Students' attitude towards the usefulness of printed educational materials in the English

and French program of the University of Nariño

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SAN JUAN DE PASTO

"Las ideas y conclusiones aportadas en el trabajo de grado son responsabilidad exclusiva de

los autores".

Artículo 1º del acuerdo N º 324 de octubre de 1966, emanado del Honorable Consejo

Directivo de la Universidad de Nariño

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San Juan de Pasto, Agosto de 2018.

RESUMEN

En la actualidad, la aplicación del aprendizaje virtual es cada vez más habitual entre estudiantes y profesores de todo el mundo debido a sus características con fines educativos. Sin embargo, los materiales impresos no deben olvidarse y separarse como materiales que mejoran el aprendizaje. El objetivo de este estudio es identificar las actitudes de los estudiantes actuales hacia la utilidad de los materiales educativos impresos en el programa de inglés y francés de la Universidad de Nariño. Este estudio empleará el método de estudio de caso, que se utiliza en el paradigma del constructivismo. . Para la recopilación de datos, utilizaremos dos instrumentos: una entrevista abierta y una encuesta de escala Likert con un enfoque cualitativo según lo sugerido por Hodson (2010).

ABSTRACT

At present, the application of e-learning is becoming more usual among students and teachers around the world due to its characteristics for education purposes. However, printed materials should not be forgotten and taken apart as materials that enhance learning. The objective of this study is to to identify the present students' attitudes towards the usefulness of printed educational materials in the English and French program of the University of Nariño. This study will employ the case study method, which is used in the constructivism paradigm. . For the collection of data, we will use two instruments: An open-ended interview and a likert scale survey with a qualitative approach as suggested by Hodson (2010).

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Udenar English and French Program Students' Attitude towards the Usefulness of

Printed Education Materials

At present, the application of e-learning is becoming more usual among students and teachers around the world due to its characteristics; in fact, "University students are increasingly choosing to purchase e-textbooks for their mobile devices as an alternative to traditional textbooks" (Rockcinson, Courduff, Carter, Bennett, 2013). Nevertheless, there are still some who prefer the non-electronic tools for learning such as printed books or photocopies.

As stated by Ross (2002): "researchers still lack information on how readers actually engage with these different formats of digital text vs. printed text, their reasons for choosing one format over another, and the different values and satisfactions they assign to reading each" (as cited in Spencer, 2006). In this order of ideas, this study aims to obtain information related to the attitude towards how useful printed materials are for the students of the English and French program of the University of Nariño in Pasto.

In the case of the mentioned program, there are students who use the new technologies and some who still prefer to use the old tools. In consequence, if teachers and students want to have a better knowledge of how they could improve their teaching and learning processes through the use of tools and materials, it is necessary to know students´ attitude towards the usefulness of printed materials. It is relevant to remember that students of the program are the so called "millennials". We are referring to people who were born during 1981 to 2001 and, as stated by Nicholas, Arlene, Lewis, and John (2008) the millennial generation is the most computer literate generation to enter the workforce. They have been raised in an era of instant access". It comes as a need to know the value of traditional printed materials for leaning as we are dealing with technologically savvy young people.

This chapter presents a clear vision of the problem in general, the objectives of the research, and finally the significance and possible limitations of the study.

It is relevant to have in mind that in this project the content of the materials mentioned (printed and electronic) is not a matter of discussion. The study deals with how the students give relevance to the material presented in a printed way.

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Technical-Scientific aspects

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Problem description

To begin, when it comes to educational materials in the English and French program at Nariño University, the reality is that the vast majority of the students use either photocopies or the online version of the book in a digital device. Most of the course-books have strict copyrighting which can lead to a potential problem to the University for allowing a photocopy or a digital copy use. In the case of the photocopies, it is said that students should not use them due to regulations in the case of course-books. In the case of the digital copy, besides the same problem already stated, its use may lead to loss of focus in the students because using a mobile device might mean an easier access to social media apps, texting, multimedia, games, etc. This allows digital devices to hinder a student's performance in the classroom (Makosa & Pawel, 2013). Therefore, it is understandable that professors feel reluctant to allow students to use digital devices in their classes.

In consequence, there is a clash between the students used materials, some of the teachers' materials preference, and also university's policies. The problem arises when teachers apply and enforce a law that leaves no space for students to use their preferred materials. In some cases, students with no book guides can join a partner to work, which can cause uncomfortable situations for some students or teachers, and in other cases, those students with no materials are

asked to get the material right away, which causes some time loss for the class. This situation leads students to show misbehavior, dullness in the classroom, low motivational levels, bad grades, unconcern, boredom, etc. Purcell (2012) stated that "intensive use of multimedia leads to distractions and limits students' ability to concentrate 87% of the time" (as cited in Makosa & Pawel, 2013).

The use of a course book is enforced by teachers for many of the English courses. They try to persuade and suggest students to get an original book and avoid using copies in the classroom. Those original course books may not be the preferred ones to work with, and sometimes they are not completed at the end of the subject. Therefore, some students might think that using course books is not as practical as some teachers could think.

Some teachers continue asking for original course guides while some others allow students to work with the electronic files. Also, some students are reluctant to buying and using original course guides while others prefer to work with them. That situation is not desirable for most of the students and teachers because there are not obvious rules for the use of materials. There is a need for clear rules in terms of using printed or digital materials in the English and French program in order to prevent misunderstandings and have better learning conditions.

Most of the students have their own reasons to prefer some type of materials and that is why they use them. This study aims exactly to provide an understanding of the situation for the administratives so they can make improvements to academic decisions about the use of printed materials in the program based on research. In consequence, teachers and students will benefit with the study.

Problem Statement

There has been abundant research, mainly in recent years, about digital materials in education and their benefits to it (Siragusa & Dixon, 2008; Rosso, 2009; Makosa & Pawel, 2013; Lau, 2008). Even more attention has been given to the battle between printed materials vs electronic materials (Woody, Daniel, Baker, 2009; Spencer, 2006; Rockinson, Courduff, Carter, Bennett, 2012; Norman & Furnes, 2016; Nicholas, Arlene, Lewis, John, 2008; Kouis & Pouli, 2011; Jeong, 2010; Folkers, 2015, Dwyer & Davidson, 2013, Cumaoglu, Sacici, Torun, 2013).

However, it is difficult to find what has been done about printed materials and their usefulness in recent years related to research. Additionally, it is scarce to find information about the usefulness of printed materials in Colombia or nearby regions in the present time.

The purpose of this research is to give the information needed about students' attitude towards the usefulness of printed materials to administratives, teachers and students to make clear decisions about the implementation of this kind of materials in the program.

Research question

The purpose of this research is to answer the following question: How is the present students' attitude towards the usefulness of printed educational materials in the English and French program of the University of Nariño?

Objectives of the study

This research proposes the following objectives:

General objective.

To identify the present students' attitudes towards the usefulness of printed educational materials in the English and French program of the University of Nariño.

Specific objectives.

To discover if there is a difference of attitude towards the usefulness of printed educational materials depending on the social stratum of the students.

To discover if there is a difference of attitude towards the usefulness of printed educational materials depending on the age of the students.

To discover the students' reasons for considering printed educational materials useful or not.

Significance

At present, there is considerable information and research about the use of ICTs and their possible advantages, but there is not a considerable amount of research about printed materials and how they are used in this digital generation. Besides, not much has been researched about how students think, behave, and decide what educational tool (digital or printed) they prefer to use. This research has a practical purpose since it wants to give information about students' attitude towards the usefulness of printed materials. The main beneficiaries are the practitioners of our context of the English language courses: teachers, students, and the program administratives at the University of Nariño. They will directly benefit from the data and analysis made in this research. Teachers will possibly know how to plan their curricula better, and also they will have clear rules for their students. Moreover, this specific work is important because this research has not been done in the in Colombia. What is really different from other works is that this research tries to discover information that deals with printed materials, which tend to disappear, and their relation with the university learners at present time. Therefore, there is a gap in knowledge that will be filled. Finally, students will possibly clarify their concerns about their own way of learning which is good for improving the personal metacognitive awareness.

Limitations

There is no perfect method to conduct a research; having it in mind, this research will be done for the first time at the University of Nariño, so, problems could arise. First, students could not be interested in helping the researchers to conduct the study, and they could show an inappropriate behavior simply because they would not be interested in doing it. For avoiding this situation, the proposal will be presented to the students explaining why their help will lead to a change in terms of a better understanding of the use of materials in the program. The researchers should be aware of their practice as investigators; in consequence, they have a great challenge to face pedagogically and methodologically. It is hoped that the findings from this study shed light on the understanding of the attitudes that could contribute to a change of policies, laws, or practices that may not be well accepted by some teachers, administrators and even students. The questionnaire and interviews could also have problems in their application and this could lead to misunderstandings in the final stage of the research. The investigators should make use of appropriate data collection techniques and be as objective as possible when showing the final findings and conclusions.

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Theoretical framework

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Nowadays, the use of ICTs in the education field plays an important role as tools to facilitate the teaching/learning process. Teachers and also students may be able to improve their academic results if they use them properly. The application of e-learning is becoming more usual among students and teachers around the world due to its practical characteristics, but there are still some who prefer the traditional printed materials as books, photocopies, CD's, video tapes, etc. This situation has led to a new wave of perceptions and preferences of printed or electronic resources.

In the case of our country Colombia, where the educational conditions vary according to all the factors involved in the learning process, there are teachers and students who use the new technologies and the ones who still use the traditional tools. Therefore, there is an increasing need to determine how well received printed materials have been by students. It is not difficult to find classrooms where teachers want to work with printed materials but students do not want to and vice versa. This kind of situation affects learning conditions for both learners and teachers. In consequence, if teachers and students want to improve their teaching and learning processes, it is necessary to know the students' attitude towards the use of printed materials. In this chapter, the purpose is to give a clear vision of the theoretical constraints, assumptions and past research about the topic. Components of the human being, including attitude definition and theory, printed educational materials, attitude towards printed materials, and antecedents will be addressed.

Components of the human being

Psychologists consider that the human being is composed of three main domains: Physical, cognitive and affective. First, the physical domain, also known as conation, includes the anatomical and physiological components. Second, the cognitive domain includes the mental processes. The last domain is the affective one which includes the emotional components. This is the main theory of psychologist Benjamin Bloom (1956). It is also known as "Bloom's taxonomy" which is a set of three hierarchical models used to classify educational learning (as cited in Bastidas, 1986). This study refers specifically to the affective domain.

The affective domain.

Affects refers to emotions and feelings. It is important to recognize that as human beings our behavior and thoughts are influenced by our own emotions. That is the reason why the affective domain is important. In the teaching/learning process, the affective domain has a major

role. It includes empathy, self-appreciation, extroversion, inhibition, anxiety, attitude, personality, motivation, defense feelings, sympathy, positivism, negativism, and sociability, among others. All these factors are present in the human being, and they develop through his/her personal growth and interaction with the context (Bastidas, 1986). From the previous affective factors, attitude has been chosen to be used in the study of attitude towards printed educational materials.

Attitude definition.

Fishbein and Ajzen (1975) affirmed that attitude is composed of four features, namely "affect (feelings), cognition (opinions, beliefs), conation (behavioral intentions), and behavior (observed overt acts)". Beliefs represent the information a person has about an object; behavioral intention refers to a person's intentions to perform a behavior. Behavior refers to the acts of the subject.

In 1931, the psychologist L.L. Thurstone defined attitude as "the amount of affect for or against some object" (as cited in Fishbein & Ajzen, 1975). Although this definition does not capture the full complexity of the attitude concept, there is an agreement that affect is the most essential part of attitude.

Bem (1970) said that "our affinities for and aversions to situations, objects, persons, groups or any other identifiable aspects of our environment, have roots in our emotions, behavior and social influences upon us" (as cited in Siragusa & Dixon, 2008). Before the mid-70s, the definitions about attitude had a clear tendency to give major importance to the Affect feature.

Fishbein and Ajzen (1975) stated:

> Beliefs are the fundamental building blocks in our conceptual structure. On the
>
> basis of direct observation of information received from outside sources or by way

of various inference processes, a person learns or forms a number of beliefs about

an object. That is, he associates the object with various attributes. In this manner,

he forms beliefs about himself, other people, behaviors, events, etc. The totality of

a person's beliefs serves as the informational base that ultimately determines his

attitudes, intentions, and behaviors. (p. 14)

This view implies that humans are essentially rational beings who use the available

information to make judgments, form evaluations, and arrive at decisions. In consequence, an

individual's attitude toward an object is based on his salient beliefs about that object. If those

beliefs are favorable attributes, his attitude will end being positive. Conversely, a negative

attitude will result if the person links the object with negative attributes; this makes him make

negative beliefs.

However, an attitude toward an object will usually not be related to any specific intention

or action with respect to the object. According to Padua (1979), "attitudes are just an indicator of

behavior but not the behavior itself. That is the reason why attitude measurement should be taken

as symptoms and not as facts". This means that it is not possible to really predict the behavior of

somebody by knowing its attitude to the object in question. Attitudes have diverse properties; the

most important are direction (positive or negative) and intensity (low or high) (as cited in

Hernandez, Fernandez, & Baptista, 2006).

Fishbein and Ajzen (1975) agreed when stated that "an attitude can be described as a

learned predisposition to respond in a consistently favorable or unfavorable manner with respect

to a given object". In sum, attitude is viewed as a set of intentions that mean an amount of affect

toward the object in question. They also said, once established, an attitude possibly influences the

creation of new beliefs. In the same way, performing a particular behavior possibly leads to new beliefs about the object.

More recent research indicates that attitude represents a summary evaluation of a psychological object and is described both internally and externally in dimensions such as good-bad, likeable-dislikeable, harmful-beneficial, pleasant-unpleasant (Ajzen & Fishbein, 2000, as cited in Siragusa & Dixon, 2008).

According to Markman and Brendl (2000, as cited in Siragusa & Dixon, 2008):

People evaluate objects in relation to currently active goals. The life cycles of particular goals are dependent upon beliefs and values and the influence of significant others. Human beings, therefore, experience a positive reaction or attitude towards objects or events that assist in the attainment of their personal goals, and negative reactions and attitudes towards objects or events that in some way hinder the attainment of desirable outcomes. Attitudes are often designated as being the result of several major influences. The social group to which the individual belongs is perhaps the most influential. In this way, both the group to which the individual belongs and the groups to which he/she aspires to belong, exert an enormous pressure and influence on attitude development. (p.2)

Siragusa and Dixon (2008) stated the word attitude connotes a subjective or mental state of preparation for action. Attitudes find their roots in our beliefs and they influence our behavior. They represent the way in which we view the world and organize our relationships. Attitudes are literally mental postures and guides for conduct to which each new experience is referred before a response is made.

Finally, the definition provided by Forsyth (1994) described in his book *Our Social World* is very complete, "an attitude is not a feeling, cognition, or a form of behavior; instead, attitudes combine all three components in an "integrated affect-cognition-behavior system. What this all means is that attitudes are made of three components that all influence each other. If one component changes, it influences the entire attitude structure. In addition, each component not only has an influence on the attitude structure as a whole, but also on each other component".

Attitude represents the key concept of this study. In the last section, the major definitions made by recognized researchers in the psychology and the educational fields, were provided. For the interpretation of the information, the definition made by Don Forsyth will be used because it is the most complete and integrates all of the components that affect human attitude.

Implicit and explicit attitude.

Wilson et al. (2000) point out that while an individual is able to interact with two attitudes at once, one can be viewed as implicit whereas the other operates more manifestly as explicit in expression. The implicit attitude is understood to be automatically activated when the individual is presented with an attitude object while the explicit is more likely to require cognitive effort. Wilson et al. (2000) also state that implicit attitudes exert more influence than explicit attitudes over involuntary non-verbal behavior. In psychology, it is known that implicit and explicit attitudes overlaps and have a common judgment, good or bad. The main difference between the two is found in the conscious awareness of a particular attitude and how the attitude is expressed. Implicit attitudes are unconscious while explicit attitudes are conscious. The research will face both types of attitudes. It is important to have in mind that the focus is to find if there is positive or negative attitude towards the use of printed materials.

Educational materials

First, it is important to start with definitions of materials in education. Tomlinson (1998) stated, "they are anything which is used by teachers or learners to facilitate the learning of a language". Brown (1995) expressed: "they are any systematic description of the techniques and exercises to be used in classroom teaching".

When we classify educational materials by their format or presentation, we found three formats: Paper-based or printed, audiovisual and electronic.

Printed educational materials.

Printed educational materials (PEMs), or paper-based materials, means any publication, document, or record including, but not limited to, the following ones: books, book guides, photocopies, newspapers, magazines, photographs, etc. They are aimed at improving the learning and teaching processes inside the classroom. Their name implies that they are printed and paper-based. Printed materials are self-defined and no further elaboration on details is needed.

In some courses, materials are central to class discourse. In other courses, the materials are supplementary and act as a guide for sequencing among the topics covered. Whatever role syllabus and curriculum choose for the materials to play in the course, instructors and students alike consider the materials an essential learning tool.

There is a limited number of studies that have examined the impact of the use of printed educational materials in the present days. Most of the actual research is done for comparison with ICTs technologies with major interest in the technological ones. Unfortunately, theory of the efficacy and use of PEMs in today's world is not easy to find.

Background of materials in the Tesol field.

The use of materials in language teaching took major importance in the mid-1990s because academics and teacher educators realized its important role in the teaching/learning

process. In the past, it was treated as a section of methodology or just as something that teachers brought to class (Tomlinson, 2011).

In 1993, Brian Tomlinson founded the MATSADA (International Materials Development Association) to run conferences and workshops and to publish in language teaching journals as TESOL. He is the most important person when it comes to materials development in Teaching English. Nowadays there are experts when it comes to materials and their use, importance, efficacy, and so on.

At present, materials are considered to be both a practical undertaking and a field of academic study. As practical undertaking, it involves the production, evaluation, adaptation and delivery of material. As field of academic study, it studies principles and procedures of the design, writing, implementation and evaluation of materials (Tomlinson, 2011). Tomlinson (2011) stated that, "Ideally these two aspects of materials development are interactive in that the theoretical studies inform, and are informed by, the actual development and use of learning materials".

Importance of materials in the EFL classroom.

Hoyt (2013) states that, "Materials are necessary to provide input for the learners. This input should not only interest and motivate them but it should also provide examples of targeted language structures in a natural context". It is important to have in mind that all English classes use materials. They can be a course book, an article extracted from the web, or it is independently generated by the teacher or even by the students (e.g., asking the students to tell stories or write letters). Frequently, printed materials are the bridge between foreign language reality and students. In consequence, the use of materials in the English classroom has a significant role for students' learning.

According to Ogalde and Bardavid (2007), materials bring information and help the teacher to create conditions for learning. This happens because materials use gives a base for conceptual thinking and helps students to learn vocabulary and its meaning (as cited in Rosique, 2009).

One more aspect to have in mind is that many teachers work with printed materials (especially course books) because they determine the order of the material to be taught. This helps teachers to organize and plan their classes since they have an already given path to follow.   This is also a big aid when it comes to syllabus design. Most of the course books have a logic organization of the content to be taught in a determined time. They also provide a focus for language teaching where they can be subject centered, learner centered or ends-means (Hoyt, 2013).

Cunningsworth (1995, as cited in Rahimi, 2008) gave an interesting point of view of the importance of teaching materials for attaining learning and teaching purposes:

• A source for presentation material (written or spoken)

• A source of activities for learner practice and communicative interaction

• A reference source for learners on grammar, vocabulary, pronunciation, and so on

• A source of stimulation and ideas for classroom activities

• A syllabus (where they reflect learning objectives that have already been determined)

Advantages and disadvantages of printed materials.

Due to the fact that materials bring information to the teacher and the students in a way in order to enhance the learning/teaching process, the next information refers to the most salient features or characteristics of printed materials. Economic characteristics are not referred because they vary considerably when it comes to materials with a learning purpose.

Some advantages of printed materials.

A big matter to have in mind is that people, specially aged, are used to work with printed materials. They might prefer them since they have been working with them since long ago, and they also have good and bad experiences regarding its use and outcomes. For some of them, it is difficult to change their own ways of learning and teaching to materials they have not been familiarized.

Physically, it is common to hear people complaining about reading on a screen of an electronic device and the problems that it carries, for example, eyestrain and screen fatigue. This problem does not occur with printed materials as much as with electronic devices. Users of printed materials benefit from the fact that they have a feeling (physical and emotional) when using them. That feeling can refer to the fact of touching the physical paper. They certainly do not find the same feeling on other kinds of materials as electronic tools (Derewianka, 2011). Continuing with the psychical aspect, printed materials use does not depend on electricity and maintenance done by an expert or any other equipment. This is quite beneficial in the classroom because some of them are not well equipped and some do not have electrical supply. This makes printed materials movable even when they are bigger and heavier than other materials as electronic ones. Some other features of printed materials include the fact that they can be written on it which is one of the most favorite reasons to prefer them over e-books, with care they can last for many years, and the fact that they can be sold back or lent later.

Some disadvantages of printed materials.

Nowadays, printed materials are not taking advantage of all the electronic possibilities this era has to offer. Printed materials, especially course books for students and teachers, are usually heavy and bulky. They can be expensive and be out of stock which makes them difficult

to find and get. Furthermore, it is also difficult to find updated materials. In the case of finding them, they are usually quite expensive in comparison with other course books.

A very important characteristic to have in mind is that print materials cannot be used anywhere at any time because the user needs good light in order to be able to see the text or information. This means that learners' classroom should have enough light, either sun light or electric light, for learners to see the information on their materials (Rosso, 2009).

Concepts such as those involving motion are hard to work with because there are not audio and visual elements. Printed materials are static. Finally, they require reading skills from the users. If learners are too young or do not have good reading skills or even a physical/cognitive disability, printed materials will not be as effective as other materials.

Attitude towards printed materials

All of the above definitions imply a preparation for a response based on experiences and attitude formation that has occurred prior to the stimulus. If this is the case, students who are approaching an interaction or are already using elements of educational printed materials may already have based their attitudes on the experience in past interactions as well as the abundance of such technologies available on a daily basis through life. Also, since we are exposed daily to technology, students will also compare both learning experiences in order to judge which works best for them. Their attitudes may also be influenced by their perceptions of the relationships between the sometimes conflicting dimensions of the visual representation in front of them.

User variables associated with the manner in which students interact with e-books as well as their comfort and familiarity with the medium are important considerations. The design of the text, for example, whether electronic or print, can influence its effectiveness, as well as student motivation to interact with it. The placement of illustrations and other textbook features, for

example, has been demonstrated to impact learning (Levin & Mayer, 1993; Mayer, Steinhoff,

Bower, & Mars, 1995, as cited in Davidson & Dwyer, 2013) as well as student preference

(Marek, Griggs, & Christopher, 1999, as cited in Davidson & Dwyer, 2013).

As the shift toward e-Books and ICTs adoption is slowly materialized worldwide, it

constitutes a change that draws drastic differences in the way that materials are created, managed,

distributed and consumed. Publishers and readers are adapting to the new dynamics being

formed, each one, according to their own interests.

According to Lau (2008), "Electronic textbooks should be seen as an extension of print

books, not a replacement but an enhancement". Studies have shown that switching from print to

electronic format requires a learning change for adult learners, whereas young learners find it a

lot easier to adjust. These studies also show that although printed books may not cease to exist,

users have become accustomed to e-books and in some cases they prefer them. Previous research

has demonstrated that the experience of reading e-books is not equivalent to reading textbook.

This suggests a precedent about the usefulness of printed materials today and how with the

advance of time and technology people get used to more modern methods.

Defining usefulness

This research will be focused on the usefulness of printed materials. To begin, a definition

of the term will be given, in order to get an in-depth understanding of the concept we are

handling in this study.

First, according to Merriam Webster dictionary (2018), usefulness refers to "the quality of

having utility and especially practical worth or applicability". Another definition is provided by

The Interactional Design Foundation (2002), which explains that something is useful when it can

be used to achieve a particular objective, for example, a product the more user-friendly it is, the

more likely it is to be used by a community. Additionally, according to Oxford Dictionary (2006), usefulness is defined as: something able to be used for a practical purpose or in several ways". Most of the meanings are directed to the same point which is usefulness defined as something practical of beneficial to use and apply.

Finally, according to Gabb (2013), usefulness refers to a piece of research or a theory that is practical or applicable. Besides, a useful piece of research refers to something that can be generalized to a wide population or that can be applied to the target population and benefit a number of people or causes. With that been said, one of the specific objectives is to identify how practical and beneficial are printed educational materials at the English and French program of The University of Nariño. Gap's definition of usefulness is the most suitable to use for the study since it is simple and easy to understand.

Methodological aspects

Once the research problem and theoretical framework are clarified, the next chapter is the research design. Every problem needs a specific method for its corresponding resolution. This has to be done in the best and the most appropriate way. It is crucial to have a clear research method in order to gather and then analyze real information. This chapter contains the ideas related to research design and its characteristics, population sample and setting. The first theme to treat is Research design.

Research paradigm

A paradigm is "the set of common beliefs and agreement shared between scientist about how problems should be understood and addressed" (Kuhn, 1962). The constructivism paradigm has been chosen as research paradigm for this research for the following distinctive features. The also called social constructivism paradigm believes that individuals seek understanding of the

world in which they live and work. Creswell (2013) states that "individuals develop a subjective meaning of their experiences-meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas". The constructivism researcher seeks to make sense or interpret the meanings others have about the world. This research problem is an educational problem which has been worked since long ago inside this paradigm with important results because of the nature of understanding and giving value to human views. Finally, it is important to say that it gives the opportunity to show qualitative research in an inductive way. From this qualitative interpretation, the researcher generates meaning from the data collected in a human community.

Research design and type

The research design refers to the general strategy the researcher chooses to integrate the different components (paradigm, approach, method and techniques) of the study in a coherent and logical way; thereby, the research problem is effectively understood. This research is based on the qualitative approach where the researchers want to explore and understand the view of individuals in a social or human problem. Therefore, it will use a technique taken from the qualitative and one from the quantitative (with a different treatment) methods aiming to show students' perceptions. The participants have an active role in this research because they are expected to give information about the unique state of a problem in a determined place and time which is known as case study. This study will employ the case study method, which is used in the constructivism paradigm, because it allows the researcher to develop an in-depth analysis of a single case. The information collected in this research could be used for future deeper

investigations. The focus of this research is to examine a convenient sample of students currently studying a Bachelor of Arts in English and French at the University of Nariño.

This research will use the case study method for data collection and data analysis. This research design belongs mainly to the qualitative approach. In Case study, the researcher develops an in-depth analysis of a case, often a program, event, activity or one or more individuals (Stake, 1995; Yin, 2009, 2012, as cited in Creswell, 2013). The cases are limited by time and activity; therefore, researchers collect detailed information using different data collection procedures over a specific time. The major reason to select this research method is because it shows the features and state of the problem with great detail.

In this research the case study case is exploratory. The exploratory case studies are set to explore any phenomenon in the data which serves as a point of interest to the researcher. Gibbs (2012), stated "The exploratory case studies allow you to find out what is there in the first place". This is important to have in mind since it can be applied to a context where there is not enough, or even none, information about the state of the problem so open questions can be made to obtain insight of the case in a very free approach. The purpose is to better understand an emerging phenomenon (Baxter & Jack, 2008). The intent of this case study is to gain insight and understanding of a particular situation or phenomenon which is exactly the expected outcome of this research. As suggested by John (2007, as cited in Gibbs, 2012) there are several cases of case study. The most suitable for this research is the synchronic single case study where the researcher obtains variations of opinions out of a single community of people at a specific point in time.

Context

The research will take place in the B.A. in English and French which is an academic undergraduate program of the University of Nariño. The Institution is located in Pasto, Nariño,

Colombia. The program belongs to the Linguistics and Languages Department which is part of the Human Sciences School of the University.

Population

This research will take place in the English and French program of the University of Nariño in Colombia in which there are around 286 students whose age ranges from 16 to 26. The gender and number of students is different every semester. In addition, the social stratum goes from 1 to 5. To apply the study, a sample of the population chosen at random will be used. Two-thirds of the students (approximately 90) will take a questionnaire (likert scale) made to identify what the present students' attitude towards the usefulness of printed educational materials is. Then, 18 students (3 for each semester) will answer an open-ended interview designed to know about their reasons on how useful printed educational materials are for them.

Analysis and interpretation of data

The data obtained will be analyzed qualitatively for both the Likert scale and the interviews. Since the two specific objectives are related to social stratum and age, the two instruments ask for this information to the sample. Moreover, even though Likert scales have been treated in a quantitative form, according to Hodson (2010), they are used to capture subjective opinions with numbers. He also states that "Qualitative data are less about attempting to prove something than about attempting to understand something. Quantitative and qualitative data can be, and often are, collected in the same study". Thus, this technique can be used to understand better a situation which is the main purpose of the study. In this study, data obtained from the Likert scale survey will be analyzed in a qualitative form.

The third objective is discovering the reasons for considering printed educational materials useful. The interview is made to elicit views and opinions from the participants. The

interview will be structured with 4 questions to be answered on a one-on-one mode. Besides, the

four questions are direct and easy to understand; therefore, different and irrelevant information is

not expected to be obtained. The open-ended answers will be audio taped with phone voice

recorders, and later they will be transcribed. Since vast information is expected to be obtained in

the answers, there is a need to separate the data into a small number of themes by each question.

Then, once themes are separated by making codes (as explained in Creswell, 2013), interpretation

of them will take place for each question. Also, it is important to say how many of the answers

of the participants were labeled into each code in order to have information to make sequences of

repeated answers.

The use of both, the likert scale and the interview, will lead to comprehend the problem in

a detailed and precise view.

Research Techniques

The techniques to use in this investigation will be a Likert scale survey and an open-ended

question interview. A survey applied to a sample of a population is needed. The likert scale

survey will be used. It was named as his creator Rensis Likert. When using this technique, a

series of items are presented as affirmations or judgments where individuals are asked to react to

them. There are five points to choose each with a numeric value. In the end, each individual has

a punctuation to each affirmation and too the whole survey. These single punctuations are added

to all the others to get the final punctuation (quantitative results obtained on qualitative data). It is

important to clarify that the data from the Likert scale will be analyzed qualitatively. The

instrument is a modified version from an instrument already made by Bastidas (1986) which is

already reliable and had good results. This instrument will be applied to 90 people in separate

time.

An open-ended interview is the other technique to use. Four questions will have to be answered by a sample of the population. The four questions are made to obtain information of each of the components of attitude (feelings, cognition and behavior).

Administrative aspect

Chronogram:

CHRONOGRAM																				
ACTIVITIES	TIME OF DURATION OF THE PROJECT																			
	AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DATA COLLECTION		▓	▓	▓	▓															
ANALYSIS OF DATA						▓	▓	▓	▓	▓	▓	▓								
RESULTS AND CONCLUSION													▓	▓	▓	▓	▓	▓	▓	

Data collection (DC): from august 13 to September 7

Analysis of data (AD): from September 10 to November 31

Results and conclusions (RC): October 22 to December 14

Budget

To begin, considering the process that is going to be developed in this investigation, it is necessary to create a budget. It includes the monetary elements that will let us achieve the research objects. First, one of the techniques in this work is the Likert-scale survey that is going to be applied to 90 students, the other technique is the interview to be applied to 18 students of English and French program at the University of Nariño. Therefore, the next chart presents the materials and prices of the elements that we will use in the project. Finally, the total cost for the complete work is 266.900 pesos.

MATERIAL	COST	UNIT	TOTAL COST
Paper	$400	95	$38.000
Lunch	$8000	20	$160.000
Pencils and Pens	$700	7	$ 4.900
Transport	$1600	40	$ 64.000

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Appendix

Name: Questionnaire for measuring students' perception towards the use of printed educational materials in the English and French program of the University of Nariño

Objective: determine students' perception towards the use of printed educational materials in the English and French program of the University of Nariño

Semester: _____   Age: _____   Social Stratum: _____

Observation: This questionnaire is not an exam; none of the answers are right or wrong, all answers are acceptable and have value.

Instructions: Read each statement carefully and answer according to your personal view following the next parameters:

- I strongly agree
- I agree
- I am not sure
- I disagree
- I strongly disagree

Please answer all of the statements with an "X". The way to make it is like this: ☒

Remember, just one "x" per statement.

Here there is an example for you to follow:

(If you agree with the statement, mark the "x" on the according box)

	I strongly agree	I agree	I am not sure	I disagree	I strongly disagree
- I like to work with teammates Using a single copy for all of us		X			

1. I like to work with printed Photocopies in the classroom					
2. I like to work with printed					

Photocopies in my house

3. I like to work with short

Length printed papers

4. I like to work with long

Length printed papers

5. I like to work with teammates

Using a single printed copy for

all of us

6. I like to work with teammates

Using plenty of printed copies

for all of us

7. I like to work with printed

Materials that are not mine

8. I consider appropriate to work

With printed materials at the

University

9. I have achieved good grades

Studying with printed Materials

10. Printed materials are easy

to carry

11. Printed materials are easy

To take care off

12. Printed materials last for

a long time

13. Printed materials are cheap

In comparison with other materials

14. Printed materials bring an

Interactive learning experience

	I strongly agree	I agree	I am not sure	I disagree	I strongly disagree
15. It is easy for my eyes to work With printed materials	☐	☐	☐	☐	☐
16. Printed materials have more Advantages than disadvantages	☐	☐	☐	☐	☐
17. I prefer to work with printed Materials instead of others	☐	☐	☐	☐	☐
18. I feel I get better grades When I use printed materials	☐	☐	☐	☐	☐
19. I consider working with printed materials essential for learning	☐	☐	☐	☐	☐
20. I plan to work with printed Materials as a student	☐	☐	☐	☐	☐
21. I plan to work with printed Materials as a professional	☐	☐	☐	☐	☐

Thanks for your time and collaboration to this project.

Directions for the Survey

Please take some minutes to answer this quetions. Your answers will contribute to clarify some aspects related to the usefulness of printed materials, so be as honest as possible. This information will only be used for research purposes.

1- Do Printed materials contribute to learn a language? Provide reasons to your answer

YES_____ NO_____

_____

_____

_____

_____

2- Is there something I consider bad while using printed materials?

_____

_____

_____

_____

3- Using printed materials makes me a better learner of the language?

YES_____ NO_____

_____

_____

_____

_____

4- Will I use printed materials instead of other materials (suach as eBooks, webpages, etc) in the future?

_____

_____-

_____