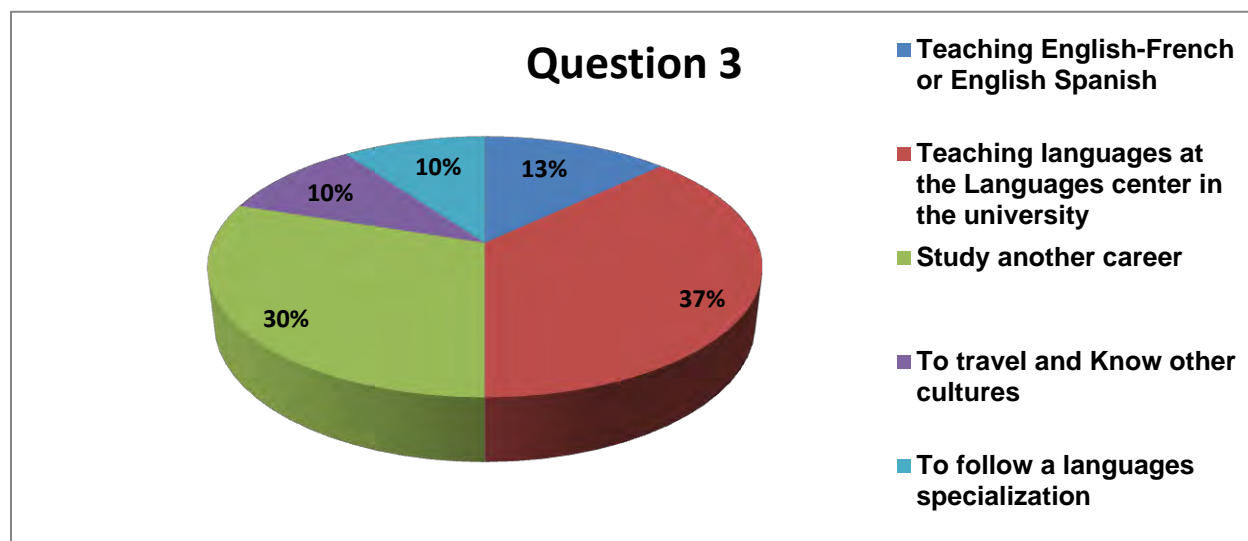
Comparing results of this study and the one of Espinoza and Bolaños (2006) it was possible to conclude that even if the students recognized the importance of teaching and all the qualities to become one, not all of them were motivated for this profession, but the interest to

become teachers has increased if we compare the results obtained now with the ones gotten in the past.

Question 3: What are you expecting to accomplish at the end of your career?

- a) Teaching English and/or French in a primary or secondary high school
- b) Teaching English and/or French in the resource center of the university
- c) To study a different career, which one?
- d) Other, which one?

Figure13: Expectative after finishing the career.



According to these results it is possible to observe that a forty one percent (41%) tend to be motivated to study a different career at the end of their English-French or English-Spanish studies. Thirty percent of the learners (30%) were especially motivated to follow different careers such as: tourism, accountability, medicine, geology, geography, anthropology or laws, thirty-seven (37%) would like to teach languages at the languages center at a university. Thirteen

percent of students (13%) wanted to teach English or French at school or High school and the rest of students (10%), were motivated to follow a specialization related to the career; particularly they were interested to travel, to study international business, tourism and bilingualism and the other ten percent (10%) wanted to know other cultures and to travel abroad.

These results were useful to corroborate what Espinoza and Bolaños (2006) affirmed about the student's motivation to study a different career or teaching languages at the university, they said "many of the students who wanted to become teachers plan to do it in the university". The students are aware of the main purposes and objectives they can get with the use of language and that is one of the reasons because they continue in the career. Martinez (1999, cited by Ramos, 2007) defines motivation as "The influence of the mental process that conduces to a conscious decision related to learning" (p.248).

This Question was mentioned before, but it is possible to establish a relationship with this objective too because of the details in the answers of the students which depicted their interest about the teaching profession in the future.

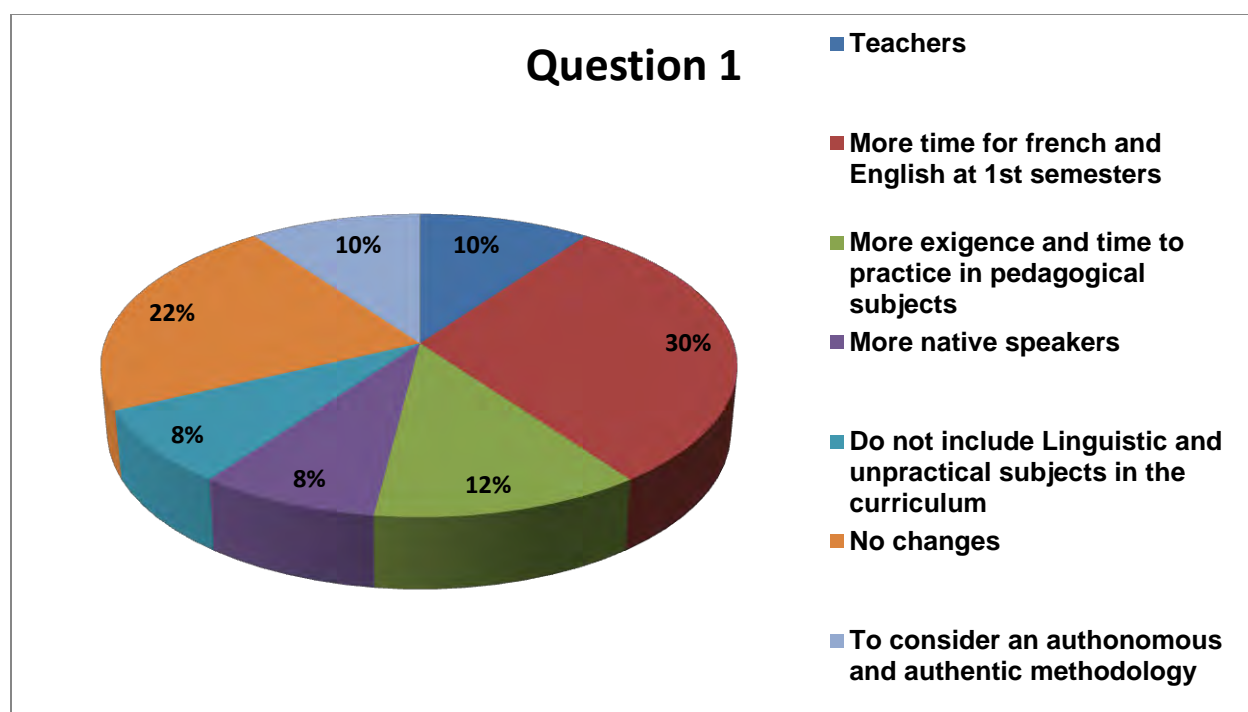
Comparing these results to the first survey made in (2011), the current results (2013) show more motivation to become teachers and less interest in studying another career, while in the previous study the motivation to study a different career was higher and the tendency to become teachers was lower.

The final specific objective was: To recognize the kind of language programs different from education that students would choose if the university might have offered them.

The questions related to this objective are:

Question 1: What changes would you suggest to include in the program?

Figure 14: Changes suggested to the program



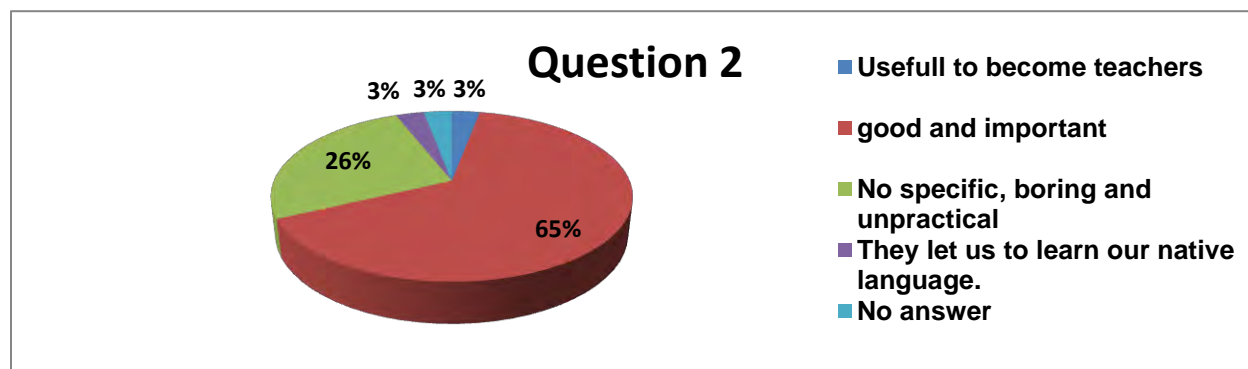
From the different answers the students gave, twenty two percent of the students (22%) would not suggest any change to the program because for them it is really accurate and complete. Ten percent of the population (10%) said they would suggest a change of teachers because some of them are not interested in the students or they do not innovate their way of teaching. A thirty percent of the students (30%) would like to have more time for English and French especially in the first semesters. One of the reasons was that it is better to study languages before studying

psychology and linguistics due to the complexity of these subjects. Twelve percent(12%) claimed it was necessary to have more demand and time to practice pedagogical subjects because they are mainly theoretical; besides as future teachers practice is more useful than theory. Eight percent(8%) suggested more native speakers to have the opportunity to apply the knowledge acquired. Other eight percent(8%) said it would be better not to include linguistic and unpractical subjects in the curriculum. Finally, A ten percent (10%) said the methodology used needed to be more autonomous and authentic, because traditionalism continues being one of the biggest trends.

Some of the main changes suggested by Espinoza and Bolaños (2006) are: the opportunity to practice the language in many fields, more time to practice English-French-Language subjects and less time for linguistics and Psychology subjects, and to have better teachers in terms of methodology and preparation, those changes suggest they require an equilibrium between language subjects and excellent teachers preparation because it provides better motivation for them, these results are really similar to these last ones. Comparing the surveys applied, in the last one there were more suggestions to the program that are useful in order to improve the curriculum.

Question 2: Which is your opinion of the linguistic courses of the program? *Figure 15:*

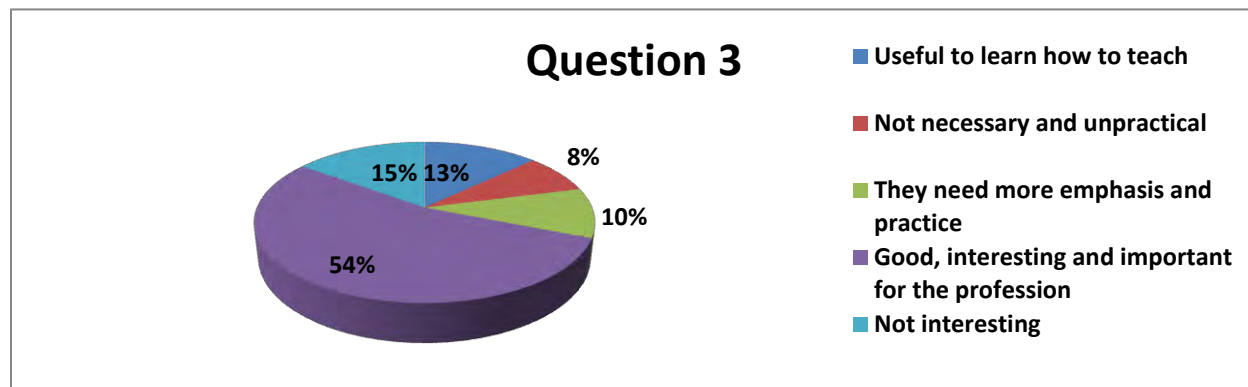
Opinion of linguistic courses of the program.



More than a half of the students, sixty-five percent (65%) expressed linguistic courses are good and important to get the main objectives in the career, so they are useful to be included in the program. Twenty six of the students (26%) said they are boring and unpractical or even they have no future application unless that these subjects could not be used in relation to the career. Three percent (3%) expressed they served to know their own language, they were useful for becoming teachers. Finally, some students did not answer this question (3%). Espinoza and Bolaños (2006) found that motivation towards linguistic courses is less than motivation towards English and French subjects.

Question 3: Which is your opinion of the pedagogy and psychology courses of the program?

Figure 16: Opinion of Pedagogy and Psychology courses of the program.



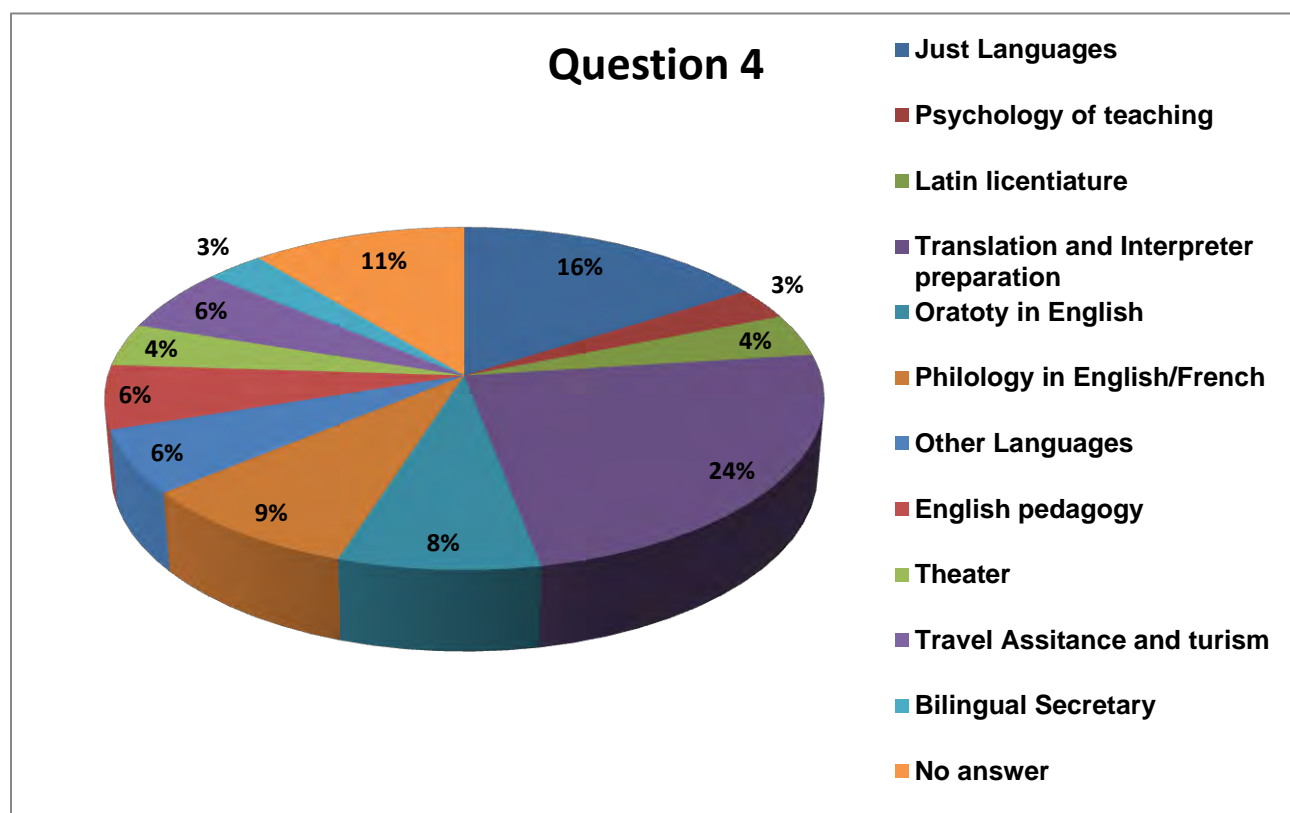
Sixteen percent of students (16%) thought they need to be more personalized and emphasized to have a wider schedule. Additionally, twelve percent of the students (12%) expressed psychology needed to be more emphatic and personalized. According to these results, forty-four percent (54%) answered these courses were good and important for the profession, given that they help to accomplish the main objectives in the career as well as they are dynamic and interesting. Fifteen percent of the students (15%) claimed they were not interesting or they considered them as boring. Thirteen percent (13%) argued they were useful to know how to teach. Eight percent (8%) (4 students out of 48) affirmed they were unpractical and unnecessary which could mean they could not see a future utility in them. Finally, ten percent (10%) said they need more intensity, or they required more time to study linguistics.

In comparison to the first survey, the opinions were similar because approximately seventy percent (70%) thought they were good and important for the profession, but they need to be more demanding, in the previous study, the positive opinions corresponded to eighty percent (80%), and twenty-seven percent (27%) claimed they were not interesting, not necessary and

unpractical as in the first survey the negative opinions corresponded to a twenty percent (20%). Mora (2008) affirms that the most influential variables in learning are teachers, students and context since internal and external factors like the methodology and teacher techniques influence how the learners perceive the teaching and learning experience.

Question 4: Which programs related to languages and different to the degree would you like that the university offers?

Figure 17: Related language programs.



There are some programs that the students think the university should offer, for example: Twenty four percent (24%) chose translation and a program which prepares students to become

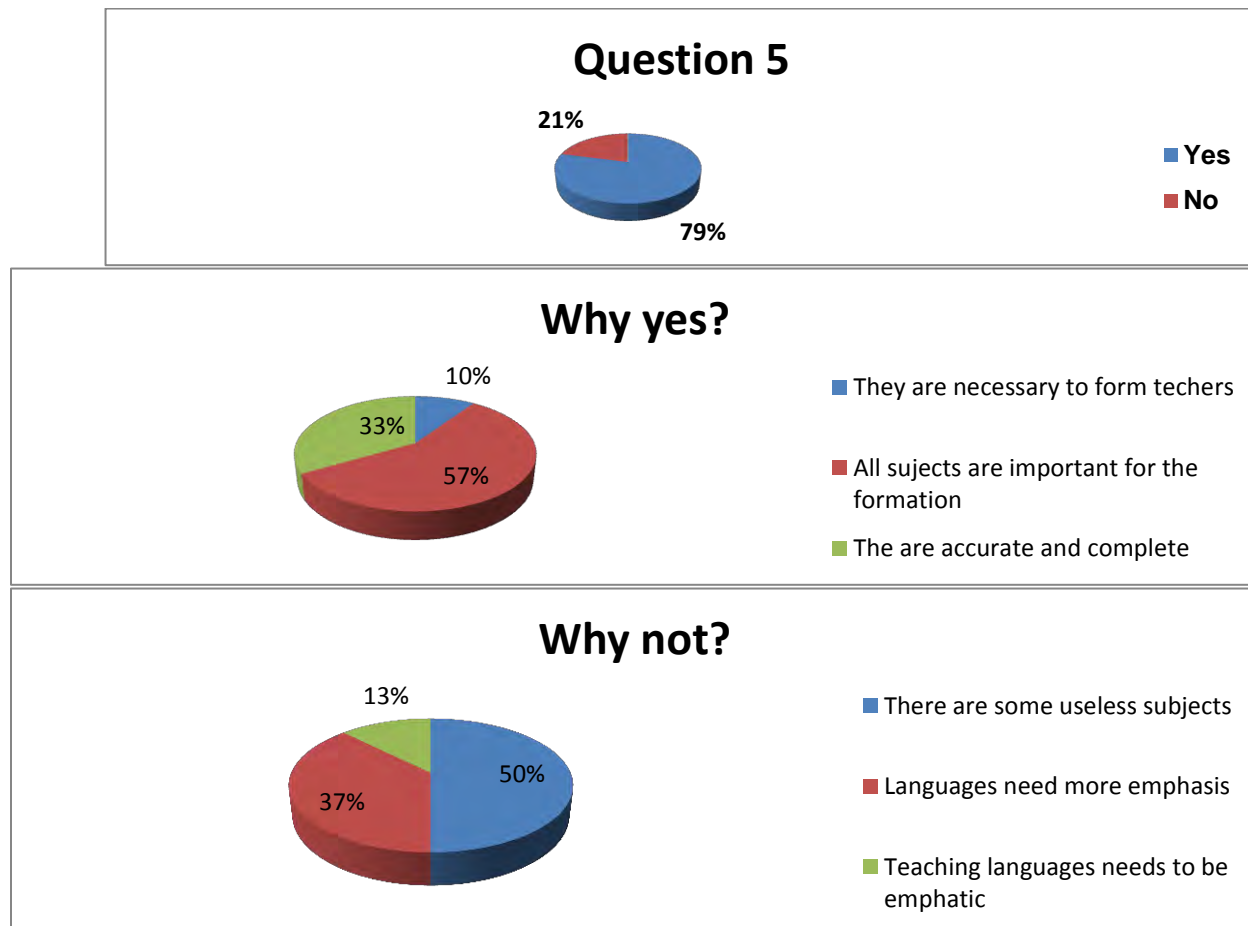
interpreters, Sixteen percent (16 %) suggested a program based on languages, nine percent of the students (9%) would like to study philology of languages. Eight percent (8%) said they liked to study a different career. Other students referred to other careers such as oratory in English (6%), English pedagogy (6%), travel assistant and tourism (6%). Four percent (4%) would like to study theater and three percent (3%) would prefer to be a bilingual secretary. Some students did not answer this question or they were not sure.

In the study of Espinoza and Bolaños (2006), the learners mentioned some programs related to languages different from education which are very similar to those obtained in this study; this demonstrates the different tendencies and goals the students showed along the questions. Besides, Espinoza and Bolaños expressed the university studies help the students to get their own purposes. According to Lewis (2000, cited by Espinoza & Bolaños, 2006) if the students are aware of the importance of learning and teaching languages they will be more intrinsically motivated than those who are not conscious of this.

In the first survey, the most mentioned programs were translation and tourism, while in this survey they also mentioned translation, but they added interpreter preparation instead of tourism at first place. This facilitates them to know other cultures and to travel. The other options can be summarized as the opportunity to emphasize languages studying their philology and practice. Other options were considered in the first as in the second study such as theater, ludic, arts, Latin among others.

Question 5: Are you satisfied with the subjects offered in the program?

Figure 18: Satisfaction with the program subjects.



The biggest part of the students a seventy nine percent (79%) were satisfied with the subjects offered in the program, and just a twenty one percent of the students (21%) were not satisfied. According to this information, the students liked and claimed the subjects offered in their program were effective and motivating as well as important for their formation (57%). Thirty-three percent (33%) expressed they were accurate and necessary to form teachers. The reason why some subjects are not motivating is the use of old methodologies of teaching that could be improved, as half of the participants claimed (50%). Languages need more emphasis

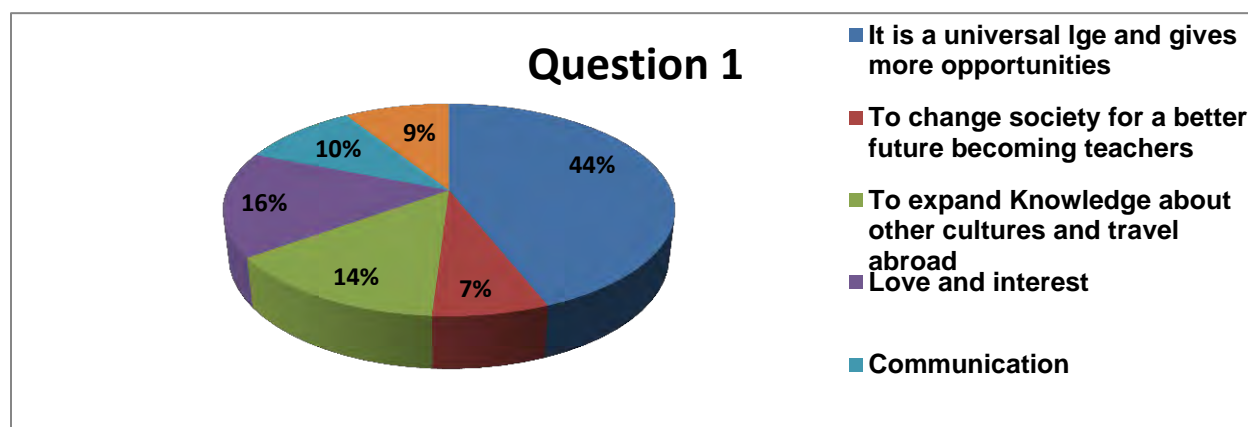
(37%) and teaching languages needs to be emphasized too. Satisfaction with the program curriculum is measured in relation to their own motivation towards English. "Both integrative and instrumental motivation may lead to success, but lack of either causes problems" (Liuoliené&Metiüniéné, 2006; p.3).

In comparison to the study made in 2011, the difference is marked by a ten percent of students (10%) who in 2013 showed to be satisfied with the subjects offered in the program while in the first study there were seventy-four percent (74%) who were satisfied with them. The reasons to support this answer were similar to the ones gotten before. They thought the subjects were complete, accurate and motivating; while the students who were not satisfied claimed the methodologies tend to be boring and too traditional, they need to put more emphasis on language learning and less emphasis in useless subjects according to the students' answers.

Main Objective: *To analyze the type of reasons that have motivated the first and second semesters' students to study either the English and French or the English and Spanish B.A. programs at the University of Nariño during 2011 to 2014.*

Question 1: Why do you like to study English?

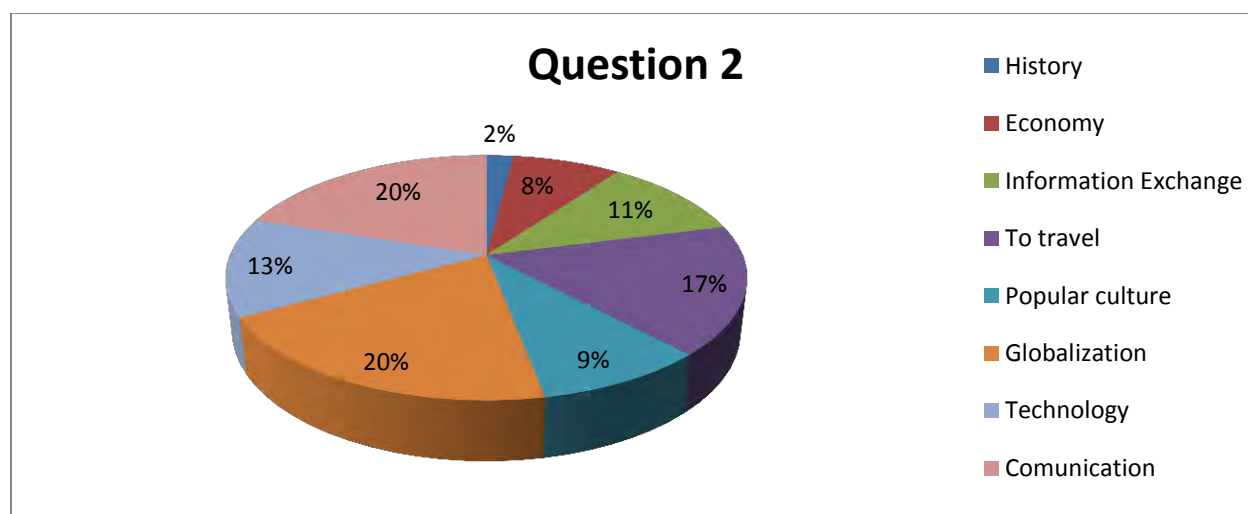
Figure 19: Motivation to study languages



The students enter the career to study English for different reasons such as: the opportunity to understand and manage a universal language that gives more opportunities in life (44%), another of the main reasons is the interest and love that English awakes (16%), so they chose the career to know the language, English also expands knowledge and helps to know different cultures to travel abroad (14%). There is an interest in applying languages for communication (10%). Some students, seven percent (7%) want to change society for a better future becoming teachers while the other nine percent (9%) did not answer the question. It is important to notice that the biggest part of the students showed a great interest towards the language while just a seven percent (7%) affirmed to study languages to become teachers. It shows that even if motivation towards teaching has increased, it continues being lower respect to the use of language for different purposes. Espinoza and Bolaños had founded similar results in their study made in 2006.

Question 2: From the next options which ones do you consider support better the importance of English?

Figure 20: Importance of English

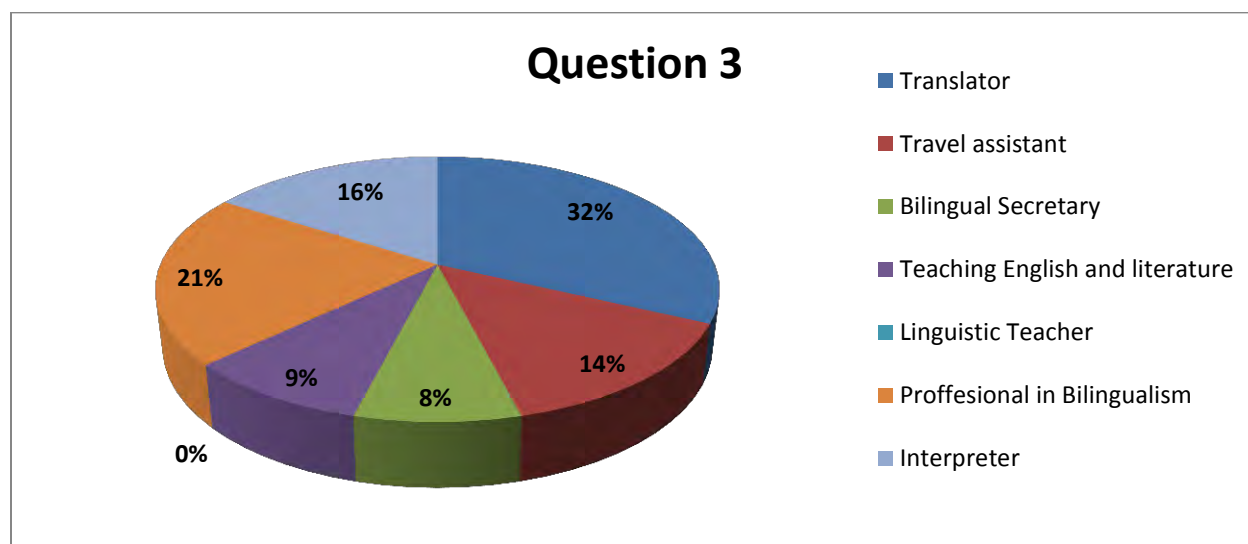


The students considered there were different options to support the importance of English and French nowadays, they selected some options that support their importance such as: globalization (20%), communication (20%), and to travel (17%). Other options were also considered important such as technology (13%) Information exchange (11%) and popular culture (9%), eventually the less voted options were economy (8%) and history (2%). It indicates that the students could present higher motivation to study languages due to the necessity of speaking other languages mainly because of globalization and their dream and expectation to travel abroad and to know other cultures in order to have more opportunities.

Question 3: If you have the opportunity to choose one specialty related to languages but different to teaching, which of the following would you choose?

Translator, Travel assistant, Bilingual secretary, Teacher of English and literature, Interpreter, professional in bilingualism, other which one?

Figure 21: Specialties different to teaching the students would choose.

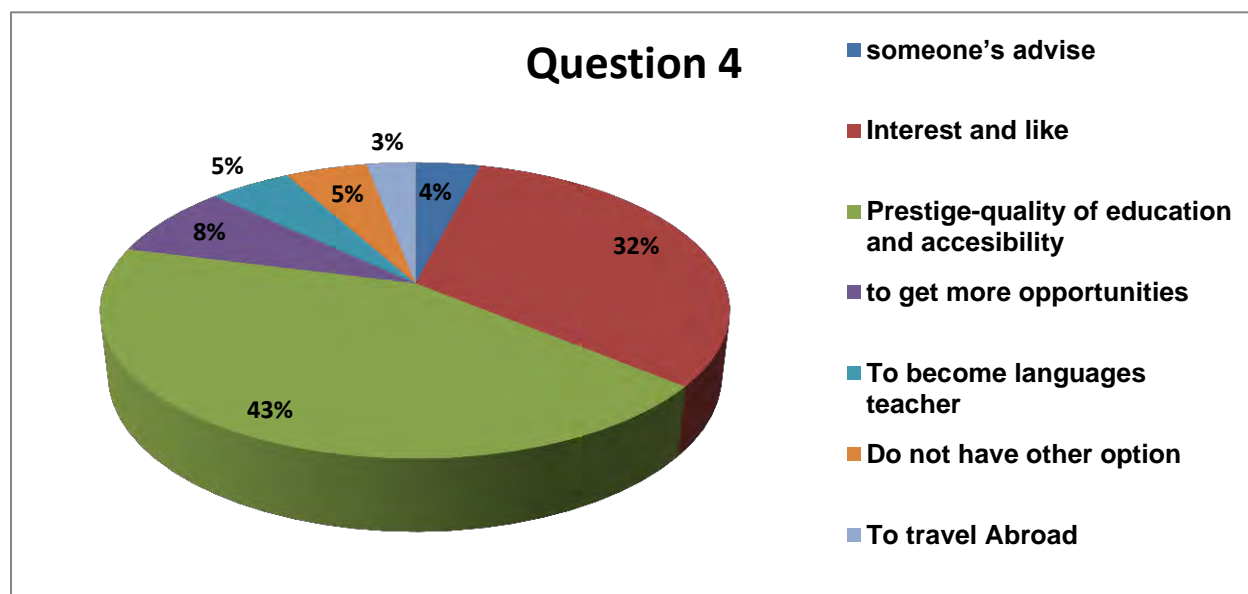


The students would consider different goals to follow after finishing their degree. This question serves to determine the main reasons why they chose a languages degree. Among the reasons exposed, there are: to become a translator (32%), to become a professional in bilingualism (21%), to be an interpreter (16%), to be a travel assistant chosen by fourteen percent of the students (14%), to be an English and literature teacher (9%), to be a bilingual secretary (8%), and nobody choose the option to study to become a linguistics teacher which shows the motivation towards linguistics is actually really low.

In conclusion, the students are constantly searching opportunities to practice the language, and jobs who gave them more possibilities to practice and communicate proficiently. As Espinoza and Bolaños (2006) argued “although the learners belong to an educational program, they are also interested in a variety of professions related to languages practice”.

Question 4: Why did you decided to study languages at the University of Nariño?

Figure 22: Reasons to study languages in the University of Nariño.



There are different reasons why the students decided to enter the university, for example, the quality of education and accessibility, this option was mentioned for a considerable number of students (43%) who recognized the prestige and quality of the university, they said it is one of the best universities in this field, besides they considered to study the career because it was more accessible and economic for them. Besides, learning languages help people to get more economic development. Furthermore, it is obvious that countries that own a bigger economic position will provide better conditions for learning. So, the students will access to more and better resources there than in developing countries (Harmer, 2007). Social status is important to acquire the language. So, if the language is highly or widely recognized in a group, the learners are going to have a higher desire to learn that foreign language. On the other hand, people tend to have a negative attitude respect to the language used by people of a low status while a subordinated group will tend to assume a language of high status as an integration strategy (Stern, 1983).

A thirty two percent of the students (32%) were interested in learning languages especially English because of the urgent need to learn it in a globalized country and because of the interest and motivation that studying languages awakes on them. Other options were to get more opportunities because of the widespread of English nowadays (8%) another five percent of the students (5%) argued they were practically obligated for the circumstances or they had no other options, other options were to become a languages teacher (5%) because someone advise them about the career in a positive way (4%) and to travel abroad which help them to learn about new cultures (3%), it is possible to deduce that even if the career emphasizes the pedagogical part as a requirement, motivation towards language pedagogy is low mainly in first semesters. Some of the students main goals are to study and travel abroad, to know other cultures, to have

the possibility to practice the language in a languages related profession more than becoming teachers, it verifies what Espinoza and Bolaños (2006) affirmed about the objectives of the students, they say a biggest part of them were more motivated towards languages purposes than towards education.

Chapter 5: Conclusions and Recommendations

Motivation is necessary to study any career. Sometimes the students feel motivated and can get their goals easily according to the main objective of the career while in other cases, as in the case of English-French and English-Spanish where the students are prepared to become teachers, they have different reasons and expectations related to the career which do not correspond to the degree's main objective. This study was useful to know the main reasons the students of both programs had to study their career.

The first specific objective was: *“To identify the motivation to study English that students of 1st and 2nd semesters of both programs had before entering the university.”* The main conclusions of this objective are the following:

Many students started the career with a high-level of motivation especially to develop the language more than any other expectative. However, some students were more interested in other programs such as medicine, engineering, international business among others. According to Kitjaroonchai (2012) motivation in high school is based on integrative and instrumental motivation that in this case the students demonstrate to have before starting the career.

The second Objective was: *To analyze the motivation that 1st and 2nd semester's students of both programs have while doing their studies*, the next conclusions respond to this objective:

On the other hand, the students feel comfortable and motivated now that they are in the program. Some are interested in becoming teachers to give a good contribution to society and to change the traditional way of teaching while others are motivated for other ways to apply their knowledge such as to communicate, to get a job, to know about the culture or to travel abroad. According to Carroll (cited by Stern, 1985), aptitude is the capacity for developing an activity attributed to a specific language program. A positive aptitude respect to the language facilitates its learning. So, if the students have a good vision of language, they will be more interested and they will get better results. In this sense, it is relevant to keep students motivated making students aware of the importance of speaking other languages nowadays.

It was demonstrated that the biggest part of the students recognized being motivated to become teachers, however they expressed to be interested in different language related goals too. It is interesting to find that each year motivation to become teachers is increasing perhaps because the students awareness of the program main goal. Besides, motivation towards language is higher too. Gardner (1985) comprehends motivation as "The extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity" (p.10). In this sense, the program goals need to be clear, so the students would enter the career and continue being conscious they are going to be prepared especially to become teachers.

The third Objective was: *To identify the student's goals after graduating from both programs.* It was demonstrated the next:

In question third from the third objective, the main goals that the students said they had after graduating from the program are: Teaching English-French or English-Spanish outside, teaching languages at the university or to study a different career in order to travel, know other cultures, and follow a specialization. On the contrary, in following questions, the student's main goals were mainly focused on language related careers such as: translation, professional in bilingualism, interpretation and travel assistance while just some students approximately twenty percent of the students (20%) would like to become teachers. It shows that the main motivation for students is language instead of pedagogy. However, when they were asked if they would like to become teachers they answered affirmatively.

The biggest part of students said they would like to become teachers because they recognize it as an important profession, many of them expressed they plan to do it in the university while the rest of students would not like to follow this profession because it requires qualities that they do not have or they are motivated to follow a different career. Martinez (as cited by Ramos, 2007) defines motivation as "The influence of the mental process that conduces to a conscious decision related to learning" (p.248). As a compilation of the results obtained from 2011 to 2013 motivation to become teachers is slightly higher than motivation to follow a different career; nevertheless, both options were the most selected.

Whereas Espinoza and Bolaños (2006) had found that many students were not motivated to become teachers because they entered the career with language directed goals, it is important to notice that in this study the biggest part of students express they would like to become

teachers. However, as it is corroborated in other questions, they would like to teach languages as a second option or as one of the goals they are looking for.

Some students consider studying careers such as accountability, medicine, geology, geography, anthropology or laws. Even though these careers are not directly related to languages practice, English is really useful for professionals in all fields.

It is possible to highlight that these students selected the career to study a different one in the future; despite the career main objective is to prepare students to become language teachers they could plan to profit the level of English and French they will get and their proficiency to continue other career and being more successful in the new one. Consequently, it is possible to conclude that even if the students are expecting to follow a language-related career, they are also motivated to become teachers.

In Espinoza and Bolaños study made in (2006) it is possible to regard a difference in terms of the level of motivation towards all subjects that in this paper has increased while they found the level of motivation towards foreign language subjects was higher.

The fourth objective was: *To recognize the kind of language programs different from education that students would choose if the university might have offered them*, it was found that

Other possible programs the students would like the university offers are programs related to the practice of foreign languages in communication such as programs focused on translation, bilingualism, interpreter preparation, oratory in English , English pedagogy , travel assistance and tourism among others. The biggest part of students suggested some changes to the program such as: a change of teachers who consider a more authentic and autonomous methodology because traditionalism continues being one of the biggest trends., more time for

English and French especially in first semesters, more demand and practice of pedagogical and language subjects in first semesters more native speakers, and to cancel unpractical subjects. On the other hand the rest of students express subjects were important, necessary and accurate for their profession, especially if they considered to become teachers

Some of the main changes suggested in Espinoza and Bolaños (2006) were: the opportunity to practice the language in many fields, more time to practice language subjects and less time for linguistics and Psychology subjects, as well as best teachers in terms of methodology and preparation.

All these changes, similar in both studies, suggest the students require equilibrium between language subjects and excellent and instructed teachers because it provides a better motivation for them. According to Lewis (cited by Espinoza & Bolaños, 2006), if the students are aware of the importance of learning and teaching languages they will be highly intrinsically motivated to those who are not conscious of this, who need to be reminded constantly of the success they can get.

The main objective was: *To analyze the type of reasons that have motivated the first and second semesters' students to study either the English and French or the English and Spanish B.A. programs at the University of Nariño during 2011 to 2014.*

The students' main goals are focused on the opportunity to emphasize and practice languages and their philology with careers such as translation and tourism, interpreter preparation, bilingualism, but they could consider theater, ludic, arts, Latin and other professions too. All of them give them the chance to travel and know other cultures.

Even if motivation towards the teaching profession has increased, it continues being lower respect to the use of language for different purposes. Espinoza and Bolaños had founded similar results in this study made in 2006. It indicates that the students are highly motivated to study languages because they want to speak other languages to get proficient communication to be updated in a globalized world, to travel abroad and know other cultures, to have more opportunities to practice the language, and to get a job. These results showed that some students that expressed to be motivated to become teachers claim their main objective is languages, but they also could consider the teaching profession

Recommendations

It is recommendable to keep the high quality standards that the university have in both Languages careers and clarify their main objectives and abilities the students who belong to the Linguistics and Languages program need to develop and reach by the end of the career.

Given that many students want to study different fields of languages, the university could also consider the possibility to implement languages subjects in first semesters and give the students the option to continue in the program studying languages and pedagogy or languages for different purposes. The students can find other opportunities practicing and mastering the languages than becoming teachers, it is important to keep students motivated to learn the language even if they had different purposes, so as a possible recommendation, the university should consider the possibility to provide the students additional subjects to the curriculum where they can deep in different fields to apply languages without neglecting pedagogy.

A big part of the teacher's role is to keep students motivated towards languages and teaching, make them be aware of the great opportunity they have when they master the

languages, this would partially diminish the students' desertion, they could consider giving the students more time to practice their language and teaching abilities, as the curriculum planners should consider the possibility to implement practice subjects in previous semesters.

Given that many students have the desire to study the different fields of languages, the university could also consider the possibility to implement languages subjects for different purposes as a base for them to follow a specialization.

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ANEXOS

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Universidad de Nariño
Facultad de Ciencias Humanas
Departamento de Lingüística e Idiomas

Jenny Chamorro

Programa: -----

Cuestionario para medir las razones de los estudiantes para estudiar inglés-francés e inglés-español.

Proyecto de investigación: Razones y expectativas de los estudiantes de primeros semestres de los programas de Ingles-Francés e Ingles-Castellano para estudiar dichos programas.

Objetivo: Analizar las razones y expectativas de los estudiantes de los programas de Ingles-Francés e Inglés -Castellano para estudiar dichos programas.

Instrucciones: 1. Conteste las siguientes preguntas de acuerdo a su punto de vista u opinión, y según sus criterios personales. El cuestionario no ha sido diseñado para obtener una calificación o nota, y servirá únicamente para propósitos académicos en el campo de la investigación.

2. En la primera sección compuesta por 15 preguntas de selección múltiple, le solicito marcar su respuesta(s) con una en el espacio correspondiente y si es necesario justifique su respuesta.

Ejemplo:

¿Le gusta estudiar inglés?

Si No

¿Por qué? -----

Primera Parte:

1. Señale las áreas en orden de prioridad del 1 al 13 las áreas que a Ud. más le gustaban en el colegio.

Matemáticas -----	<input type="checkbox"/>
Física -----	<input type="checkbox"/>
Química -----	<input type="checkbox"/>
Ciencias Naturales -----	<input type="checkbox"/>
Castellano-----	<input type="checkbox"/>
Ingles-----	<input type="checkbox"/>
Filosofía-----	<input type="checkbox"/>
Sociales-----	<input type="checkbox"/>
Ética y valores-----	<input type="checkbox"/>
Religión-----	<input type="checkbox"/>
Educación Física-----	<input type="checkbox"/>

Artística-----
 Informática-----

2. ¿Qué carrera o carreras deseaba Ud. Estudiar antes de inscribirse a la universidad?
 Escríbalas en orden de prioridad.

1. -----
2. -----
3. -----
4. -----
5. -----

3. ¿Cuál de estos aspectos era más importante para usted antes de ingresar a su programa?

Aprender el ingles Ser profesor de Idiomas otro ¿cual? -----

¿Por qué era el más importante?-----

4. Antes de comenzar sus clases en el programa, ¿sabía Ud. que iba a estudiar para ser profesor de idiomas?

Si No

5. ¿Le gustaría a Ud. Enseñar idiomas?

Si No

¿Por qué?-----

6. ¿Piensa que enseñar es importante hoy en día?

Si No

¿Por qué?-----

7. ¿Ahora que está estudiando en un programa de lingüística e idiomas, Tiene otras razones para estudiar inglés diferentes a las de dominar la lengua?

Si No ¿Cuáles?

14. Si usted tuviera la oportunidad de escoger una especialidad relacionada con los idiomas, pero distinta a la de ser profesor ¿Cuál de las siguientes opciones escogería?

-----Traductor

-----Asistente de vuelos

-----Secretaria(o) Bilingüe

-----Profesor de inglés y literatura

-----Lingüista o profesor de Lingüística

-----Intérprete

-----Profesional en Bilingüismo

¿Otra? ¿Cuál?-----

¿Por qué la escogería?

15. ¿Qué espera Ud. lograr al término de su carrera?

a. Enseñar inglés y/o francés y/o español en un colegio de primaria o secundaria.-----

b. Enseñar inglés y/o francés en el centro de idiomas de la Universidad-----

c. Estudiar otra carrera ¿Cuál?-----

d. ¿Otro? ¿Cuál?-----

Segunda Parte

En esta sección encontrará 5 preguntas abiertas. Responda las preguntas de acuerdo a su perspectiva y la información que tiene de ellas.

1) ¿Por qué decidió estudiar Idiomas en la Universidad de Nariño?

2) ¿Cuál es su opinión de los clases de Lingüística en el programa?-----

3) ¿Cuál es su opinión de los clases de pedagogía y psicología del programa?-----

4) ¿Qué programas relacionados con los idiomas y diferentes a los de licenciatura le gustaría que ofreciese la universidad?-----

5) ¿Qué cambios sugeriría se incluyan en su programa?-----

Gracias por su Colaboración

Time/2011	January	February	March	April	May	June	July
Activities	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
1. Project Review	—————						
2. Project semi final review				—————			
3. Oral defense, Chapters 1-3.						—————	

Time/2012	Jan	Feb	March	April	May	June	July	August	Sept	Oct	Nov	Dic.
Activities	1 -4	1 -4	1 -4	1-4	1 -4	1 -4	1 -4	1 -4	1 -4	1 -4	1 -4	1-4
4) Ask for permissions				———								
5) Prepare the measurement instruments					—————							
6) Partial revisions of the project								—————				

Time table 2013	June-July	August	September	October	November	December
7) Instrument and Pilot study	Área del gráfico da 1					
8) Revision and data gathering.						
9) Final review						
10) Project formal review						
11) Revision after Jury's approval and questionnaire application 2						
Time/2014	Feb-March	April	May	June	July	Aug-Sep
Activities	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12) Prepare the results for revision						
13) Make corrections on the analysis of results						
14) Correct and design the results, conclusions and recommendation						

Budget

Item	Quantity
Paper	\$ 200000
Transport	\$15000
Computer rental and payment	\$20000
Project presentation	\$40000
Good standing	\$10000
Graduation rights	\$140000
Equipment rental	\$40000