
Students and Teachers' Perception on the Poor English Level of Students from the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at
Corporación Universitaria del Caribe - CECAR

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Dedication

Firstly, I dedicate this achievement to God because He has given me the strength, the resilience, the will, the patience and the wisdom to find the best way to make this project possible. Secondly, my parents and siblings have always had faith on me. This encouraged me to move forward in spite of the setbacks and hurdles I had to go through during this becoming-specialist process. Finally, I also bestow this triumph to my fiancée as a way to express her that we can make true everything that comes to our mind just by focusing consistently and single-mindedly to it.

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Abstract

This paper aims to comprehend, through perceptions, the reasons of the poor English level in students from the Basic Education Undergraduate Program with emphasis in English as a Foreign Language at Corporación Universitaria del Caribe, CECAR. It was based on a qualitative approach with a descriptive range, an applied purpose and with an inductive method. This project had as a sample 15 tenth semester students and 3 English language teachers from the program. To carry out such study, a semi structured poll with open questions was applied and the emerging conclusions were based on: the meaning of English as a subject for the sample, the tenth semester students' academic performance in English, the curriculum or curricular plan, the resources and infrastructure, the methodology and teaching-learning strategies, the linguistic components input, the intrinsic English learning aspects, the tenth semester students' attitude and lastly on the teachers' professional practice.

Key words: Perceptions, poor performance in English, tenth semester students.

Resumen

Este trabajo pretende comprender, a través de percepciones, las razones del bajo nivel de inglés de los estudiantes del Programa de Licenciatura en Educación Básica con énfasis en inglés como Lengua Extranjera de la Corporación Universitaria del Caribe, CECAR. Se basó en un enfoque cualitativo con un alcance descriptivo, un propósito aplicado y con método inductivo. Este proyecto tuvo como muestra 15 estudiantes de décimo semestre y 3 maestros de inglés del programa. Para llevar a cabo este estudio, se aplicó una encuesta semi estructurada con preguntas abiertas. Las conclusiones emergentes se basaron en: el significado del inglés como asignatura para la muestra, el rendimiento académico en inglés de los estudiantes de décimo semestre y su actitud de aprendizaje hacía la asignatura, el plan de estudios o plan curricular, los recursos e infraestructura, la metodología y las estrategias de enseñanza-aprendizaje, los componentes lingüísticos, los aspectos intrínsecos del aprendizaje del inglés, y la práctica profesional de los profesores.

Palabras clave: Percepciones, bajo rendimiento en inglés, estudiantes de décimo semestre.

Introduction

Speaking English has become one indispensable skill that most people must master to enter to the new world's trends. So, it is also essential that there be professors who teach it well in order to fulfill with such requirement. Therefore, the subject matter of this research focuses on finding out about the reasons that lead to low academic performance in the English language learning process, particularly in the Basic Education Undergraduate Program with Emphasis in English at CECAR, so that low proficiency can be counteracted.

This paper will state why English is not learnt and what learners must do to be able to get a high level of proficiency in it. That is, it will suggest the most influential academic, personal, and intrinsic aspects people who are learning or teaching English must take into account. It also contains the importance, the pertinence, and the reasons why this topic was chosen and the appropriate theories to support it.

Most of the information gathered in this study is based on the students and teachers' perceptions, as they allow interpreting and understanding specific facts in their natural environment (Martinez, 2006) These insights will be presented in a series of tables in which all the most relevant pieces of information collected from the sample is compiled. In these charts, it will also be found detailed justifications to support each emerged category. Data collection was taken in Spanish language then it was translated into English by the authors. In the appendices you will find an example on how the data was originally collected, signified, reduced, and categorized.

Whether you are an English teacher or student, this paper will provide you lots of important parameters that will help you comprehend, through clear statements how to carry out a more meaningful and enjoyable teaching or learning English process.

1. Approach and Formulation of the Problem

1.1 Context of Study

This research was carried out at Corporación Universitaria del Caribe, CECAR, a private, small university located on the northern part of the Colombian Caribbean Coast. The Corporación Universitaria del Caribe - CECAR currently has with four main faculties that offer graduate programs such as Law, Architecture, Engineering, Accounting, Education, Psychology, Social Work, Physical Education, Business Management, Economy, Arts and Literature. Most students that belong to the university come from the area and have low income rate. The university has around six thousand students.

The Basic Education program with emphasis in English belongs to the Faculty of Humanities and received quality registration by Resolution No. 11161 of December 20, 2010. Since then the program has been trying to give solutions to bilingualism and methodologies about teaching and learning English.

The English lessons are taught by language Colombian teachers. Most teachers have a good command of English. Students attend four hours weekly. Lessons last 60 minutes. All language teachers are certified and have a university degree on language teaching. Some of them have a master degree and others have a BA in education or a language teaching degree.

At CECAR, English is taught as a foreign language and it is a requirement for graduation. Students should demonstrate certain level of proficiency in English and the university offers different language courses to all the faculty students through a language institute that belong to the university. Other languages are also taught in the university such as French and Italian.

1.2 Description of the Problem

It is common to hear in education about the implementation of the very many strategies for learning and teaching English to improve academic performance in Students of all scopes, but it is usually found that most students still have difficulties to speak it, from what some questions arise: what's happening? What are the factors that affect the academic performance in English of these students in both real communication and either nationally or internationally tests? Or why are pupils neither advancing nor getting the level they should?

English proficiency has been of vital importance for many non-English speakers all around the world. Miscommunication can bring out lots of troubles. Several planes have crashed due to the lack of misunderstanding of instructions between pilots and aviation operators. Like this example, many other industries rate with low English proficiency. Education is among the poorest ones. It got the 25th place out 27 participant industries that were surveyed and scored 42.8, equivalent to very low proficiency according to CER. Colombia got the 36th place out 40 evaluated countries. "Subsequently, seven of the 10 most proficient countries are in Europe; six of the 10 least proficient ones are in Latin America". (Burman, 2016)

According to ICFES, in 2010 only 3.73 % of secondary school graduates, calendar A (bringing together most of eleven students) have a level of English that allows basic form of speaking in daily living circumstances (B1); Only 1 % masters English fluently (levels B2, C1 and C2) (Education, 2011); By 2011 English Proficiency Index (EPI EF) designed a test to measure English performance, and for its second evaluation, a sample of 1, 7 million people from 54 countries was taken, among them Colombia who got the 50th place (Restrepo, 2012).

On the other hand, (ICFES, 2012) also reported that 93% of the students who took Saber 11th are in a starter level of proficiency (breakthrough), 5% in basic (way stage), 2% in intermedium level (threshold) and just 1% has advanced level (vantage).

On November 24, 2014, ICFES applied a diagnostic English test to 6,495 teachers and the results, according to MCRE, was as follows: 43% are in level B+, 30% are in level B1, 10 % are in A2, 11.15% are in A1 and 5% are below A1. According to the Ministry of Education teachers should have at least C1 performance. (CVNE, 2014).

Other statistics show that the level of English in the country is very low according to the results of the fifth edition of the World Bilingualism Index, prepared by Education First - English Proficiency Index EF EPI, a firm specialized in teaching foreign languages. The survey included 70 countries, Colombia ranked 57th, with 46.54 points. And among the 14 Latin American countries that presented themselves, it occupied the 12th position, surpassing only Venezuela (place 59) and El Salvador (61).

On August 2015, The Corporación Universitaria del Caribe – CECAR reported, through “Vicerrectoria Académica”, the results that the students, from the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language, got in English SABER PRO test in the last three years (2013-2015). The analysis showed that out of the 94 undergraduates who took English SABER PRO test, 42 students were placed in A-, A1 and A2 levels, equivalent to 44, 68% of the sample, and 52 undergraduates were placed in B1 and B+ levels, equivalent to 55, 32%. The latter indicates that none of the students in such a period of time reached B2 level as it is required for the Basic Education Undergraduate Programs with Emphasis in English. On top of that, this SABER PRO English test is not specially designed to assess English teachers’ professional skills and it doesn’t take into account listening and speaking examinations.

It has been observed that most tenth semester students from the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at Corporación Universitaria del Caribe – CECAR express not to feel comfortable with their current academic performance in English. Their most usual comments go as following: “I have studied here for

almost five years and I am not able to hold a fluent conversation in English with other people. I'll have to take an extra English course as soon as I finish college”.

On the other hand, English language teachers from the Basic Education Program of the University also report that students do not participate in face to face interactions as they should. Teachers say, “Most students are not able to hold conversations in English. They don't do it by their own motivation. They should practice more”. As target need, it is crucial to engage students more on a self-study program so that they can commit with their own learning. Similarly, as a learning need it is important for them to get appropriated with more vocabulary input, grammar patterns and mostly listening practices thus they can spontaneously understand and express their ideas.

Therefore, the subject matter of study of this research focuses on finding out about the reasons of poor Academic Performance in the English Language Learning process with teachers and tenth semester students from the Basic Education Undergraduate Program with emphasis in English as a Foreign Language at Corporación Universitaria del Caribe, CECAR.

1.3 Research Questions

What is the perception of language teachers on students' poor academic performance in English?

What is the perception of tenth semester students on their poor academic performance in English?

What are the reasons of the poor English level of students from the Basic Education undergraduate program with emphasis in English as a Foreign Language at Corporación Universitaria del Caribe, CECAR?

2. Objectives

2.1 General Objective

To comprehend the reasons of the poor English level of students from the Basic Education Undergraduate Program with emphasis in English as a Foreign Language at Corporación Universitaria del Caribe, CECAR.

2.2 Specific Objectives

To identify the perception of language teachers on students' poor academic performance in English.

To identify the perception of tenth semester students on their poor academic performance in English.

To characterize student and teachers' perception of poor academic performance in the English language learning process of the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at Corporación Universitaria Del Caribe, "CECAR"

To determine the reasons of the Poor English level of Students from The Basic Education with Emphasis in English as a Foreign Language Undergraduate Program at Corporación Universitaria Del Caribe, "CECAR"

3. Justification

Nowadays, having a good communicative level English is becoming indispensable, as globalization, marketing and scientific education issues are usually published in this language. However, most countries of South America, in particular Colombia, English level is quite poor. Most students who finish high school have an acceptable level of English and this is attributed to low qualification of teachers. Just 25 % of them have good English professional skills (Sánchez Jabba, 2013).

This project intends to comprehend Students and Teachers' Perception of the Poor English level on Students from the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at Corporación Universitaria Del Caribe, "CECAR" Sincelejo – Sucre. This research study provides the university a better understanding of how the academic performance in English is perceived and how the English Learning process is being oriented. Once this output comes out, more opportunities of improvement can arise. As a result more people will enroll in the new-coming Program of bachelor with emphasis in English that the university is to implement. Also, the product of this study sets out a background on learning language implications for the new undergraduates who want to get involved in this field of knowledge. Similarly, the outcome of this investigation paper offers a sketch on how English is being perceived and what is needed to improve weaknesses. Besides, it contributes to the educational quality that the university is targeting.

This research project is also significant because it compiles the most common comments students express about English academic performance all around the Program of the Basic Education with Emphasis in English as a Foreign Language. Moreover, it sets a formal study about poor English performance that has not been done at the university yet.

Furthermore, this research is proposing another way to research since it is suggesting an alternative methodology to produce knowledge at CECAR. Additionally, it is generating new references for future English teaching-learning studies.

Another important issue to highlight in this research project points to what (Talca, 2009) compiles from their research:

Students are particularly important because they are the main factor that defines the essence of the differences between contexts. Therefore, it is essential to know something about their perceptions regarding to the practices they have experienced in their second language classes. The students' beliefs about the learning process can affect their motivation, their receptivity with regard to the activities in class, learning strategies, and eventually, their performance. In addition, there is evidence that, often, there may be serious differences between the views of teachers and students about what activities best support the learning process.

This research project is viable because it has the support of “Gestión Académica”, the coordinator of the Basic Education Program with emphasis in English, the dean of the Faculty of Humanities, and all the resources required, principally the consent of the students and the English teachers for data collection.

4. Theoretical Framework

4.1 Backgrounds

Some studies have been carried out regarding to performance in English all over the world. An article of research titled “Factors Causes Students Low English Language Learning”, a Case Study in the National University of Laos, made by (Thongma Souriyavongsa, 2013), intended to determine the factors that affect students’ English learning as a second language or a foreign language. It was based on the question “why Lao students weak in English”. The data was collected through the English student-teachers’ perceptions. The findings went as fallow:

1. Family background influenced on not using English as an everyday life communication.
2. Lack of English background knowledge.
3. The English teachers are not well trained; they use Lao language when teaching, so they cannot perform well and influenced the interest of the students.
4. Students lack confidence to use the language because they’re afraid and ashamed to make mistakes.
- 5 The students feel that English is not an important subject because of their low expectation in education.
6. Old methods in teaching made the learning process dull and not interesting, so students feel bored and lack of interest.
- 7 The education system itself does not encourage the students with the resources such as textbooks and libraries.
8. Students are not interested to read English books.
9. Students who came from rural areas less expose in using the English language
10. Students are very poor in grammar usages.
11. Lao is not an English language speaking country (English is not Lao’s mother tongue).
- 12 Lao’s curriculum is not suitable to help students to improve their English.
13. English language is difficult to learn.
14. Time is not enough for a tutorial.
15. Students themselves are not interested in studying English.
16. Students do not practice to speak English with English native speakers.
17. The classroom is crowded; the environment is not suitable.
18. The constraint of financial resources supporting. (Thongma Souriyavongsa, 2013, pp. 9,10)

In Colombia a study made by (López, 2011) established the factors associated to the academic performance in English students from the bachelor program with emphasis in English who took Saber Pro trials in 2009, in the Faculty of Education -Fundación Universitaria Luis Amigó, Medellín –Colombia. This paper showed that the most influential reasons of the academic performance in English are related to: low level of motivation, nervousness and anxiety,

independent work, number of hours, material of study, methodology used by the teacher, and assessment system.

Another study made by (Pinto, 2015), analyzed and interpreted the perceptions of students and teachers on the techniques used in teaching and learning EFL by teachers and students from the Pilot University of Colombia. The paper stated that students are unconfident and afraid to speak because of making mistakes as well as the way teachers correct them, and the taunting atmosphere by classmates. On the other hand, both teachers and students had low level of proficiency In English. This is due to the lack of teaching and learning strategies and the poor level of interaction with the language.

(Mejía, 2014), concluded, through her research project, the “Factors of difficulty in learning English as a Foreign Language underperforming students of English at the University ICESI”. She stands that, although the success or failure of a student or group of students does not depend only on the factors reviewed in this research, it is possible to establish regularities about what successful students do differently from those who have a low performance. The combination of low levels of anxiety, the use of learning strategies, especially metacognitive and social ones, a high motivational intensity and a good assessment system of the teacher can make a student have a better or a poor performance. The students who participated in this research presented learning difficulties and they explained that English was not a very strong subject in their schools. In some cases, the English class was taught in Spanish or simply they did not have English courses.

4.2 Legal Framework

4.2.1. Basic Standards for Foreign Language Skills of Colombia.

English is framed in the work made by the National Ministry of Education in which the Basic Standard skills for the National Bilingual Program are based in agreement with the British

Council through the common European framework for Languages. The “Programa Nacional de Bilingüismo” seeks to achieve citizens to be able to communicate in English, so that they can be inserted into the country in universal communication processes, in the global economy and cultural openness with internationally comparable standards. This purpose implies a structured plan of development of communication throughout the educational system. To this purpose the MEN designs the following table.

Table 1

Levels of English as a Foreign Language

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

It is evident that the minimum threshold for new graduates in languages must be C1. However, most students from the Undergraduate Program with Emphasis in Humanities, Spanish and English as a Foreign Language of Corporación Universitaria Del Caribe - CECAR Sincelejo – Sucre do not reach this performance level. Based on the previous information, these students should have the following qualification, table 2, 3. (Estandares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006)

Table 2

Common Reference Levels: Global Scale for Performance.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Table 3

Self-assessment: About the abilities.

		B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

About teachers' skills: The Curriculum Guidelines of Colombia for the Department of Foreign Languages express the basic items a teacher should integrate in their practice: Elements and Approaches to Foreign Language Curriculum; Continuing Training of Foreign Languages Teachers; Elements and Approaches to Foreign Language Curriculum; Second Language Learning; Communicative Competence in Foreign Languages; Methodological Suggestions; Principles of learning (Lineamientos Curriculares Idiomas Extranjeros, 1996)

4.3 Theoretical Backgrounds

Learning any foreign language, English our case, can be a quite tough task and several problems could lead learners not to have a considerable level of performance in some universities of Colombia. The latter is happening in the Basic Education Undergraduate Program with Emphasis in Humanities, Spanish and English as a Foreign Language of Corporación Universitaria Del Caribe – CECAR, Sincelejo – Sucre. The reasons may be framed in lack of interaction in English student-students, students-teachers, the number of weekly hours for English, the independent work, the low study habit, motivation, among others. These issues may be causing students to have a poor level of English. So this paper intends to get to know the reasons of the poor English level of students from the Basic Education with emphasis in English as a Foreign Language undergraduate program at Corporación Universitaria del Caribe, CECAR. In order to understand such problem, some theoretical aspects are considered.

4.3.1. Perception.

Perception is the cognitive process that allows interpreting and understanding the environment. It is the selection and organization of environmental stimuli to provide meaningful experiences to those who experience them. The keywords to define perception are selection and organization. It is common for different people to perceive a situation differently, both in terms of what they perceive as selectively and in the way they organize and interpret what is perceived.

People receive stimuli from the environment through their senses: touch, smell, taste, sight and hearing. In some specific time they all have selectively attention to certain aspects from the environment and ignored others in the same way.

Several dictionaries define perception as: The act or faculty of perceiving or apprehending by means of the senses, cognition and understanding (dictionary.com, 2016). A belief or an opinion often held by many people based on how things seem (Cambridge, n.d.). A way of regarding, understanding, or interpreting something; a mental impression (oxford dictionaries, n.d.) On the other hand, some authors state that perception is:

The apparently holistic experience of the external world, that is, the perception seems to provide us with experience of a reality that is integrated and completed when, for example, we look around us, watch television, talk or eat. Yet, intriguingly, perception does not produce an exact copy of the physical world: rather, perception involves a mental re-creation. It is not an accurate representation of our environment but an adequate one. (psichology, 2013, pp. 1,2)

The process for a person's selection goes from both internal and external factors. By filtering sensory perceptions can be determined which of the two will receive the most attention. Then the person organizes the selected stimuli in meaningful patterns.

The way people interpret what they perceive also varies considerably. The interpretation of a person, by the sensory stimuli that he/she receives, will lead to a response: Either manifested (actions) or covert (motivation, attitudes and feelings) or both. Each person selects and organizes sensory stimuli differently, therefore interpretations and responses vary from person to person. Often they perceive the same things in different ways and behavioral responses depending on part on those. (Martinez, 2006)

This Project lies on this previous information as it intends to select, organize and interpret the stimuli from the perceptions that tenth semester students and teachers of CECAR have about the reasons causing the low performance of English of the Basic Education Undergraduate Program. To support best this paper more theories about perceptions will be quoted.

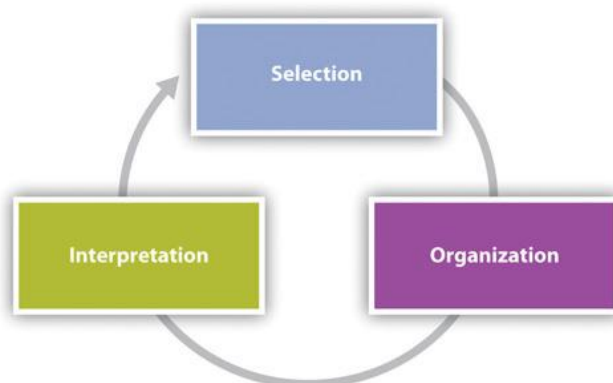


Figure 1. Perception process

Selecting is the first part of the perception process, in which we focus our attention on certain incoming sensory information. We take in information through all five of our senses, but our perceptual field (the world around us) includes so many stimuli that it is impossible for our brains to process and make sense of it all. So, as information comes in through our senses, various factors influence what actually continues on through the perception process. **Organizing** is the second part of the perception process, in which we sort and categorize information that we perceive based on innate and learned cognitive patterns. Three ways we sort things into patterns are by using proximity, similarity, and difference. We also group things together based on similarity. We tend to think similar-looking or similar-acting things. **Interpretation** is the third part of the perception process, in which we assign meaning to our experiences using mental structures known as schemata. Schemata are like databases of stored, related information that we use to interpret new experiences. We all have fairly complicated schemata that have developed over time as small units of information combine to make more meaningful complexes of information. (Creative Commons, 2012)

4.3.2. Characteristics of perception.

Perception is a double external-internal process. It depends on external stimuli and personal characteristics such as motivation, expectations, emotions, feelings, beliefs, perspectives, religion, experiences, and others. It is a selection process. We select the stimuli, this selection is called attention. Some of the factors of attention are: External such as intensity, size, color, etc., and internal such as biological needs and social interests. Other phenomena affecting attention are: It increases to pleasant stimuli and diminishes with unpleasant ones. People stop paying attention to familiar or repeated experiences. This is called custom. The attention can be selective or fixed depending on the interest of each person.

The perception is subjective, we perceive what we want, this is called perceptual predisposition. Let's analyze it: a) in the interpretation of data. What we expect influences on what we perceive: we judge before knowing. b) In the content. Desires, memories, emotions, influence our perceptions. On the other hand, the social context, education and culture also influence perceptions. There are perceptual variations among individuals from some cultures to other ones. We learn from others to perceive the environment. (psichology, 2013, p. 5)

4.3.3. Alterations of the perceptual process.

The most important alterations are:

Illusions: Sometimes the data are misleading. Many optical illusions depend on how things look. The characteristic is that there is always a real object as a reference point, which is perceived in a distorted way. Hallucinations: they occur when the subject perceives something that is not in reality. They can be: Simple, such as the blows and complex: such as the voices. (psichology, 2013, p. 5)

4.3.4. Perception Theories.

A summary from the bottom–up, the top–down (Gibson), the constructivist (Eysenck, Keane), Neisser’s analysis–by–synthesis model and Gregory’s theories of perception quoted by (Démuth, 2013, pp. 24,25,26) expresses that:

The characteristic feature of bottom–up theories of perception is the fact that the content and quality of sensory input play a determinative role in influencing the final percept. Sensory input represents the cornerstone of cognition and by its own nature it determines further sensory data processing. Our perception is determined by optical flows — optic arrays. The key feature separating the top–down theories and the bottom–up theories is the participation of higher cognitive functions in the process of perception in the form of support of discrimination and interpretation of perceived contents. Top–down theories prefer direct perception without participation of knowledge and previous experience, according to the theories of indirect perception, perception is possible only by means of mental representation, computation or creating a picture of a given reality. Sensory data must be organized and captured by cognitive apparatus and then interpreted on the basis of available knowledge. (Démuth, 2013) Similarly, constructivist theories assume that the process of perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation and backward organization of sensory stimulus. Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process. Perception is thus influenced by a wide range of individual factors that can lead to an inadequate interpretation. (Eysenck, Keane, 2008, 74). Additionally, perception is based on our previous experience. Data have the past and the future; they change themselves and they influence each other. They have some hidden aspects that emerge only if influenced by various conditions. What Gregory is trying to suggest is what we call the importance vagueness of sensory data. Similarly to Gibson, he does not doubt the importance of receptors for acquiring data but he disagrees that sensors possess the ability to read the meaning of particular data. Perception is a matter of receptors as well as of brain. Material acquired by sensory organs is non–specific and raw, so we must approach it by higher cognitive functions. In this contexts Gregory talks about searching for a hypothesis that would be able to grasp and interpret sensory data in the most pertinent way. One of the greatest advantages of his approach is that when speaking of the process of perception it takes into account our personal history and that he understood that to operate with sensory data does not necessarily mean to perceive, but to perceive always means to integrate feelings into a broader context of our beliefs and opinions (Gregory, 1990, 219). While Gibson studies correct perceptions in optimal conditions, Gregory’s theory is based on analyses of incorrect perceptions and perceptions in borderline or limited conditions. This allowed him to demonstrate that perception is a more complicated and complex phenomenon than Gibsonians had thought, and that besides mere collection of information, it involves also active participation of higher cognitive functions responsible for constructing. On the other hand, Neisser’s analysis–by–synthesis model stands the fact that perception involves all the complex and dynamic processes such as mechanisms used to perceive patterns, mechanisms of figurative

syntheses, visual memory, concentration, perception of speech etc. The basics of perception process are physical stimuli we are exposed to in the environment. While Gregory's conception is known for characteristic construction of objects, Neisser's model is somehow more about re-construction and re-presentation of an object. This is also an indirect perception, but the difference is, that the mental object is constantly being reconstructed and compared with preliminary sketch or with data acquired on receptors.

4.4 About Performance in English

It is not needed to know much of a foreign language, but to understand how to use it with what one has studied about it. Five hundred well-learnt words are more useful than two thousand badly acquired when they can be used for real communication. That means performance. It is not required to grasp all the language input to start communicating, but to use immediately what has been learnt.

Low, basic or high academic performance can be defined as to have or not to have functional abilities to communicate in English: You may be able to list or express objects fluently. You may be able to say a few memorized words or phrases, or express them spontaneously. Communication can be extremely limited or ongoing. You often respond either with silence or by using your native or foreign language; your first language completely influences your pronunciation. Speakers will find your speech difficult or understandable. When listening, you have no functional ability or you understand main or whole part of the conversation. You might know a few individual words or lists that allow you communication. (skillleveldescription, 2015)

4.5 English as a Foreign Language

To be proficiency in a language different from the mother tongue implies to be able to speak out one's thoughts in an easy way. It does not mean that it is necessary to express the message with the exact words as it comes to one's mind. It is to speak one's mind, to let the others know the main idea of the communication intentions by using the language input one masters. It is to say what it is thought with the language it's already known. For example; there many ways to express the same idea or message. "Give me the pen, lend me a pen, I need a pen, I need something to write, a pen please, your pen please"

The construction and deconstruction of any speech suggests to know its rules, to understand that it is not your official language, but another code in which the most important is accurate communication not perfection.

A foreign language is that one that is not spoken in the immediate and local environment. That is, every day social conditions do not require the permanent use of it for communication. A foreign language can be learned mainly in the classroom and, usually, the student is exposed to the language during controlled periods. Despite not being used in different circumstances to the academic ones, students of a foreign language can achieve high levels of performance to be effective communicators when required (Estandares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006, p. 5)

4.6 Second Language Acquisition Theory

Krashen's theory of second language acquisition consists of five main hypotheses:

- The Acquisition-Learning hypothesis
- The Monitor hypothesis
- The Natural Order hypothesis
- The Input hypothesis
- And the Affective Filter hypothesis

Krashen states that there are two independent systems of second language performance:

The acquired system and the learned system: The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The "learned system" or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. **The monitoring function** is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language

learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. **The Natural Order hypothesis** is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age. Krashen, however, points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition. **The Input hypothesis** is concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive the appropriate input for his/her current stage of linguistic competence. Finally, the fifth hypothesis, the **Affective Filter hypothesis**, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. (Krashen, 1988, pp. 1-13)

5. Methodological Design

5.1 Approach: Qualitative

This research project intends to understand, through perceptions, the reasons of the low English level of students from the Basic Education undergraduate program with emphasis in English as a Foreign Language at Corporación Universitaria del Caribe, CECAR, that's why it is based on a qualitative approach with a descriptive range, an applied purpose and with an inductive method. This methodology allows getting information related to perceptions, thoughts, opinions and beliefs about any issue in particular. This kind of approach gives the flexibility to modify, to reorganize and to adapt conditions of any study according to the circumstances of the subject matter of investigation. This approach does not initially state a hypothesis because it is generated during the researching process. Also, data analysis can bring out either the need of a greater number of participants or other staff that were initially not covered. (Blanqueto, 2011)

This approach is based on non-ended standard methods of collecting data. (Patton, 1980) defines qualitative data as detailed descriptions of situations, events, people, observed behaviors and manifestations. The qualitative approach makes natural development of events, that is, there is no manipulation or stimulation regarding reality (Corbbeta, 2003). In qualitative research, reflection is the bridge that links researcher and participants (Mertens, 2005)

5.2 Type of Research: Descriptive

Descriptive research aims to understand, to define, to classify, to categorize or to characterize the subject matter of a particular context. Essentially, it consists in characterizing a phenomenon or a situation indicating their most unique or distinguishing features. Its goal is not limited to data collection, but to the prediction and identification of relationships between two or more issues. Researchers are not mere tabulators, but data collectors who work on the basis of a problem, hypothesis or theory, to expose and to summarize such information. Then, they cautiously analyze the results in order to draw meaningful assumptions that contribute to knowledge. Qualitative studies provide a great deal of valuable information, but they have a limited degree of accuracy, because they use terms whose meaning varies for different people, times and contexts. Qualitative studies contribute to understand or to identify important factors that can be used for quantitative and measurable studies (Morales, 2012)

5.3 Population

Population is a group which is treated by the researcher as the object to generalize the result of research (Fraenkel and Wallen, 1990:68). Moreover, (Rianto, 1996:51) stated population as a set which consists of people, animals, plants, and things which have the same characteristics.

The population as the sources of the data in this research study was collected from a group of undergraduate language learners and three English language teachers from the Basic Education Undergraduate Program with emphasis in English as a Foreign Language at Corporación Universitaria del Caribe, CECAR. The students and the teachers from the tenth semester of this specific group became the subjects of this research.

5.4 Sample

The sample for this research study consists of two groups of participants:

The first sample group was composed by 15 tenth semester students from the Basic Education undergraduate program with emphasis in English as a Foreign Language at Corporación Universitaria del Caribe, CECAR. They were taking their last academic credits on the second semester of 2016. They were 12 girls and 3 boys. Their ages range between 19 and 30 years old. This sample is selected because these students are about to finish their professional studies In Basic education Undergraduate Program with emphasis in English as a Foreign Language. The latter makes this study into an ideal research since potential features output of poor academic performance in English can outcome.

The second group is composed by 3 English language teachers from the program who have been guiding these tenth semester students' English academic process in the last two years. The teaching experience of these professors ranges between 7 and 20 years. The estimated time they have been working with the university goes from 2 to 20 years. They have taken several studies in the field of education and language learning-teaching. Two of them have at least a major degree on teaching and learning English the others have master degrees on language learning-teaching.

A sample is "a subset of the population from which data are collected and should be representative of this one. The sample is a representative subset of a universe or population" Sampieri, H (1997)

5.5 Techniques and Instruments

5.5.1. Techniques.

Techniques are methods used for data collection. It is the way by how the information can be collected or treated. This research study project is designed based on the following:

5.5.1.1. Poll.

A series of open-ended questions asked to participants to collect data or to detect public opinions on a particular subject. In other words, it is the design of a descriptive study by which data about opinions, perceptions or beliefs are compiled in order to be analyzed by a researcher to understand better a particular issue. For this project, paper and pencil interview are used since they provide more security and versatility for the sample.

5.5.1.2. Focus group.

Focus groups research is a form of qualitative method used to gather rich and descriptive data in a small group format in which participants who have agreed to ‘focus’ meet to talk about a topic of mutual interest. The emphasis is to understand participants’ perspectives and assumptions. (Birmingham, 2003, p. 90)

5.5.2. Instruments.

Research instruments are devices to get relevant information to your research project, and there are many alternatives from which to choose. For this project the following is used:

5.5.2.1. Semi-structured Interview.

It is a questionnaire that often provides a cheap and effective way of collecting data in a structured and manageable form. The type of questionnaire used by this project is based on an open-ended one that consists of a series of questions with a none-ended response. That is, questions the participants freely answer. (Birmingham, 2003, p. 8)

6. Methodology

This study is based on the phenomenological method: A phenomenological research is a study that attempts to comprehend people's perceptions, perspectives and understandings of a particular situation (Manen, 1990)

This project intends to comprehend student and teachers' perception of poor academic performance in the English language learning process with students from tenth semester from the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at Corporación Universitaria Del Caribe, "CECAR". 15 senior students and 3 English language teachers were chosen on the second semester of 2016 to represent this study.

The interview questions were carried out in mother tongue (Spanish) so that data collection is more accurate. Each participant was required to express all the possible items on poor English performance on a specially designed open-ended questioner. Then, the respondents answered in Spanish language during a regular class. Once students finished, the researcher picked up the questioner in order to be analyzed. The questionnaires did not require the participants' names in order that they feel free to answer, in change a nickname was assigned.

Finally, the researcher identified and classified the perception items from both teachers and students according to common or recurrent categories. The emerged categories were put together and translated into English language. This process will be carried out as following:

Phase 1: A pen-paper interview was applied to English teachers anent the academic performance in English of the tenth semester students from the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at Corporación Universitaria Del

Caribe, “CECAR”. Then the information was put together in a grill, to be classified, interpreted and reduced to categories. (See tables below).

Phase 2: A pen-paper interview was applied to 10th semester students anent the their academic performance in English as Foreign Language Undergraduates Program at Corporación Universitaria Del Caribe, “CECAR” Then the information was grilled in a table, that is, all the answers of a same question were put together then classified, interpreted, reduced to categories and concluded according common features. Here, the data was intended to be a given a frequency sample value to have a notion up to what extend the problem was taking place.

Phase 3: Most recurrent features from both samples (students and teachers) were identified to draw out general conclusions.

7. Analysis

Qualitative analysis is repetitive and recurrent. It involves organizing, transcribing to text when necessary and codifying the collected data. The coding has two levels. First, units of meanings and categories are generated. Second, themes and relationships between concepts emerge. The data for the qualitative approach seek to obtain information from people, living beings, communities, contexts or some other events based on perceptions, mental images, beliefs, emotions, interactions, thoughts, and experiences manifested by their own language. Therefore, they are not variables that can be statistically measured. These data are collected in order to be analyzed, to understand and to respond some researching questions and eventually to generate knowledge (Sampieri, 2006, pp. 531-533)

The analysis was based on the immersion of the data and the search for repeated classifications. The criteria for setting outcomes were: the poll question, general emerging categories, specific emerging subcategories, and the frequency and the average with which the category supports appear in the data. This was done by phases: First, each participant received a pseudonym (participant 1, 2, 3, etc.). The entire information was transcribed in grids as follow: All the data of each participant was gathered in a single table according to each poll question, for example, all the answers of a question were put in a single grid and so on. Second, the students' perceptions were organized by lines of significance. Third, the perceptions of common significance were compiled into a single grid, which in turn evidence what the participants literally expressed. Fourth, the emerging categories and its implications, supported by the data provided by the participants, are identified. Fifth, the average number of participants who referred to the same perception are counted.

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Table 4

Students' Perceptions about the English Performance Level of Students from the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at Corporación Universitaria del Caribe - CECAR.

Interpretation, reduction and conclusions from data to categories					
What is your perception about the academic performance in English of students from the Bachelor Program in basic education with emphasis in English?					
Participants	Perceptions: academic performance in English	Emerging categories	Reasons: Subcategories	Frequency	%
1,2,3, 4,5,6, 7,8,9, 10,11, 12,13, 14.	Regular, low, not the best, basic level, low, very low, bad, very basic, lousy, almost low, They do not have the appropriate level	Curriculum	<ul style="list-style-type: none"> -The English curriculum plan starts from the third academic semester. - Few hours required for learning. English as one another subject. -By failing to provide a good education, students do not strive and their performance is poor. -Very few students get the corresponding level to the career. - Very few students from the career have managed to obtain a good level of English because they have taken extra intensive courses. 	14	93%
		Teachers' methodology	<ul style="list-style-type: none"> - The teaching-learning strategies are not suitable. - Monotonous and tedious classes, unpleasant atmosphere. -Inappropriate evaluation system: It is not evaluated what oriented. -Little creativity of teachers to teach. 		

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			-To use another methodology in the basic levels of English so that in the most advanced levels students can have more performance.		
		Linguistic components.	- Difficulties for learning vocabulary, bad pronunciation. - To be more specific in grammatical forms. Many mistakes are made. -Phonics: It is not taken into account important aspects such as the diction, the intonation and the neutralization of the coastal accent. - Poor interaction at home and in the institution.		
		Improvement plan.	There is no a reinforcing and leveling system for students with low performance.		
		Lack of interest	-Monotonous and tedious classes. Many do not like nor care the English subject. Some prefer the area of humanities and do not strive for English. Little creativity of teachers when teaching.		
		Demotivation	My desire was to learn English, but the program did not fulfill my expectations for the English curriculum starts from the third semester.		
		Interaction	- Poor interaction at home and in the institution		
		Competitiveness	English level is not comparable with that one of other institutions and context		
4	Between intermediate and basic level.	Improvement and leveling plan	There is no a reinforcing and leveling system for students with low performance.	3	7%
13	Medium, almost low than expected.	Methodology	Poor creativity of teachers to teach.		
		Lack of interest	Students are not interested in the subject.		

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15	Good emphasis	Methodology	It can be excellent if another methodology is used in the basic English levels so that in the most advanced ones students can have more performance.		
		Linguistic components	-To be more specific in grammatical forms. Many mistakes are made.		

In conclusion, according to the perceptions from 14 students, starting the 10th academic semester (second period, 2016) from the Undergraduate Program in Basic Education with emphasis in Spanish and English Language, equivalent to 93% of the sample, their performance level in English is regular, not the best, basic, poor, very low, bad, very basic, lousy, almost low. They do not have the level that a graduate must have to be graduated in this area. They argue that the reasons of such results lie on the curriculum proposed by CECAR, the methodology implemented by the teachers, the lack of English language components appropriation, and the improvement plan for students with English learning difficulties; the lack of interest, demotivation, apathy and poor interaction in English at home and in classes. It can be said that these items or emerging categories are linked in one way or another to:

1. **Curricular plan:** this one did not fulfill students' expectations, mainly because they began to study English from the third academic semester of the career and not from the first one. Also, there are few weekly hours assigned to the subject.

2. **The methodology used by teachers:** monotonous, tedious classes, poor creativity in the teaching-learning strategies make the students not get the components of the language in a meaningful way. If students do not acquire such resources to interact in English, they will probably lose all their interest and motivation, which generates poor level of performance in the subject and thus little academic and labor competitiveness in relation to other universities of the region. On the other hand, 1 participant equivalent to 7 % of the sample said that the level of English of the students from the program is intermediate, basic medium, almost low and similarly agrees that there is a no reinforcing or leveling system for those students with major difficulties in learning/acquiring English skills. Likewise, this participant points their reasons to the arguments expressed by the other 14 participants. This 7 % of the sample also expresses that the program has a good emphasis in English, and it can be excellent if another methodology, especially for grammar, where many mistakes are made, is used in the Basic English courses so that learners have a much higher performance when arriving at advanced levels.

Table 5

Actions the Program Must Take to Improve the Academic Performance in English.

Interpretation and reduction of data to categories					
2. According to your perception, list: What should CECAR, as a bachelor program in basic education with an emphasis in Spanish and English language do to improve the academic performance in English of their students?					
Simple: 15 10th semester participants					
Context	N°	Emerging category	Subcategories: Actions to improve academic performance in English	Freq	%
CECAR, as a Bachelor Program in Basic Education With an Emphasis in English Language	1	Teaching methodology	<ul style="list-style-type: none"> - To provide oportune materials of material. - To have creativity, innovation, inclusion, didactics, objectivity, context, level of English of the students and dynamics of the activities in the design of the strategies for the orientation of the knowledge. -To generate environments of motivation, confidence, respect and interest for students 	9	60%
	2	To increase the hourly intensity. To implement more immersion subject.	-To increase the hourly intensity of the subject and to implement more English subjects in immersion	8	53%
	3	To improve the curriculum plan	<ul style="list-style-type: none"> -To start English from the first semesters not from the third one. -To split up the emphasis, Spanish or English. -To provide teachers stability 	6	40%

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	4	Lack of native English teachers	To incorporate qualified native teachers in pedagogy as a support and reinforcement for the subject.	6	40%
	5	Evaluation of the teacher's qualifications.	To evaluate teachers in terms of their intellectual qualification in the area of English as well as in their teaching and learning methodology of a foreign language.	6	40%
	6	Evaluation for leveling and promoting students	To Evaluate students periodically to determine their level of English, performance, and promotion.	6	40%
	7	ICT implementation	To implement more ICT as an interaction resource for English learning.	4	27%
	8	Immersion events in English	To get more immersion events done such as English Day, forums in English, karaoke, plays, projects in English and others in which students are the main characters.	4	27%
	9	Management, mobility and exchanges with English speaking countries.	To Manage mobility to other countries as a way to exchange, and to reinforce English skills in as well as motivation in students.	3	20%
	10	Suitable spaces and laboratory for English.	Adequate spaces are needed for the orientations of the subject as well as an English laboratory.	3	20%
	11	Immersion classes	To have much more immersion in English classes	2	13%
	12	Scope based on students' level	To organize the knowledge according to the level of the students.	2	13%

The actions to improve the academic performance in English of the Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language, according to the perception of a sample of 15 participants from the tenth semester in the second academic period of 2016 are: 1. 9 participants, Equivalent to 60% of the sample, express that the teaching methodology should be improved in terms of timely study materials as well as creativity, innovation, inclusion, didactics, objectivity, context, students' English proficiency, the strategies and activities design for the orientation of the knowledge. Similarly, to generate environments of motivation, confidence, respect and interest for students. 2. 8 participants, equivalent to 53% of the sample, say that the hourly intensity of the courses must be increased the same as the linking of more English subjects in immersion. Likewise, 3. 6 participants equivalent to 40% of the sample complain towards the curricular plan. They express that English must be oriented from the first semesters not from the third one; the emphasis in Spanish and English must be separated. Also, teacher stability and more subjects in English must be provided. The above is indicating that 80% of the sample evidence opportunities of improvement in the curriculum. 4. 6 participants, equivalent to 40% of the sample, argue that more native teachers prepared in pedagogy are needed to support and reinforce the subject. 5. 6 participants equivalent to 40% of the sample express that the teachers of the program must be evaluated in terms of their intellectual qualification in the English area as well as in their teaching-learning methodology of a foreign language. 6. 6 participants, equivalent to 40% of the sample, express that students should be periodically evaluated to determine their level of English, performance and promotion. 7. 4 participants, equivalent to 27% of the sample, express that more ICTs are needed to be implemented as an interaction resource with English. 8. 4 participants equivalent to 27% of the sample express the program should get more immersion events done such as English Day, forums in English, karaoke, plays, projects in English and others in which students are the main characters. 9. 3 participants, equivalent to 20% of the sample express that there must be more mobility management to other countries as a way to exchange, to reinforce English skills and motivate students. 10. 3 participants equivalent to 20% of the sample say that adequate spaces for the class orientations of the subject and an English laboratory are needed. 11. 2 participants, equivalent to 13% of the sample, express that English classes should have much more immersion. Finally, 12. 2

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participants, equivalent to 13% of the sample express that the knowledge must be according to the level of the students.

Table 6

Conclusion: Actions to Improve Academic Performance in English

Conclusion: Actions to Improve Academic Performance in English				
Sample: 15 participants from 10 th semester from the Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language.				
N°	General categories	Emerging categories	Frequency	Percentage
1	Teachers	11. To have more immersion 1. To Evaluate teaching methodology 5. To evaluate teachers' qualifications in English.	6	38%
2	Curriculum	2. To increase hourly intensity 3. To improve the curriculum plan. 9. Management, mobility and exchanges with English speaking countries. 10. Open adequate spaces and English lab. 4. Lack of native English teachers	5	35%
3	Curriculum and Teachers	8. To do immersion events in English. 6. Evaluation for the leveling and promotion of students 12. Knowledge according to the students' level 7. To implement more ICTs.	4	27 %

In conclusion, to improve the academic performance in English of Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language is needed:

1. An average of 6 participants, equivalent to 38% of the sample say that it is needed to have more immersion, to evaluate teaching methodology and teachers' qualifications in English.

2. An average of 5 participants equivalent to 35% of the sample say that it necessary to increase the hourly intensity, to improve the curriculum plan, to manage, mobility and exchanges with English speaking countries, to open adequate spaces and laboratory for English and to have permanent native English teachers.

3. An average of 4 participants equivalent to 27% of the sample express that it is indispensable to do immersion events in English, to evaluate students' performance for leveling and promotion, to orient knowledge according to students' level, and to implement more ICTs.

Table 7

Aspects that Influence the Learning English Process

Interpretation and reduction of data to categories					
3. According to your perception, list: What are the aspects that influence learning English?					
Sample: 15 10th semester participants					
Context	N°	Emerging category	Subcategory: Aspects that influence the learning of English process	Freq	%
CECAR, as a Bachelor Program in Basic Education With an Emphasis in English Language	1	Methodology and teachers' qualification	-Teachers' training, didactic, and strategies in their activities must encourage initiative and independence in students' participation as well as self-language skill development in English.	10	67%
	2	Motivation	-Personal motivation, by teachers and classmates. -Family support.	6	40%
	3	Hourly intensity of the curricular plan	-Time adequate both curricular and extraordinary.	5	33%
	4	Use of English in and out of classes or social networks.	-Frequent contact with English language in and out of classes, and chats, promoting the use of social networks for learning English.	5	33%
	5	Willingness for learning English.	Good willingness of students to learn English.	4	27%
	6	Appropriate infrastructure, spaces and materials for English.	Infrastructure, environments and appropriate resources for learning the English language.	4	27%

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	7	Interest in English.	To be interested in learning English language.	3	20%
	8	Habit of study and independent work.	Students' dedication to learn the language	3	20%
	9	Native English teachers	Contact with natives for the best management of the language.	2	13%
	10	Curricular plan	Pensum structure and administrative organization.	2	13%
	11	Appropriate input of the linguistic component.	Grammar and phonetics sequentially and vocabulary correction.	2	13%
	12	Teachers' demanding level	The teaching requirement in each course	2	13%
	13	Social economic aspect	Social economic aspects	1	7%
	14	Good rapport between teachers and students.	Good treatment for students and teachers. Psycho-affective aspect by classmates.	1	7%
	15	Imbalance of students' English levels in a single classroom	Student with different levels of English in a single classroom affects	1	7%

According to the perception of a sample of 15 participants from the 10th semester of the second academic period, 2016 from the Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language, the aspects that influence the English learning process are:

- 10 participants equivalent to 67% of the sample express that one of the most influential aspects in the English learning process is the methodology and teachers' qualification: Teachers' training, didactic, and strategies in their activities must encourage initiative and independence in students' participation as well as self-language skill development in English.
- 6 participants equivalent to 40% of the sample say that they must have personal motivation, from teachers and classmates as well as family support.
- 5 participants equivalent to 33% of the sample say that there must be a higher hourly intensity of the curricular plan.
- 5 participants, equivalent to 33% of the sample express English must be frequently used in and out of classes and social networks.
- 4 participants equivalent to 27% of the sample say that students should be willing to learn English.
- 4 participants equivalent to 27% of the sample say that appropriate infrastructure, spaces and materials for the English learning process are needed.
- 3 participants equivalent to 20% of the sample say they should be more interest in learning English.

- 3 participants equivalent to 20% of the sample say they should have habits of study and do more independent work.
- 2 participants equivalent to 13% of the sample say they should often have contact with native English speakers for the best management of the language.
- 2 participants equivalent to 13% of the sample say that the structure of the pensum and administrative organization of the curriculum meaningful influences the learning process. Likewise,
- 2 participants equivalent to 13% of the sample say that the linguistic input such as vocabulary, grammar and phonetics should be given permanently and sequentially.
- 2 participants, equivalent to 13% of the sample say that the teachers' demanding degree in each courses is very crucial in language development.
- 1 participant equivalent to 7% of the sample say, the socioeconomic aspect.
- 1 participant equivalent to 7% of the sample say that there must be good rapport between teachers and student.
- 1 participant equivalent to 7% of the sample say that the imbalance in students with different levels of English in the same classroom also affects the learning of the English language.

Table 8

Conclusion: Aspects that Influence English Learning Process.

Conclusion: aspects that influence English learning process.				
Sample: 15 participants from 10 th semester from the Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language.				
N°	General categories	Immersed categories	Freq	%
1	Teachers	1. Methodology and teachers' qualification 12. Teachers' demanding level	6	40%
2	Students	2. Motivation 4. Use of English in and out of classes and social networks 5. Willingness for learning English. 7. Interest for English. 8. Habit of study and independent work. 13. Socioeconomic aspect	4	27,1%
3	Curricular plan	3. Appropriate hourly intensity in both curricular and extracurricular 6. Appropriate Infrastructure, spaces and appropriate materials for English. 10. Structure of the pensum and administrative organization. 15. Students with different levels of English in the same classroom. 9. Native English teachers	3	20%
4	Teacher and students	14 Good teaching rapport and students. 11 Appropriate input of the linguistic component.	2	13%

In conclusion, the aspects that influenced the English learning process of the sample are: **Teachers:** an average of 6 participants equivalent to 40% of the sample express that the teachers must be well prepared in methodology and qualification in the English area and they also have to be very demanding with the students' performance in each level. **The Regarding to students:** an average of 4 participants equivalent to 27% of the sample say that they must count with a great motivation, likewise to use English in and out of classes; to be willing to learn English; to be

interest for the subject; to have habits of study and to do independent work; to have a social-economic support. **Regarding to the curricular plan:** an average of 3 participants equivalent to 20% of the sample express that the appropriate hourly intensity in both curricular and extracurricular, the appropriate infrastructures, the materials to study, the appropriate administrative organization in the structure of the pensum, students with different levels of English in the same classroom and the lack of native English assistant also influence. **Regarding to teachers and students:** an average of 2 students equivalent to 13.3% express that there must be a good rapport between teachers and students so that the linguistic input be better apprehended.

Table 9

Aspects that Influence the Academic Performance Improvement in English

Interpretation and reduction from data to categories					
4. According to your perception, list: What are the Aspects that influence academic performance improvement in English?					
Muestra: 15 participantes de x semestre					
Context	N°	Emerging Categories	Acciones para el mejoramiento el rendimiento académico en inglés.	Frec	%
CECAR. Undergraduate Program In Basic Education with emphasis in Humanities. Spanish and English.	1	Teachers' methodology and qualification	- To have classes with more practical and dynamic learning-teaching strategies with a detailed guidance in which the clarity of the skills to be developed is evident in such a way to generate spontaneous interaction in English. -Qualification, demand, strictness, commitment in classes and independent homework assignment -More motivational strategies. -Use of the ICTs for daily work. -Supply work materials.	14	93%
	2	Motivation	Each student's self-personal-motivation and that of the teachers' towards students.	4	27%
	3	Spaces for the use and interaction with English.	Time and spaces that convey students' to practice, talk, interact and opine about a subject, where the learner feels free to produce or learn his way.	3	20%
	4	Responsibility and commitment from students to their own training in English.	Responsibility, time and personal commitment with the independent work through songs, movies, play activities or through the use of ICTs	2	13%

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	5	Personalized Tutoring system	Language input reinforcement through tutorials.	2	13%
	6	Confidence between teachers and students.	-Each student's personal security. -The teachers' attitude in some cases. This promotes environments of confidence.	2	13
	7	Infrastructure	Suitable rooms and laboratories for learning processes.	2	13%
	8	Curricular plan	-English Grammar from the first course. Interest and commitment about the program.	2	13%

According to the perception of a sample of 15 participants from the 10th academic semester of the second period of 2016 from the Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language, the aspects that influence academic performance improvement in English are: **Teachers' methodology and qualification:** 14 participants equivalent to 93% of the sample express that the classes should be with more practical and dynamic learning-teaching strategies, with a detailed guidance, in which the clarity of the skills to be developed is evident in such a way to generate spontaneous interaction in English. Similarly, the teachers' qualification, demanding degree, strictness, commitment in classes and independent homework assignment must be consistent to each level of English. In addition, they should use more motivational strategies, the ICTs for daily work and supply materials to work. **Motivation:** 4 participants, equivalent to 27% of the sample point that the motivation should be from both part students and teachers towards students. **Spaces for the use and interaction in English:** 3 participants equivalent to 20% of the sample say that they should have free adequate time and spaces that convey students' to practice, talk, interact and opine about a subject, where the learner feels free to produce or learn his way. **Responsibility and commitment from students to their own training in English:** 2 participants equivalent to 13% of the sample say they must have responsibility, time and personal commitment with the independent work through songs, movies, and play activities or through use of tics. **Tutoring system:** 2 participants equivalent to 13% of the sample say that the input should be reinforced with independent assisted tutorials. **Confidence between teachers and students:** 2 participants equivalent to 13% of the sample say that they have to be more, but the attitude of some teachers does not sometimes create environments of confidence. **Infrastructure:** 2 participants, equivalent to 13% of the sample express that they must have suitable rooms and laboratories for learning processes. **Curricular plan:** 3 participant equivalent to 13% of the sample express that the English Grammar from the first course must be oriented from the first levels and that there must be more interest and commitment with the program.

Table 10

Conclusions: Aspects that Influence the Academic Performance Improvement in English

Conclusions: aspects that influence academic performance improvement in English				
Sample: 15 participants from 10 th semester from the Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language.				
N°	General Category	Immersed categories	Freq	%
1	Teachers	1. Teachers' methodology and qualification 5. Personalized tutoring system	8	53%
2	Teachers and students	3. Spaces for use and interaction with English 6. Confidence between teachers and students. 2. Motivation	3	20%
3	Curriculum	8. Curricular plan: 7. Infrastructure	2	13%
4	Students	4. Responsibility and commitment from students to their own training in English.	2	13%

In conclusion, for the sample, the aspects that influence academic performance improvement in English are: **Teachers**: an average of 8 participants equivalent to 53% of the sample express that teachers must be well prepared in methodology and qualification in the English area. Besides, they must also offer a personalized tutoring system. **Teachers and students**: an average of 3 participants, equivalent to 20% of the sample say that motivation, confidence and spaces for use practice and interaction with English must be provided. **Curriculum**: an average of 2 participants, equivalent to 13% of the sample say that the English improvement depend on the curricular plan and the infrastructures where these English processes are oriented. **Students**: an average of 2 participants, equivalent to 13% of the sample say that they must be responsible and committed to their own training in English.

Table 11

Aspects that Are Not Evident in the Learning and Improving Academic Performance in English in the Undergraduate Program

Interpretation and reduction from data to categories					
5. According to your perception, list: Which of the aspects you mentioned in the previous item (3 and 4) are not evident in the learning and improvement of academic performance in English in your undergraduate program?					
Sample: 15 10th semester participants					
Context	N°	Emerging categories	Subcategoría: No se evidencian en el aprendizaje y el mejoramiento del rendimiento académico en inglés	Frec	%
CECAR. Undergraduate Program In Basic Education with emphasis in Humanities. Spanish and English.	1	Poor methodology in strategies, didactics, cognitive and meta cognitive strategies, teachers' qualification and commitment	-Good Learning strategies with more interactive activities -Use of the platform, reinforcement and detailed guidance. -Qualification, demanding, rigor and commitment in class and independent work assigned by the professors. - Motivation strategies.	12	80%
	2	Interaction and use of English in everyday tasks inside and outside the classroom.	- Frequent contact and use of English in daily basis activities and in classes where lots of dialogue and interaction is generated	5	33%
	3	Motivation from teachers towards students.	Extrinsic motivation by some teachers.		

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	4	Full equipped Infrastructure	Comfort, tranquility in infrastructure. Where appropriate environment is generated to freely develop activities without being inhibited.	4	27%
	5	Curricular plan	-Good treatment for students and teachers. -Limited hourly intensity. -Scarce tools and resources. -The pensum is terrible. -Commitment, interest and concern for the program. -Administrative organization		
	6	Habit of study and independent work.	The Students need to create learning-English habits and dedicate more hours of studies to practice the language independently, through songs, movies play activities or through the use of ICT.	2	13%
	7	Independent tutorials.	Reinforcement and tutorials on issues that allow questions about them.		
	8	Students with different levels of English in the same classroom	-Unbalance of students' level of English in a single classroom affects.	1	7%
	9	Interest and willingness	Interest and willingness to learn		
	10	Native English speaker teachers	-Native English speakers for obtaining and better handling of the English language.		
	11	Language Input	The grammar.		

According to the perception from a sample of 15 tenth semester participants from the second academic period of 2016, undergraduate Program in Basic Education with an Emphasis in Humanities, Spanish, and English, in learning and improving academic performance in English is not evident: **Good Methodology, and teachers' qualifications:** 12 participants equivalent to 80% of the sample express that neither teaching and learning strategies with interactive activities nor the use of the platform, a reinforcing plan and detailed guidance are evident. Likewise, qualification, exigency, rigor and commitment in class and with the independent work assigned by teachers and motivational strategies are required to be enhanced. **Interaction and use of English in daily tasks inside and outside the classroom:** 5 participants equivalent to 33% of the sample expressed that no frequent contact and use of English language in daily activities or classes where dialogue and interaction in English is generated is evident. **Motivation from teachers towards students:** 5 participants, equivalent to 33% of the sample, express that no extrinsic motivation is evidenced by some teachers. **Full equipped Infrastructure:** 4 participants, equivalent to 27% of the sample express that no comfort nor tranquility in infrastructure, where appropriate environment is generated to freely developing activities, without being inhibited is evident. **Curricular plan:** 4 participants, equivalent to 27% of the sample, express that no good treatment to students and teachers is evident. Similarly, higher hourly intensity, more tools and resources are required. Besides, the curriculum is terrible: more commitment, interest and concern for the program. And better administrative organization is necessary. **Habit of study and independent work:** 2 participants, equivalent to 13% of the sample participants express that no habits, hours of study and dedication are evident in student to learn the language independently, whether by songs, movies, games, activities or by the use of ICT. **Independent Tutorials:** 2 participants, equivalent to 13% of the sample express that no reinforcing and tutorials on topics that allow students to clarify doubts is evidence. **Students with different levels of English in the same room:** 1 participant equal to 7% of the sample stated that the imbalance of students with different levels of English in one room affect. **1 participant,** equivalent to 7% of the sample express that no interest and willingness are shown by students

towards learning English. **1 participant**, equivalent to 7% of the sample stated that foreign teachers are required for the obtaining and better handling of English. **1 participant**, equivalent to 7% of the sample express that there is not a good English grammar input.

In conclusion, the teachers, the students and the curriculum must evaluate the way they are managing their processes since this is generating dissatisfaction for all of them. Teachers should check out their methodology with regard to cognitive and metacognitive strategies. Likewise, the curriculum must adjust some aspects such as infrastructure, syllabus set, and students with different levels of English in the same classroom, native English teachers, language input, and the tutoring system for those students with difficulties. The latter seems to be causing students' demotivation and willingness to study, which might be the main cause of their poor performance in English.

Table 12

Perception about Teachers and their Teaching Practice

DATA INTERPRETATION AND REDUCCTION				
What is your perception about the program English teachers and their teaching practice?				
Sample: 15 participants from 10 th semester from the Basic Education undergraduate program with emphasis in English as a Foreign Language.				
N°	Emerging categories.	Subcategory: Perception about teachers and teaching practice	Frec	%
1	Some teachers have: Good qualification in the area of English and methodology.	<ul style="list-style-type: none"> -Good teachers -Mastering and extensive knowledge of English. -They lead English processes very well -Engaged with students learning. -They use the ICT as a support for learning English -They promote confidence for learning and for exploiting the students' potential. 	9	60%
2	Some teachers have : Low methodological qualification	<ul style="list-style-type: none"> - Traditional teaching Strategies and they refuse to change -They do not have the necessary pedagogical training to teach even though they know the theories -Poor didactic and resources when teaching. They do not let students create activities of their own interest to learn their way. -They neglect students with difficulties and pay more attention to those ones with more level. They should use holistic and didactic methodologies when teaching. -No environment of confidence is generated for interaction in English, which embarrasses the students. 	9	60%

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3	Some teachers have: Good qualification in English, but low methodological qualification.	-The Teachers have extensive knowledge and quite fluency in, but some do not have the necessary pedagogy to teach. They do not fall into trust with students what they do is to make them hold back. Therefore what expected does not occur.	8	53%
4	Some teachers are: Little committed with students' learning.	Lack of responsibility and commitment with their work towards their students: They resolve personal issues in class; they just sit in the classroom and teach nothing. They are flexible and do not exercise their profession vocationally, but with grades. They are limited only to fulfill the curriculum and they are not interested in asking why some students do not advance in their learning process.	5	33%
5	Inadequate teacher selection by the curriculum.	-The selection and qualification of teachers is inadequate for each level of English. -Teachers' low qualifications and responsibilities.	2	13%
6	Regular teachers	Poor empathy and understanding with students	1	7%
7	Low hourly Intensity in Curricular plan.	-Hourly intensity	1	7%
8	Little interest	Most of those students are not interested in English.	1	7%

According to the perception from a sample of 15 tenth semester participants from the second academic period of 2016, undergraduate Program in Basic Education with an Emphasis in Humanities, Spanish, and English, the English teachers of the program and their teaching practice are perceived as follow: the 60% of the sample, equivalent to 9 participants listed that some teachers generally have good qualifications in the area of English and methodology. They say that they good teachers. They master and extensive knowledge of English. They lead English processes very well. They are engaged with students learning. They use the ICT as a support for learning English and promote confidence for learning and for exploiting the students' potential. The 60% of the sample, equivalent to 9 participants also enlisted that some teachers have low methodological qualification which in their own words is: "They embody traditional teaching strategies and they refuse to change. They do not have the necessary pedagogical training to teach even though they know the theories. They applied poor didactic and resources when teaching. They do not let students create activities of their own interest to learn their way. They neglect students with difficulties and pay more attention to those ones with more level. They should use holistic and didactic methodologies when teaching. No environment of confidence is generated for interaction in English, which embarrasses the students. The 83% of the sample equivalent to 8 participants agree that some teachers have good qualifications in the area, but low methodological qualification, they agree that: -The Teachers have extensive knowledge and quite fluency in English, but some do not have the necessary pedagogical training to teach. They do not fall into trust with students, what they do is to make them hold back. Therefore what expected does not occur. The 33% of sample, equivalent to 5 participants agree that some teachers are poorly committed to student learning: They lack responsibility and commitment with their work towards their students: They resolve personal issues in class; they just sit in the classroom and teach nothing. They are flexible and do not exercise their profession vocationally, but writing down grades. They are limited only to fulfill the curriculum and they are not interested in asking why some students do not advance in their learning process. The 13% of the sample equivalent to 2 participants agree that the selection of teachers is inadequate by the curriculum: The selection and

qualification of teachers is inadequate for each level of English. Teachers are low qualified and a bit irresponsible. 7% of the sample equivalent to 1 participant states that teachers are regular and justifies that there is little empathy and understanding with students. The 7% of the sample equivalent to 1 participant states that there is low hourly Intensity in the curricular plan. Finally, 8. 7% of the sample equivalent to 1 participant express that most of those students are not interested in English.

Table 13

Conclusion Perceptions about the Program English Teachers and their Teaching Practice

Conclusions: Perception about the program English teachers and their teaching practice				
Sample: 15 participants from 10 th semester from Basic Education undergraduate program with emphasis in English as a Foreign Language.				
Nº	General categories	Emerging categories	Freq	%
1	Methodology and qualification	Some teachers have: -Good qualification in the area of English and methodology. -Low methodological qualification Good qualification in English, but low methodological qualification.	9	60%
2	Commitment and rapport with students	Little commitment with students' learning. Poor empathy and understanding with students	3	20%
3	Curriculum	-Inadequate teacher selection by the curriculum. -Low hourly Intensity in the curricular plan	2	13%
4	Students	Most of us students are not interested in English	1	7%

In conclusion, according to the perception from a sample of 15 tenth semester participants from the second academic period of 2016, undergraduate Program in Basic Education with an Emphasis in Humanities, Spanish, and English, about English teachers and their teaching practice, it was found that 9 participants, equivalents to 60 % of the sample express, in terms of methodology and teaching qualification, that some teachers have good qualifications in the area of English and teaching methodology, other teachers have low

methodological qualification, and other good qualifications in the area of English, but low methodological qualification. Further, teachers must improve their engagement and relationship with students: 3 participant, equivalent to 20% of the sample participants expressed that some teachers are not very committed to student learning, similarly, empathy and understanding towards them is regular. On the other hand, 2 participants, equivalents to 13% of the sample say that the curriculum is inappropriate regarding to the selection of teachers and that there is a poor hourly intensity. Last but not least important, 1 student equivalent to 7% of the sample say that there is little interest of students. Suggesting that the students' behavior also has its effect on the teachers' work.

Table 14

What the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language Should Provide to Improve their Students' Academic Performance in English

Interpretation and data reduction to categories					
7. In your view, list: What should the Basic Education undergraduate program with emphasis in English as a Foreign Language provide to improve their students' academic performance in English?					
Sample: 15 10th semester participants					
Context	N°	Emerging categories	Subcategories: What the Basic Education undergraduate program should provide to improve their students' academic performance in English.	Frec	%
Basic Education undergraduate program with emphasis in English as a	1	Curriculum	<ul style="list-style-type: none"> - A reinforcing mentoring program and a researching seedbed from the first semester. -More hourly intensity for English and no more to Spanish. -Punctuality and commitment with the academic hours. -English from first semester not from the third one. -Appropriate selection and number of teachers needed, qualified and responsible to prevent wasting time and missing classes by layoffs. To split up the emphasis either Spanish or English but the two together. Permanent leveling Exams. -Teaching practice in bilingual schools. -To avoid students with different levels of English in the same room. 	12	80%

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Foreign Language provide to improve their students' academic performance in English – CECAR	2	Full equipped classrooms and immersion spaces.	-Suitable classrooms for teaching English with audiovisual equipment. -Face-to-face and virtual spaces for interaction (English room, bloggers) -To enable a specialized laboratory with a good software for English practice	8	53%
	3	Materials and resources study.	-Games, stories books of interest, guide books, TV for group of study.	5	33%
	4	Teaching and learning methodology.	-To provide Learning strategies. - More didactic teachers, less traditional strategies and more topics of interest for students. -To use a virtual platform program to support and to reinforce contents.	5	33%
	5	Native English teachers	Native English teachers to improve pronunciation and hourly intensity	3	20%
	6	Qualification and teachers' monitoring	-Monitoring to the teachers' qualification and their teaching practice.	2	13%

According to the perception of a sample from 15 tenth semester participants from the second academic period of 2016, the undergraduate Program in Basic Education with an Emphasis in Humanities, Spanish, and English as a foreign language should provide for students' academic performance. **From curriculum:** 12 participants equivalent to 80% of the sample express that there must be a reinforcing mentoring program and a researching seedbed from the first semester; more hourly intensity for English and no more for Spanish; Punctuality and commitment with the academic time; English from first semester not from the third one; an appropriate selection and number of teachers needed, qualified and responsible to prevent wasting time and missing classes by layoffs. Similarly, to split up the emphasis either Spanish or English but the two together; to have permanent leveling Exams; to do teaching practice in bilingual schools; and to avoid students with different levels of English in the same room. **Infrastructure:** 8 participants, equivalent to 53% of the sample express that the program should offer: suitable classrooms for teaching English with audiovisual equipment; face-to-face and virtual spaces for interaction (English room, bloggers); to enable a specialized laboratory with a good software for English practice. **Materials and resources:** 5 participants equivalent to 33% of the sample express that games, stories books of interest, guide books, TV for group of study are also needed. **Methodology:** 5 participants equivalent to 33% of the sample express that more learning strategies, more didactic teachers, less traditional strategies, more topics of interest for students and a virtual platform program to support and to reinforce contents should be provided for academic improvement. 3 participants, equivalents to 20% of the sample express that it is necessary to have permanent native English teachers to improve pronunciation and hourly intensity. 2 participants, equivalent to 13% of the sample express that teachers should be monitored in both qualification and pedagogical practice. In conclusion, the institution, according to the participants' perceptions, should focus their actions on improving the curriculum and syllabus, to implement full equipped classrooms and immersion spaces for English interaction, materials and resources of study, methodologies and teaching-learning strategies, also permanent well qualified native English teachers, and a monitoring system for students' performance,

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teacher's pedagogical practice and for the program itself so that the success of the program is guaranteed.

Table 15

What the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language Does Not provide to Improve Students' Academic Performance in English

Interpretation, data reduction to categories and conclusions					
8. Which one of the items mentioned in point 7 the Basic Education undergraduate program with emphasis in English as a Foreign Language does not provide to improve students' academic performance in English?					
Sample: 15 10th semester participants					
Context	Nº	Categories	Subcategories: What is not provided by the program	Freq	%
Basic Education undergraduate program with emphasis in English as a Foreign Language provide to improve their students' academic performance in English – CECAR	1	Curriculum	<ul style="list-style-type: none"> - Enough hourly intensity. -Separation of Emphasis it must be only English or Spanish but the two together. -Interest of the faculty for their students in all aspects. -A reinforcing, training, mentoring and researching seedbed program for English. -English from first semester -A placement and leveling exam per semester. -Appropriate selection and number of teachers needed, qualified and responsible to prevent wasting time and missing classes by layoffs. -Teaching practice in bilingual schools. 	9	77%
	2	Responsibility, innovation, Vocation Commitment	<ul style="list-style-type: none"> -To provide student with more learning strategies as well as topics of their interest. -Teachers eagerly to teach with new and pleasant strategies. 	6	40%

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		Interactive learning-teaching methodology	-Seriousness in the orientation processes and implementation of the platform as a support for educational activities. -An atmosphere of confidence where students can develop activities freely without being constrained and encourage self-conscious and constant interaction with English.		
	3	Full equipped classrooms and immersion spaces.	-Exclusively classrooms for the strengthening of the 4 skills, where all students in the program can meet in person to interact in English. -An atmosphere of confidence where students don't feel embarrassed or held back to self-consciously interact in English. -Classrooms with audiovisual resources in optimal conditions -A specialized laboratory with a good software for English practice.	8	53%
	4	Materials and resources of study.	-Games, stories books of interest, guide books, TV for group of study.	4	27%
	5	Native English teachers	Native English teachers to improve pronunciation and hourly intensity	3	20%
	6	Qualification and teachers' monitoring	-Monitoring to the teachers' qualification and their teaching practice.	2	13%

According to the perception of a sample from 15 tenth semester participants from the second academic period of 2016, the undergraduate Program in Basic Education with an Emphasis in Humanities, Spanish, and English as a foreign language does not provide to improve students' academic performance in English: **Curriculum:** 9 participants, equivalent to 77% of the sample say that the program does not count with an enough hourly intensity; likewise, the emphasis must be split up, English or Spanish but the two together. The program neither have interest for their students in all aspects nor a reinforcing, training, mentoring and researching seedbed program for English. Equally, English starts from the first semester. Similarly, they neither have a placement or leveling exam per semester nor the appropriate selected and number of qualified and responsible teachers needed to prevent wasting time and missing-classes by layoffs. Besides, the teaching practices must be in bilingual schools. **Responsibility, innovation, vocation, commitment, and interactive learning-teaching methodology:** 6 participants, equivalent to 40% of the sample perceive that the program neither provides students with lots of learning strategies, topics of their interest, nor teachers eagerly to teach with new and pleasant strategies, seriousness in their orientation processes, implementation of the platform as a support for their educational activities, nor an atmosphere of confidence where students can develop activities freely without being constrained but engage them consciously in an constant interaction with English. **Equipped classrooms and immersion spaces.** 8 participants, equivalent to 53% of the sample perceive the program does not provide: Exclusively classrooms for the strengthening of the 4 skills where all students from the program can meet in person to interact in English; an atmosphere of confidence where students don't feel embarrassed or held back to self-consciously interact in English; classrooms with audiovisual resources in optimal conditions; and a specialized laboratory with a good software for English practice. **Materials and resources of study:** 4 participants, equivalent to 27% of the sample perceive that the program does not provide materials such as games, stories books of interest, guide books, TV for groups of study. 3 participants, equivalents to 20% of the sample perceive the program does not provide native English teachers to improve pronunciation and hourly intensity. Finally, 2 participants,

equivalents to 13% of the sample perceive the program does not provide a monitoring system for teachers' qualification and their teaching practice.

In conclusion, the aspects that the undergraduate program with emphasis in English as a foreign language does not provide are basically linked to the curriculum set, infrastructure, methodology, material and resources to work and the English speaker assistants. It is necessary that the administrative management expand their responsibility, innovation and commitment towards the program. It is also needed teachers with more interactive learning-teaching methodologies, full equipped classrooms, immersion spaces, materials and resources of study.

Table 16

Perceptions about the Meaning of English as a Subject for the Sample

Categorizing Students' Perceptions About The Poor Performance In English						
B. At a personal level: You as a student from the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language						
9. What does English as a subject mean to you?						
Context	Participants	Perceptions	Emerging categories	Subcategories: Reasons	Freq	%
At a personal level. Students from the basic education undergraduate program with an emphasis in humanities,	1,2, 3, 7,9	-Very important -The most important Extremely important.	-Passion And power, virtue and war.	-English Means passion and power for life is a synonymous of virtue and war.	5	33%
			- Personal development	The process that is directing my personal development. Unfortunately, it has been the subject with the highest number of setbacks.		
			-More job opportunities. -A need for the country	-A Benefit to have more job opportunities, a need since our country is largely becoming bilingual and open. English plays a fundamental role.		
			-Opportunities for advancement. -To contribute to education -It is the business language.	It provides many opportunities for advancement. it helps to contribute to education in the country, it is the language used in business		
			-Motivation -Another form of communication -Desire and a challenge to teach and speak English	-"English" just motivates me. It's like an escape or another way of communication. As a child, I've always wanted to speak and to teach English. That makes it more personal.		

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Spanish, and English as a foreign language	5, 6, 14,10	-Very meaningful, a great opportunity	A challenge	-Although my level of English is not so high, I endeavor to learn basic things that helps me make progress in each semester. -As a child, I really liked English. It is a challenge for me. I've thought of dropping out, but I know that I can and will do so.	4	27%
			Dedication, commitment, perseverance. Opportunities	- It requires dedication, commitment and dedication. It provides us a great number of opportunities.		
			Motivation, opportunities	- It's my engine, not only because I like the second language, but also for the amount of opportunities offered by it.		
	4,8,12,15	Important	Job opportunities: teacher, translator, etc.	English, as a professional, allows me to see myself in different areas at the workplace: as a teacher, translator, etc.	4	27%
			Love for another language. Opportunity. Better quality of life.	Learning and love for another language. Opportunity. A better quality of life.		
			Self, social, and professional development.	Important dimension in the social, professional and personal development as a human being.		
			Culture and knowledge in interaction.	-I think English is one of the most important, academic, cultural, languages as it allows interaction with people at different levels.		
	11,13	One more subject to take.	Terrible: One more subject in the career.	- The meaning of English as a subject for me is right now terrible, mostly here at CECAR -Just the emphasis of the career I am studying.	2	13%

According to the perception of a sample from 15 tenth semester participants from the second academic period of 2016, undergraduate Program in Basic Education with an Emphasis in Humanities, Spanish, and English as a foreign language, English as a subject is: First. 5 participants equivalent to 33% of the sample say, very important, the most important, extremely important and means passion and power, virtue and war, personal development, more job opportunities, a need in the country. It is the language of business. It is motivation. Another form of communication. A desire and a challenge. It is an opportunity for advancement and to contribute to education. Second. 4 participants equivalent to 27% of the sample say English is very meaningful, and means a great opportunity, a challenge, dedication, commitment, perseverance, opportunities and motivation. Third. 4 participants equivalent to 27% of the sample say English as subject is important and means job opportunities: as a teacher, a translator, etc. Love for another language. More opportunity and self, social, and professional development for life. It also means culture and knowledge in interaction. Fourth. 2 participants equivalent to 13% of the sample say English as a subject is terrible and means one more subject in the career.

Table 17

Conclusions: Perceptions about the Meaning of English as a Subject for the Sample

Overall conclusions about what English as a subject means for the sample					
N°	Participants	Perceptions	Subcategories: meaning of English as a subject	Freq	%
1	1,2,3,4,5,6,7,8,9,10,12,14,15	-Important -Very important -The most important. Extremely important. -Very significant, -A great opportunity.	- Passion and power, virtue and war. Self, social, and professional development. - Progress and job opportunities: as a teacher, a translator, etc. - A need for the country - A way to contribute to education improvement. It is the business language. - Motivation -Another form of communication -Desire and a challenge to teach and speak English. - Dedication, commitment, perseverance.	13	87%

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			-Love for another language. -Better quality of life.		
			-Culture and knowledge in interaction		
2	11,13	Terrible	-One more subject in the career.	2	13%

It is concluded that the meaning of the English as a subject for 13 participants, equivalent to 87% of the sample, range from important, very important, the most important, extremely important to very significant and a great opportunity. And the meaning of such importance involves: Passion and power, virtue and war. Self, social, and professional development. Progress and job opportunities: as a teacher, a translator, etc. A need for the country. A way to contribute to education improvement. It is the business language. Motivation. Another form of communication. A desire and a challenge to teach and speak English. Dedication, commitment, perseverance. Love for another language. A better quality of life. Culture and knowledge in interaction. However, 2 participants, equivalent to 13% of the sample disagrees and think it is just one more subject in the career.

Table 18

Perceptions about the Fluency in English after Having Studied the English Program Offered by the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at CECAR

Reducing, Interpreting and categorizing data.						
B. At a personal level: You as a student from the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language						
10. In your view, how would you consider your English fluency after having studied or taken the syllabus offered by the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language at CECAR?						
Context	Participant	Perceptions	Emerging categories	Subcategories: Reasons.	Freq	%
At a personal level. Students from the basic education undergraduate program with an emphasis in humanities, Spanish, and	1,2	Regular	Qualification, teaching methodology and assessment system are not the best.	Actually, teacher's qualification is not the best, much less how they evaluate and teach the classes.	2	13
			Lack of English input	Mi inglés es regular puesto que siento que tengo algunos vacíos y faltaron algunas cosas por aprender.		
	4,5,6	Poor	Lack of input and English proficiency	Particularly, I think, in general as second language acquisition, I need to acquire much more knowledge of it.	3	20
			Difficulties to express and understand it. They read and write it more easily.	I can hardly express and understand when Somebody speaks to me, I can read and write more easily, but I have to improve many more aspects of it.		
Difficulties to speak it for fear of being wrong.	I would not know how to categorize my English proficiency because I find it very easy to understand and to write, my					

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English as a foreign language			He/she understands and writes easily.	problem is to speak it because I myself restrain for fear of being wrong.		
	7,9,14,15	Basic	CECAR should offer much more for students to have a good command of English.	My English is basic. I think CECAR should provide much more resources for students to have a good command of English.	4	27
			Unconfident	I consider myself an A2 compared to my goals. But the tests I have taken inside and outside the institution I have generally gotten B2.		
			He/she holds some conversations but needs more time and dedication to achieve fluency.	I can get to understand several conversations and I can also bring one, however I require more dedication and time to achieve fluency in English.		
			Lack of teaching and learning strategies	Well, I think that my English is basic and other tools can be used in me so that I can improve every day and I know that in other students too.		
	12,13	Intermedia te	There was a lack of teachers, classrooms and desire due to the mishaps at the start of the semesters.	My mastery of English would be intermediate, since from the beginning of the training preparation there were some setbacks such as the lack of room, lack of teachers and especially lack of motivation after so much trouble.	2	
				I think I'm in an intermediate level after having studied the levels offered by the program.		
8,10,11	Bad,	They did not teach properly.	Bad because they have not taught properly.	3	20	

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		Awful Critical.	<p>A violated and neglected group.</p> <p>No classes in time.</p> <p>Time wasting and lost money because there were no teachers.</p> <p>No attention to students</p> <p>Teachers occasionally with retrogressive teaching and methodologies styles</p>	<p>It is terrible, not to say any domain. As we were a violated group, we always had us wait the teachers for several weeks (2 or 3) which turned into time-wasting and money-loss. On top of that, they assigned teacher who sometimes worked with retrogressive methodologies and poor teaching styles.</p>		
			<p>Poor pronunciation</p> <p>Poor vocabulary</p> <p>Poor grammar rules</p>	<p>According to the levels I'm very terrible with English. I do not pronounce it correctly. I have poor vocabulary, no handling of all this language rules.</p>		
2	It is not appropriate	The level of English is not appropriate to work as teachers if compared with other universities and temporary courses.	My English is not appropriate to work as a teacher as standards of the new millennium require. It is not compared with the level of the graduates from other universities or even temporary English courses.	1	7	

PERCEPTION ON POOR ENGLISH LEVEL



Table 19

Conclusions: Perceptions about the fluency in English after Having Studied the English Program Offered by the Basic Education Undergraduate Program with Emphasis in English as a Foreign Language at CECAR

CONCLUSIONES: Perceptions about the fluency in English after having studied the English program offered by the basic education undergraduate program with emphasis in English as a foreign language at CECAR.					
Sample: 15 tenth semester participants from the basic education undergraduate program with emphasis in English as a foreign language at CECAR, 2016					
10. Fluency in English after having studied the English program offered by the basic education undergraduate program with emphasis in English as a foreign language at CECAR.					
Category	Participants	Perceptions	Emerging categories: Reasons	Freq	%
1	1,2	-Regular	- Qualification, teaching methodology and assessment system are not the best.	9	60%
	4,5,6	-Poor	- Lack of input and English proficiency		
	7,9,14,15	-Basic	-Difficulties to express and understand it. -Difficulties to speak it for fear of being wrong. -He/she understands and writes easily. -They read and write it more easily. - CECAR should offer much more for students to have a good command of English - Unconfident in performance - He/she holds some conversations but needs more time and dedication to achieve fluency. -Lack of teaching and learning strategies		

PERCEPTION ON POOR ENGLISH LEVEL



2	3, 8,10,11	-Bad, -Awful -Terrible	- They did not teach properly. -A violated and neglected group. -No classes in time. -Time wasting and lost money because there were no teachers. -No attention to students -Teachers occasionally with retrogressive teaching and not appropriated methodologies styles - Poor pronunciation -Poor vocabulary -Poor grammar rules. - The level of English is not appropriate to work as teachers if compared with other universities and temporary courses	4	27%
3	12,13	-Intermediate	-There was a lack of teachers, classrooms and desire due to the mishaps at the start of the semesters	2	13%

It is concluded that 9 participants equivalent to 60% of the sample consider that their English proficiency is regular, poor, or basic. The main reasons are: the qualification, teaching methodology and assessment system are not the best. The lack of input and English proficiency. Difficulties to express and understand it. Difficulties to speak it for fear of being wrong. CECAR should offer much more for students to have a good command of English. Unconfident in performance. Lack of teaching and learning strategies. But some of them holds some conversations but needs more time and dedication to achieve fluency. They understand, read and write more easily. 4 respondents equivalent to 27% of the sample consider that their level of English is bad, awful, terrible, not appropriated. The reasons: They were not taught properly. The group was violated and neglected. No classes in time. Time wasting and lost money because there were no teachers. No attention to students. Teachers occasionally came up with retrogressive teaching and not appropriated methodologies styles. Poor pronunciation. Poor vocabulary. Poor grammar rules. The level of English is not appropriate to work as teachers if compared with other universities and temporary courses. 2 participants, equivalents to 13% of the sample consider their level of English proficiency is intermediate. However, they argue that there were many setbacks such as lack of teachers, classrooms and desires due to mishaps at the beginning of each training course related to items 1 and 2 expressed above. From the above it is concluded that 87% of the sample considered not to be prepared in English to exercise it as a profession.

Table 20

Actions Participants Needed to Take to Improve their Academic Performance in English

Reducing, Interpreting and categorizing data.					
B. At a personal level: You as a student from the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language					
11. According to your perception, list. What should you do to improve your academic performance in English?					
Context	Participants	Emerging categories	Subcategories: What you should do to improve your academic performance	Freq	%
At a personal level. Students from the basic education undergraduate program with an emphasis in humanities, Spanish,	1,2,8,9,10,11,13,14	Hourly intensity: To commit more hours of study to learning English.	-To extend more hours in the subject -To have time -Extra hours to study. -To share or keep more hours to study -To spend more working time with English -To dedicate more time studying this language. -To dedicate more time learning the language -Time to study	8	53%
	2,3,7,10,15	To study more, To create study habits To review to strengthen weaknesses.	-To study and take into account the shortcomings. -To studying a bit more and to create some habits that will help me improve. -To strengthen some aspects in which there are some weaknesses. -More Study (to take guaranteed English courses). Study and more study -To study and review the coming-out -gaps	5	33%

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and English as a foreign language	3,5,7,8,14	To care more about interest, independent study, dedication, commitment, motivation, effort.	-To reinforcing each level of English -To put More interested in learning. -A one and very important aspect is the independent study, dedication and effort. -More commitment -Motivation And effort -Dedication and effort.	5	33%
	1,6,10,12,15	To have more daily interaction in English with teachers, classmates or foreigners.	- More conversational class in the subject. -Much more speaking. Interaction with a native English speakers. -To include English in my daily activities .Speak with my colleagues in English. -Practices in a real environment -Interact more with teachers and classmates.	5	33%
	11,15	To improve pronunciation, grammar and vocabulary.	- There is poor use of the correct pronunciation -To be more specific in grammar matters. To evaluate every day the vocabulary.	2	13%
	4,7	To take a guaranteed English course at another institution.	-To Improve my English I need to take an English course at another institution that emphasizes more in the subject. -To study more (guaranteed English courses). To study more and to study more.	2	13%
	2,6,7,11,12	-To have the university support in content, more, subjects in immersion to practice more.	-To plan over content. -To add new subjects and English materials. -To do teaching practices often practice.	5	33%

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		<ul style="list-style-type: none"> -To use the ITC, -To do role playing in real contexts. -To provide spaces for exclusive use of English where students interact with peers so that all the skills can be worked. 	<ul style="list-style-type: none"> -To use better technologies to learn. Not only to be guided by books but also to do role playing with students to live real situations where they are forced to improve. -To propose, to provide spaces for the exclusive use of English. -To set spaces where students interact with peers and work on all the skills 		
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Table 21

Conclusions: Actions Participants Needed to Take to Improve their Academic Performance in English

CONCLUSIONS					
Sample: 15 tenth semester participants from the basic education undergraduate program with emphasis in English as a foreign language at CECAR, 2016					
11. According to your perception, list. What should you do to improve your academic performance in English?					
Context	N°	Participants	Lo que debería hacer para mejorar su rendimiento académico en inglés. Emerging categories:	Freq	%
At a personal level. Students from the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language	1	1,2,8,9,10, 11,13,14	Hourly intensity: To commit more hours of study to learning English	8	53%
	2	2,3,7,10,15	To study more. To create study habits. To review to strengthen weaknesses.	5	33%
	3	3,5,7,8,14	To care more about interest, independent study, dedication, commitment, motivation, effort.		
	4	1,6,10, 12,15	To have more daily interaction in English with teachers, classmates or foreigners.		
	5	2,6,7, 11,12	-To have the university support in content, more, subjects in immersion to practice more. To use the ITC. To do role playing in real contexts. To provide spaces for exclusive use of English where students interact with peers so that all the skills can be worked.	2	13%
	6	11,15	To improve pronunciation, grammar and vocabulary.		
	7	4,7	To take a guaranteed English course at another institution.		

In conclusion, the sample considers that to improve their academic performance in English, they should have done as follow: 8 participants, equivalents to 53% of sample say to commit more hours of study to learning English. 5 participants equivalent to 33% of the sample say they needed to study more, to create study habits, to review to strengthen weaknesses, to care more about interest, independent study, dedication, commitment, motivation, and effort. In the same way, to have more daily interaction in English with teachers, classmates or foreigners, to have the university support in content, more subjects in immersion to practice more, to use the ICT, to do role playing in real contexts and to be provided spaces for exclusive use of English where students interact with peers so that all the skills can be worked. 2 participants, equivalents to 13% of the sample say they had to practice more to improve pronunciation, grammar and vocabulary or to take a guaranteed English course at another institution. All in all, it is clear that 100% of the sample did not take the corresponding actions to improve their academic performance in English and they also required more support from the University.

Table 22

Aspects that Influenced Participants' Academic Performance in English as a Subject

Reducing, Interpreting and categorizing data.					
B. At a personal level: You as a student from the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language					
12. According to your perception: What are the aspects that influence your academic performance in English?					
Context	Participants	Emerging categories	Aspects that influenced participants' academic performance in English as a subject.	Freq	%
Basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language	4,5,10,11,12,13,14	Time and hours of study.	- Time dedicated to study the language both in and out of the university. -Sometimes I do not have enough time -Time availability -The time to learn this language -Schedule. The number of weekly hours -To dedicate longer to study English -Little or no time because of my work.	7	47
	7,9,10,12,13,14	Motivation, desire, discipline, responsibility, positive attitude, and interest.	-Self-motivation and desire to learn. -Discipline. Responsibility. Motivation -Motivation, taking into account the teacher. -Positive attitude when learning. -To Increase interest in the subject -Poor Motivation by the teacher	6	40
	1,2,3,10,11,12	-Teachers' methodology and teaching strategies:	-More didactic classes. More creative classes. More innovative teachers.	6	40

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	more creative and innovative classes. -Rapport between teachers and students, order and demand.	-Strategies used and proposed by teachers who don't belong to the University. -Context: teaching-learning process. Teachers-student rapport. Order and demand -Some Strategies used by teachers. -The Methodology used by the teacher.		
2,6,7,8,15	Independent work and in classes such as reading books, comics, conversations, movies, platform activities.	-Independent work: Periodic reading of books in English scripts. -Daily activities assigned to us in class. -Conversations. Films. Songs. Reading comics. -Platform activities. Reading texts. -Practices, dialogues, conversations.	5	33
2,5,6,12	Daily interaction in English.	-Even when I know, I am afraid to express myself. -Not to share with someone through a conversation the knowledge I have. -Try To express myself in English -The Interactivity using or applying what is learned -To listen English on daily basis.	4	27
6,7,10,14	Dedication, willingness and effort.	-Poor dedication I put to activities -Effort And constant dedication -Provision. -Sometimes, lack of dedication	4	27

Table 23

Conclusions: Aspects that Influenced Participants' Academic Performance in English as a Subject

CONCLUSIONS					
Sample: 15 tenth semester participants from the basic education undergraduate program with emphasis in English as a foreign language at CECAR, 2016					
Aspects that influenced participants' academic performance in English as a subject.					
Context	N°	Participants	Emerging categories	Freq	%
Basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language	1	4,5,10,11,12,13,14	-Time and hours of study.	6	40
		7,9,10,12,13,14	-Motivation, desire, discipline, responsibility, positive attitude, and interest.		
		1,2,3,10,11,12	-Teachers' methodology and teaching strategies: more creative and innovative classes. -Rapport between teachers and students, order and demand.		
	2	2,6,7,8,15	-Independent work and in classes such as reading books, comics, conversations, movies, platform activities.	5	33
	3	2,5,6,12	-Daily interaction in English	4	27
6,7,10,14		-Dedication, willingness and effort.			

In conclusion, the aspects that influence participants' academic performance in English as a subject went as follow: 6 participants, equivalent to 40% of sample say: time and hours devoted to the study of English, motivation, desire, discipline, responsibility, positive attitude and interest in English. In the same way, teachers' methodology and teaching strategies: creative and innovative classes and rapport between teachers and students, order and demand. 5 participants equivalent to 33% of the sample expressed that other influencing aspects are the class work and the independent work such as reading books, comics, conversations, movies, and platform activities. 4 participants equivalent to 27% of the sample express that they must have more daily interaction with English, more dedication, willingness and effort to improve their academic performance in the subject. All in all, the tenth semester students should have had more

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determination on improving their poor performance in English. They knew what they had to do however, they did not perform so.

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Table 24

Aspects Mentioned in Tables (20, 22) that Are Not Evidenced in Participants' Academic Performance Improvement in English as a Subject

Reducing, Interpreting and categorizing data.					
B. At a personal level: You as a student from the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language.					
Which of the aspects mentioned in the questions 11 and 12 are not evident in your academic performance improvement in English?					
Context	Participants	Emerging categories	Aspects mentioned in the questions 11 and 12 are not evident in your academic performance improvement in English	Freq	%
Basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language	1,6,10,11,12,13	Dedication of time and appropriate hourly intensity for English.	<ul style="list-style-type: none"> - More hours for the subject -More hourly intensity apart from those we already have. -Time availability. -I dedicate a few hours to study. The English hours are scarce in the program. -Better schedule to study. -To dedicate more time to learn English. 	6	40
	3,6,8,9,10,14	Discipline, dedication, motivation, effort, interest, willingness and responsibility in the learning process.	<ul style="list-style-type: none"> - Dedication in the activities. -Discipline. Responsibility. - Motivation, taking into account the teacher. -Motivation and effort. -Everything: Dedication. Time to study. Effort. Little time for work. Sometimes lack of dedication. Little motivation by the teacher -To devote more interested in learning 	6	40

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			-Disposition.		
2,3,4,15	Tutoring and reinforcing sessions.		<ul style="list-style-type: none"> - To have into account students' shortcomings -To strengthen some areas in which there are some weaknesses. -Intensive English courses to improve. -Reinforcement for English levels. -English grammar from the first level. 	4	27
2,3,11,12	Suitable spaces and environments for English studies.		<ul style="list-style-type: none"> -Spaces and suitable environments for the exclusive use of the language -Context -No suitable spaces to study it. -To practice English in real or semi real environment. 	4	27
2,5,6,7,8,10,12	Performance and interaction in English.		<ul style="list-style-type: none"> -Not to hold a dialogue in English. -To try to express myself in English. -Conversational English, Listening and speaking skills need lots of work to be "polished" -Courses. Practices (dialogues, conversations) -Direct or regular contact with the foreign language -Interaction between teachers and students 	7	47
1,3,11	<ul style="list-style-type: none"> -Teachers' methodology and teaching strategies: more creative and innovative classes. -Rapport between teachers and students, order and demand. 		<ul style="list-style-type: none"> -More innovative teachers. More dynamic classes. -Context of teaching-learning process. Teachers-student rapport. Order and demand -The appropriate methodology used by the teacher. 	3	20

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	6,12	-Interchange with other English-speaking countries. -Technological Implementation	-Interchange change other countries where English is spoken. -Technological implementation	2	13
	3,5	Habits of study	-To study a bit more and create some habits that help me improve -Not to have habits of study (It is not every day) but in spaces of time that allows me this study.	2	13

Table 25

Conclusions: Aspects Mentioned in Tables (20, 22) that Are Not Evidenced in Participants' Academic Performance Improvement in English as a Subject

CONCLUSIONS					
Sample: 15 tenth semester participants from the basic education undergraduate program with emphasis in English as a foreign language at CECAR, 2016					
Aspects mentioned in tables (20, 22) that are not evidenced in participants' academic performance improvement in English as a subject.					
Context	N ^o	Participant	Emerging categories	Freq	%
Basic education undergraduate program with emphasis in English as a foreign language at CECAR, 2016	1	1,6,10,11,12,13	Dedication of time and appropriate hourly intensity for English.	6	40
		2,5,6,7,8,10,12	Performance and interaction in English.		
		3,6,8,9,10,14	Discipline, dedication, motivation, effort, interest, willingness and responsibility in the learning process.		
	2	2,3,11,12	Suitable spaces and environments for English studies.	4	27
		2,3,4,15	Tutoring and reinforcing sessions.		
	3	1,3,11	-Teachers' methodology and teaching strategies: more creative and innovative classes. -Rapport between teachers and students, order and demand.	3	20
	4	6,12	-Interchange with other English-speaking countries. -Technological Implementation	2	13
		3,5	Habits of study		

According to 15 tenth semester participants' perceptions from the basic education undergraduate program with emphasis in English as a foreign language at CECAR, 2016, it is concluded that the aspects that are not evidenced in their academic performance improvement in English as a subject are: 6 participants, equivalent to 40% of the sample, needed to have more dedication and appropriate hourly intensity to study English. More

performance and interaction in English. More discipline, dedication, motivation, effort, interest, willingness and responsibility in the learning process. In the same way, 4 participants, equivalent to 27% of the sample, expressed no to have suitable spaces and environments for English studies and that they didn't have a tutoring and reinforcing program. Likewise, 3 participants, equivalent to 20% of the sample said that the teachers' methodology and teaching strategies should have had more creative with innovative classes, a better rapport between teachers and students, order and demand. Finally, 2 participants, equivalent to 13% of the sample said they did not have interchange programs with other English-speaking countries, technological implementation nor habits of study.

Table 26

Perceptions of Language Teachers on Students' Academic Performance in English

TEACHERS' INTERVIEW		
Perceptions of language teachers on students' academic performance in English		
Sample and context: 3 language teachers from the Basic Education Undergraduate Program with Emphasis In English as a Foreign Language at CECAR, 2016		
Reducing, interpreting and categorizing data		
General Category	Emerging Categories: Answers	Conclusions
Students' academic performance in English.	<ul style="list-style-type: none"> -In General: Very basic, regular, is not the desired one (3) -In a few cases, some students have skills to achieve higher levels (2) -There are cases who don not develop any ability in such language. They are more interested in Spanish (1) -It's not the desired for students who will graduate as bachelors in English, but it has improved a lot (1) 	The tenth semester students' academic performance in English is very basic, regular, is not a desired one. Only a few cases have skills but other ones get no skill in English. There is more interest in Spanish.
Actions to improve your students' academic performance in English.	<ul style="list-style-type: none"> - To offer a specific program for foreign languages (English, French, Portuguese) during the daytime. -To require applicants take a selection processes exam to detecting English learning skills for its use. -To appoint experts in the area of foreign languages to manage the program. -To Promote the exchange of students to English-speaking countries. -To assign a higher credit value to English. 	... The sample also states that there should be a curricular adjustment regarding the program administration, selection and promotion of students, increase of the credits of the subject, the implementation of a reinforcing and tutorial system for underperforming students; the provision of a special infrastructure

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	<p>-Not to approve the level of English through tasks, it must be with the real level of competence.</p> <p>-Underperforming Students must attend compulsorily tutoring sessions.</p> <p>The English grammar, phonetics and didactics of English cannot be counted as hours of English and should be rethought the semester in which these subjects are taught.</p> <p>-More internationalization projects, internships, research projects and interchanges must be carried out.</p> <p>-To increase the hourly intensity of the subject and to include other subjects in that language.</p> <p>-To provide the program with more resources such as laboratories, books for all levels of English and for all students in addition to spaces for teaching, learning and promotion of English.</p> <p>To retake the native English speaker assistant with some modifications.</p> <p>-To Support teachers in the implementation of special advocacy and practice of foreign languages.</p>	<p>with spaces and resources for learning English such as an English laboratory, a researching seedbed, more subjects in immersion, native English speaking assistant, more support to teachers in immersion activities and to students in interchanges to other countries Where English is spoken.</p>

PERCEPTION ON POOR ENGLISH LEVEL



Aspects that influence the learning English process.	<ul style="list-style-type: none"> -Predisposition, motivation, purpose or goals and interest in learning and using English. (3) -Didactic, teaching methodology and high quality support in the learning process. (3) -Will, practice and friendly environments to use the language in context. (3) -Structure of the English program. (2) -Materials for learning support. (2) -Hours for independent work (2) -Teachers' level of English. Students with the same level of performance. (1) 	... On the other hand, it was found that for learning English is needed to have a great amount of willingness, motivation, interest, clear goals, will power, and time for independent and practicing work. Also, the material to work, didactics, and methodology, support of teachers in the teaching process and interaction environments and contexts largely influence.
Aspects that influence in the improvement of the academic performance in English.	<ul style="list-style-type: none"> -Discipline, strategies and time for preparation in the language. -High quality materials and resources supported by ICT. -Motivation, effort to learn. -Teachers' demanding. 	Y que para mejorar dificultades en este idioma se debe disponer de mucha más disciplina, motivación, esfuerzo y buenos materiales de estudios. Y sobre todo mucho tiempo y estrategias para lograr las exigencias de competencias requeridas.

PERCEPTION ON POOR ENGLISH LEVEL



<p>Aspects that are not evidenced in the learning and improving academic performance of English in the program.</p>	<ul style="list-style-type: none"> -Motivation And initiative to study English. (2) -Weakness in the structure of the program: English from third semester; English in a distance program and then face-to- face decompensate students' performance. Also, students with good levels are mixed with those ones who need more work. (3) -Discipline (1) -Time and independent work to study English. (2) -Good quality resources and availability of working materials for students, on time (books, tics) and a good quality teaching. (2) -C1 teachers, new trends in education (old teaching methods). Few projects, there is no emphasis on speaking (1) 	<p>However, in learning and improving academic performance in English motivation, discipline, study time and initiative in independent work by students are not evidenced. Similarly, the no C1 teachers with new trends in teaching and with emphasis in speaking. Another weakness in the program it that English starts in the third semester and students have no appropriate materials to work nor good teaching quality supported by ICTs.</p>
<p>What the Basic Education Undergraduate Program with Emphasis In English as a Foreign Language should provide to improve their students' academic perform in English.</p>	<ul style="list-style-type: none"> -More importance to the EFL program. -To impress a more appropriate environment for the program that gives it identity and belonging. -A Building only for English - Plan managers specialized in languages. - Specialized language lab and library. -Support and freedom to teachers to organize special activities such as academic events, educational meetings, research, magazine, exchanges, agreements, etc. -Conversation Club -Smart abroad -More Time devoted to English as a subject 	<p>In order to solve this problem, a greater importance should be given to English as a foreign language with the impression of an environment more in keeping with the identity of the program by providing a building only for English, with specialized managers in the area, specialized libraries, with the organization of academic events, students/teachers social gathering, magazines, interchanges to other countries, more credits, more hours</p>

PERCEPTION ON POOR ENGLISH LEVEL



	<ul style="list-style-type: none"> -The demand, the intensity in the number of credits the program has. -The work material consensus. -Reputation and recognition for their graduates training -Regulation in the Standards of competence (3) 	<p>per week for English, conversation clubs, work materials, permanent native English teachers, demands, reputation and recognition for the training of their graduates according to CEF regulation.</p>
<p>What the Basic Education Undergraduate Program with Emphasis In English as a Foreign Language doesn't provide to improve their students' academic perform in English.</p>	<ul style="list-style-type: none"> -Support for teachers to organize some activities -Conversation Club -Permanent native English spear assistant -More devoted time to English as a subject -Lots of Importance to EFL as a program. 	

Table 27

Perceptions of Language Teachers on their Own Teaching and Professional Practice.

INTERVIEW		
Perceptions of language teachers on their own teaching and profesional practice.		
Sample and context: 3 language teachers from the Basic Education Undergraduate Program with Emphasis In English as a Foreign Language at CECAR, 2016		
Reducing, interpreting and categorizing data		
CATEGORIES	SUBCATEGORIES	CONCLUSIONS
What you should do to improve the academic performance in English of the students from the Basic Education Undergraduate Program with Emphasis In English as a Foreign Language.	<ul style="list-style-type: none"> -Opportunity to form a team to lead the evaluation processes of the program and the design of proposals for strengthening. -To keep up updating -To be consistent with the program of study -To provide, when necessary, motivation. -To require the performance levels required by the CEFL -To organize more efficiently my timework. - To set standardized assessments tests. -To take more advantage hours of the independent work. -To implement the "pen pal" as there are no native English speakers. 	...Por otro lado, a nivel personal, la muestra docentes expresa que para mejorar el rendimiento académico en inglés sus estudiantes necesitan conformar un equipo de seguimiento a los procesos de evaluación y fortalecimiento del inglés coherentes con el MCEREL y aprovechar más el tiempo de trabajo independiente.
Aspects that influence in the improvement of your teaching practice.	<ul style="list-style-type: none"> -Institutional support and academic improvement. -Social, and academic recognition, wage improvement. -Motivation -Good working environment 	For such purpose, teachers must have institutional support, more social, academic and wage improvement

PERCEPTION ON POOR ENGLISH LEVEL



	<ul style="list-style-type: none"> -Good facilities and resources -Cohesion In the working group -The work assigned to me. -The Equality or homogeneity in the level of students. 	recognition, a good working environment, good facilities and cohesion with the groups, i.e. classes with the same level of performance, articulation with the level of English demanding, (not seen almost as a filler), and especially, motivation and spaces to work to their fullest. They express not to perceive the above to improve their performance as teachers.
It is not evidenced for your teaching practice improvement.	<ul style="list-style-type: none"> -Institutional support and academic improvement. -Social, and academic recognition, wage improvement. -Cohesion in the working group -Optimum working environment -Lack of implementation of ideas due to many working demands -Uncomfortableness with managing area. -Motivation to improve by disarticulation in the requirement of the face-to-face and distance program. -English is seen almost as filler. 	
Significance that English teaching has for the language teachers from the program.	<ul style="list-style-type: none"> -Opportunity of projecting myself to the community, to bring progress and development for many people. -To Improve as a person and as a professional, to learn and to understand my mission, to recognize my identity and culture while recognizing and valuing the foreign, feeling of brotherhood with the world through a language. -It's a great privilege, a life project to exercise what I like to do. -To motivate on the values from a different language. -A different view from the world around him. -It's my life, what I like to do -The satisfaction to see someone who did not speak English doing so in short time -Teaching is one of the nicest things that has ever happened to my life 	Teachers love and are devoted to their work, they bet and believe in the projection of a cultural interchange, as well as in the social, personal and professional development, through their work. It is a privilege and an untold pleasure for them to see people who do not speak English doing so after a short time.

8. Conclusions

8.1 About the Meaning of English as a Subject for the Sample

The sample, 3 teachers and 15 students love English as a subject. It is very important for them. They relate it to their projection, quality of life, social, labor and personnel development. They also consider it as a form of cultural, scientific, social and labor interchange with the world. However, they felt the program did not fulfill their expectations, mainly to the students' ones with regard to their academic performance in English as a subject.

8.2 About Tenth Semester Students' Academic Performance in English

Both the sample of teachers and students from the basic education undergraduate program with an emphasis in humanities, Spanish, and English as a foreign language agree that the tenth semester students' academic performance in English is very basic, regular, is not the desired one. Just a few cases have communication skills in English. They do not feel prepared to work professionally in this area. Their English level is not comparable with that one offered by other universities which generates insecurity and disadvantage in their graduates when submitting their resume as professionals educators from the undergraduate program with an emphasis in English as a foreign language, CECAR.

The reasons of this poor performance in English according to the sample are below.

- a. Curriculum or curricular plan.

The sample agrees that there should be a curricular adjustment in terms of:

First, the program must be specific for foreign languages (English, French, or Portuguese) but not for Spanish language and English. The English course should have started from the first semester not from the third one. There was a poor intensity of weekly hours for English instructions in the curriculum: English as a subject should have been given a higher credit value. There wasn't a reinforcing and tutorial system, for leveling low performing students.

Second, neither management in mobility, nor interchanges with English speaking countries, nor permanent English speaking assistants for strengthening skills were evident. Also, there was not a research seedbed for English. And more subjects and events in English immersion missed.

Third, there was not a regular assessment control by level of performance in each semester for students' leveling and promotion. This generated imbalance in students' linguistic advancement because of the mixture of different learners with different English levels in the same room.

Fourth, there was not a regular assessment control that places students according to their level of performance and determines their promotion. This generated imbalance in the students' linguistic advancement because of the mixture of different learners with different English levels in the same classroom. As a result, there was discomfort during the teaching practice because educators could not demand a lot or work the way they were required to for they also had to help those students with lower performance, which in one way or another affected those ones with more performance.

Fifth, better implementation of ICT, as a tool to support the English learning processes missed as well as more teachers and a monitoring system for their teaching practice and qualification.

Sixth, there should have been much more interest, commitment and teachers' support from the program managers regarding to the solution of the problem.

Seventh, the subject: English grammar, phonetics and didactics of English cannot be counted as hours for English and the semester in which these subjects are taught should be rethought.

a. Resources and infrastructure.

The program must have:

First: a specialized educational software for learning English laboratory.

Second, appropriate physical and virtual spaces for the use and the interaction in English, such as face-to-face conversation, listening, writing or reading clubs, as well as online bloggers, chat, and English rooms.

Third, infrastructure: a building only for English, or adequate rooms with audiovisual resources for teaching English that benefit the academic improvement.

Fourth, quality materials: books, guides, games, stories of interest, likewise a specialized library with sufficient references to the area of English.

8.3 Methodology and Teaching-Learning Strategies

The teaching-learning strategies were not appropriate: The classes were monotonous, tedious, traditional, and unpleasant with poor creative environments. In addition, the evaluation system was inappropriate, they did not assess what oriented. All the above generated students' poor interaction and participation in English in and out of the classroom, poor empathy, disinterest and demotivation for the course because they did not perceive meaningful progress in their performance. This matter could also probably cause tension, despair and eventually teaching demotivation.

8.4 Linguistic Components

Inappropriate language component input. More language input for English proficiency was needed. There were difficulties in learning vocabulary. Better specific grammatical forms must have been taught. Many mistakes are made on it. Important aspects such as mispronunciation, diction, intonation and "crostino" accent neutralization were not very taken into account. As a result, there were difficulties to understanding, speaking and listening in English. Students felt unconfident, afraid and nervous to interact for fear of making mistakes. This was due to the lack of practice and interaction in English in and out the institution, poor independent and rigorous work such as the proper development of the learning guide-books, you tube tutorials searching for reinforcement, platform work, reading workshops, writing of books or comics, conversation practices, and especially the strengthening of listening through audio guides, songs, videos or movies. Nevertheless, although students do not pronounce properly, have little or no lots of vocabulary input nor handle all the rules of this language very well, some say they understand, read and write more easily, but their communicative level is still low and they require more time and dedication to perfect it.

8.5 Intrinsic English Learning Aspects

The sample acknowledges that, although they had all the desire to learn to speak English, it demanded them a lot of patience, motivation, desire, passion, discipline, responsibility, commitment, positive attitude, interest, dedication, willingness, effort, confidence, security, practice, daily interaction and study habits as well as a good empathy between teachers and peers. However, his actions were not so consistent with their wishes and neglected such aspects. It can be inferred that the aspects mentioned in here arose, in part, as a result of the findings expressed above. See items 1, 2, 3 and 4.

8.6 About the Teachers' Professional Practice

In terms of methodology and qualification, some teachers had a good qualification in the area of English and teaching methodology; other teachers simply had low methodological qualification; others had a good qualification in the area, but low methodological qualification. Also, teachers should have engaged more with students' learning requirement, timeliness, empathy and rapport. On the other hand, there was a lack of motivation from teachers: the institution and its executive managers should have provided them with more support in terms of resources and suitable materials to work, more social and academic recognition, salary improvement, good working environment, good facilities, and cohesion with the groups, i.e. classes with the same level of performance, articulation with the level of English demanding, (not seen almost as a filler), and especially, motivation and spaces to work to their fullest.

8.7 About Tenth Semester Students' Attitude

The tenth semester students should have had more autonomy, and devoted more discipline, dedication, motivation, positive attitude, effort, interest, willingness and responsibility with their own learning process. They must have dedicated more hours of independent work to English, created more study habits, and reviewed topics to strengthen weaknesses such as pronunciation, grammar and vocabulary. Likewise, they also needed to have more daily interaction in English with their teachers, classmates, native English speakers and mostly to use more strategies to self-improve their English skills.

9. Recommendations

- To create listening, speaking, reading and writing clubs to reinforce abilities in English.
- To increase the amount of weekly hours designated for the area of English.
- To implement a monitoring system for teachers' methodology and qualification as well as for students' performance.
- To implement a tutoring and counseling system for students with difficulties or poor performance.
- To improve students' independent work by using platform Moodle.
- To involve students in immersion events.
- To implement more English immersion subjects.
- To keep permanently a native English-speaker assistant to improve students confidence and motivation as well as to reinforce their abilities.
- To indicate students how to work with a text guide and to promote learning strategies for self-directed language.
- To create a researching seedbed for English productions.

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Appendices A

Reducing and Categorizing Process

PHASE 1: RAW DATA

3. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?

N°	
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Ítem	
1	Contacto con nativos
2	Uso Periódico de la lengua dentro y fuera de clases
3	Intensidad horaria adecuada (Clases)
4	Uso de herramientas y modelos pedagógicos adecuados

PHASE 2: CLASSIFIED DATA BY QUESTIONS

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS	
Seudónimo: _____	
Semestre que está cursando: _____	
Edad _____	
Fecha _____	
A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS	
3. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?	
PARTICIPANTE	PERCEPCIÓN: ASPECTOS QUE INFLUYEN EN EL APRENDIZAJE DEL INGLÉS
1	Motivación personal. Apoyo familiar. Aspecto socioeconómico. Aspecto psico afectivos por compañeros. Influencia por docentes. Buen trato por los alumnos y maestros. Buen currículo.
2	Contacto con nativos. Uso de la lengua dentro y fuera de clases. Intensidad horaria adecuada (clases) uso de herramientas y modelos pedagógicos adecuados.
3	Contacto frecuente con la lengua inglesa. Interés por aprender. Estimulo-respuesta-refuerzo. Disposición
4	Motivación. Horas de estudio dedicadas tanto curriculares con extraordinarias. Motivación por parte del docente. El profesor debe ser más didáctico y practico la hora de enseñar.
5	Disposición de aprender una lengua. Habito de estudio. Estudio independiente.
6	Motivación por parte de algunos docentes. Dedicación del estudiante para aprender el idioma.
7	Motivación por parte de algunos maestros. Tutorías sobre temas apostantes que permitan dudas sobre los mismos.
8	Inglés conversacionales en todas las clases. Speaking and Reading en clase. Películas en inglés para la elaboración de ensayos o foros. Chat en grupo fomentando el uso de las redes sociales para el aprendizaje del inglés. Gramática de forma secuencial y fonética.
9	Organización administrativa. Metodología. Niveles de exigencia. El pensum es terrible. Desbalance de los niveles de estudiantes en un solo salón afecta.
10	La didáctica del docente. Las estrategias que fomenten las iniciativas independientes de los estudiantes. Incluir el idioma en actividades cotidianas. El nivel de exigencia del docente en curso.
11	Trabajos diarios, estrategias motivacionales.
12	Intensidad horaria. Capacidades del docente orientador. Infraestructura acorde para una enseñanza eficiente del inglés. Metodología del docente.
13	Profesores bien capacitados para enseñar esta lengua. Ambientes propicio para el desarrollo de actividades. Recursos para trabajar. Mayor intensidad horaria. Buena disposición al aprender. Interés por la lengua inglesa. Tiempo estipulado para dedicarle al área. Motivación para aprender más.

PERCEPTION ON POOR ENGLISH LEVEL



14	Docentes capacitados para la enseñanza. Disposición del estudiante. Nativos para el mejor manejo de la lengua.
15	La cantidad de estudiantes. Las buenas técnicas de enseñanza. La corrección de vocabulario. La práctica del inglés dentro del salón de clase. El tiempo. La falta de interés.

PHASE 3: CLASIFYING DATA PROCESS BY RECURRENT LINES

A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS 3. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?		
PARTICIPANTE	PERCEPCIÓN: ASPECTOS QUE INFLUYEN EN EL APRENDIZAJE DEL INGLÉS	CATEGORÍA
1	Motivación personal. Apoyo familiar. Aspecto socioeconómico. Aspecto psico afectivos por compañeros. Influencia por docentes. Buen trato por los alumnos y maestros. Buen currículo.	Motivación/Plan curricular
2	Contacto con nativos. Uso de la lengua dentro y fuera de clases. Intensidad horaria adecuada (clases) Uso de herramientas y modelos pedagógicos adecuados.	Interacción de la lengua foránea/Plan curricular
3	Contacto frecuente con la lengua inglesa. Interés por aprender. Estimulo-respuesta-refuerzo. Disposición	Motivación/Metodología
4	Motivación. Horas de estudio dedicadas tanto curriculares con extraordinarias. Motivación por parte del docente. El profesor debe ser más didáctico y practico la hora de enseñar.	Motivación/Metodología
5	Disposición de aprender una lengua. Habito de estudio. Estudio independiente.	Motivación/Trabajo Independiente
6	Motivación por parte de algunos docentes. Dedicación del estudiante para aprender el idioma.	Motivación/Trabajo Independiente

PERCEPTION ON POOR ENGLISH LEVEL



7	<p>Motivación por parte de algunos maestros.</p> <p>Tutorías sobre temas apostantes que permitan dudas sobre los mismos.</p>	Motivación/ Metodología
8	<p>Ingles conversacionales en todas las clases.</p> <p>Speaking and Reading en clase.</p> <p>Películas en ingles para la elaboración de ensayos o foros.</p> <p>Chat en grupo fomentando el uso de las redes sociales para el aprendizaje del inglés.</p> <p>Gramática de forma secuencial y fonética.</p>	Metodología
9	<p>Organización administrativa.</p> <p>Metodología.</p> <p>Niveles de exigencia.</p> <p>El pensum es terrible.</p> <p>Desbalance de los niveles de estudiantes en un solo salón afecta.</p>	Metodología/Plan curricular
10	<p>La didáctica del docente.</p> <p>Las estrategias que fomenten las iniciativas independientes de los estudiantes.</p> <p>Incluir el idioma en actividades cotidianas.</p> <p>El nivel de exigencia del docente en curso.</p>	Metodología/Trabajo Independiente
11	<p>Trabajos diarios,</p> <p>estrategias motivacionales.</p>	Metodología
12	<p>Intensidad horaria.</p> <p>Capacidades del docente orientador.</p> <p>Infraestructura acorde para una enseñanza eficiente del inglés.</p> <p>Metodología del docente.</p>	Metodología/Plan curricular
13	<p>Profesores bien capacitados para enseñar esta lengua.</p> <p>Ambientes propicios para el desarrollo de actividades.</p> <p>Recursos para trabajar.</p> <p>Mayor intensidad horaria.</p> <p>Buena disposición al aprender.</p> <p>Interés por la lengua inglesa.</p> <p>Tiempo estipulado para dedicarle al área.</p> <p>Motivación para aprender más.</p>	Cualificación docentes/Planta físicas dotadas/Motivación
14	<p>Docentes capacitados para la enseñanza.</p> <p>Disposición del estudiante.</p> <p>Nativos para el mejor manejo de la lengua.</p>	Cualificación docentes/Motivación

PERCEPTION ON POOR ENGLISH LEVEL



15	La cantidad de estudiantes. Las buenas técnicas de enseñanza. La corrección de vocabulario. La práctica del inglés dentro del salón de clase. El tiempo. La falta de interés.	Motivación/Metodología
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PHASE 4: CLASSIFIED DATA PROCESS BY RECURRENT LINES

CATEGORIZACIÓN DE PERCEPCIONES PARA EL MEJORAMIENTO DEL RENDIMIENTO ACADÉMICO EN INGLÉS					
A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS					
3. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?					
Categoría general	Participantes encuestados	PERCEPCIÓN: ASPECTOS QUE INFLUYEN EN EL APRENDIZAJE DEL INGLÉS	Categorías emergentes	Nº percepciones	Frecuencia
A Nivel Institucional: CECAR Como Programa De Licenciatura En Educación Básica Con Énfasis En Humanidades Lengua Castellana E Inglés	1,4,6,7,11,13	<ul style="list-style-type: none"> -Motivación personal. -Apoyo familiar. -Influencia por docentes. -Motivación. -Motivación por parte del docente. -Motivación por parte de algunos docentes -Motivación por parte de algunos maestros. -Estrategias motivacionales. -Motivación para aprender más. -Aspecto psico afectivos por compañeros. -Estimulo-respuesta-refuerzo. 	Motivación: (auto, docentes y compañeros de clase	11	7
	1	-Aspecto socioeconómico.	Aspecto socioeconómico.	1	1
	1	<ul style="list-style-type: none"> -Buen trato por los alumnos y maestros. -Aspecto psico afectivos por compañeros. 	Buil-raport. Relación docente estudiante.	1	1
	1,7,9	<ul style="list-style-type: none"> -Buen currículo. -Tutorías sobre temas apostantes que permitan dudas sobre los mismos. -Organización administrativa. 	Plan curricular	3	4

PERCEPTION ON POOR ENGLISH LEVEL



		-El pensum es terrible.			
	2,14	-Contacto con nativos. -Nativos para el mejor manejo de la lengua.	Docentes nativos	2	2
	2,3,8 ,10,1 5	-Uso de la lengua dentro y fuera de clases. -Contacto frecuente con la lengua inglesa. -Chat en grupo fomentando el uso de las redes sociales para el aprendizaje del inglés. -Incluir el idioma en actividades cotidianas. La práctica del inglés dentro del salón de clase.	Uso del inglés dentro y fuera de clases.	5	5
	2,4,1 2, 13,1 5	-Intensidad horaria adecuada (clases) -Horas de estudio dedicadas tanto curriculares con extraordinarias. -Intensidad horaria. -Mayor intensidad horaria. -Tiempo estipulado para dedicarle al área -El tiempo.	Plan curricular: Intensidad horaria:	6	6
	2,4,8 ,9,10 ,12,1 3, 14,1 5	-Uso de herramientas y modelos pedagógicos adecuados. -El profesor debe ser más didáctico y práctico la hora de enseñar. -Metodología. -Metodología. -La didáctica del docente. -Las estrategias que fomenten las iniciativas independientes de los estudiantes. -Capacidades del docente orientador. -Metodología del docente. -Profesores bien capacitados para enseñar esta lengua. -Docentes capacitados para la enseñanza. -Las buenas técnicas de enseñanza. -Inglés conversacionales en todas las clases. -Speaking and Reading en clase. -Películas en inglés para la elaboración de ensayos o foros.	Metodología y cualificación de los docentes.	9	14
	3,13, 15	-Interés por aprender. -Interés por la lengua inglesa.	Interés por el inglés	3	3

PERCEPTION ON POOR ENGLISH LEVEL



		-La falta de interés			
	3,5,1 3,14	-Disposición -Disposición de aprender una lengua. -Buena disposición al aprender. -Disposición del estudiante	Disposición para el aprendizaje del inglés.	4	4
	5,6,1 1	-Hábito de estudio. -Estudio independiente -Dedicación del estudiante para aprender el idioma -Trabajos diarios.	Hábito de estudio y trabajo independiente.	4	3
	8,15	-Gramática de forma secuencial y fonética. -La corrección de vocabulario.	Input/Componente lingüístico.	2	2
	9,10	-Niveles de exigencia. -El nivel de exigencia del docente en curso.	Nivel de exigencia del docente.	2	2
	12,1 3,15	-Infraestructura acorde para una enseñanza eficiente del inglés. -Ambientes propicios para el desarrollo de actividades. -Recursos para trabajar -La cantidad de estudiantes.	Salones, ambientes y materiales apropiados para inglés.	3	4
	9	-Desbalance de los niveles de estudiantes en un solo salón afecta.	Estudiantes con diferentes niveles de inglés en el mismo salón.	1	1

PHASE 5: SIGNIFYING, REDUCTION, AND DATA CATEGORIZING

Interpretación y reducción de datos a categorías					
3. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?					
Muestra: 15 participantes de x semestre					
Categoría de análisis	Nº	Categoría emergente	Subcategoría: Aspectos que influyen en el aprendizaje del inglés	Frec	%
CECAR Como Programa De Licenciatura En Educación Básica Con Énfasis En Humanidades Lengua Castellana E Inglés.	1	Metodología y cualificación de los docentes	Profesores más capacitados, más didácticos y más estrategias en sus actividades, que fomenten iniciativas e independencia en la participación de los estudiantes al momento de desarrollar sus habilidades lingüísticas en inglés.	10	67%
	2	Motivación	-Motivación personal, por docentes y compañeros de clase. -Apoyo familiar.	6	40%
	3	Intensidad horaria del plan curricular	-Intensidad horaria adecuada tanto curricular como extraordinaria.	5	33%
	4	Uso del inglés dentro y fuera de clases y redes sociales.	Contacto frecuente con la lengua inglesa dentro y fuera de clases y chat en grupo, fomentando el uso de las redes sociales para el aprendizaje del inglés.	5	33%
	5	Disposición para el aprendizaje del inglés.	Buena disposición de los estudiantes para aprender la lengua inglesa.	4	27%
	6	Infraestructura, espacios y materiales apropiados para inglés.	Infraestructura, ambientes y recursos apropiados para el aprendizaje de la lengua inglesa.	4	27%
	7	Interés por el inglés.	Estar interesados en aprender la lengua inglesa.	3	20%
	8	Hábito de estudio y trabajo independiente.	Dedicación del estudiante para aprender el idioma	3	20%
	9	Profesores nativos	Contacto con nativos para el mejor manejo de la lengua.	2	13%
	10	Plan curricular	Estructura del pensum y organización administrativa.	2	13%

PERCEPTION ON POOR ENGLISH LEVEL



	11	Input apropiado del componente lingüístico.	Gramática y fonética de forma secuencial y corrección de vocabulario.	2	13%
	12	Nivel de exigencia del docente.	La exigencia docente en cada curso	2	13%
	13	Aspecto socioeconómico	Aspecto socioeconómico	1	7%
	14	Buena relación docente y estudiantes.	Buen trato por los alumnos y maestros. Aspecto psico-afectivos por compañeros.	1	7%
	15	Desbalance de los niveles de inglés de los estudiantes en un solo salón	-Desbalance de los niveles de estudiantes en un solo salón afecta	1	7%

PHASE 6: CONCLUSIONS

Conclusión: Aspectos que influyen en el aprendizaje del inglés				
Muestra: 15 participantes de x semestre del Programa De Licenciatura En Educación Básica Con Énfasis En Humanidades Lengua Castellana E Inglés				
Nº	Categorías generales	Categorías inmersas	Frec	% Prom
1	Docentes	1. Metodología y cualificación en el área de inglés. 12. Alto nivel de exigencia del docente.	6	40%
2	Estudiantes	2. Motivación 4. Uso del inglés dentro y fuera de clases y redes sociales 5. Disposición para el aprendizaje del inglés. 7. Interés por el inglés. 8. Hábito de estudio y trabajo independiente. 13. Aspecto socioeconómico	4	27,1%
3	Currículo	3. Intensidad horaria adecuada tanto curricular como extraordinaria. 6. Infraestructura, espacios y materiales apropiados para inglés. 10. Estructura del pensum y organización administrativa. 15. Estudiantes con diferentes niveles de inglés en el mismo salón afecta. 9. Profesores nativos	3	20%

PERCEPTION ON POOR ENGLISH LEVEL



4	Docentes y estudiantes	14 Buena relación docente y estudiantes. 11 Input apropiado del componente lingüístico.	2	13%
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PHASE 7: TRANSLATION PROCESS

Interpretation and reduction of data to categories					
3. According to your perception, list: What are the aspects that influence learning English?					
Sample: 15 10th semester participants					
Context	Nº	Emerging category	Subcategory: Aspects that influence the learning of English process	Freq	%
CECAR, as a Bachelor Program in Basic Education With an Emphasis in English Language	1	Methodology and teachers' qualification	-Teachers' training, didactic, and strategies in their activities must encourage initiative and independence in students' participation as well as self-language skill development in English.	10	67%
	2	Motivation	-Personal motivation, by teachers and classmates. -Family support.	6	40%
	3	Hourly intensity of the curricular plan	-Time adequate both curricular and extraordinary.	5	33%
	4	Use of English in and out of classes or social networks.	-Frequent contact with English language in and out of classes, and chats, promoting the use of social networks for learning English.	5	33%
	5	Willingness for learning English.	Good willingness of students to learn English.	4	27%
	6	Appropriate infrastructure, spaces and materials for English.	Infrastructure, environments and appropriate resources for learning the English language.	4	27%
	7	Interest in English.	To be interested in learning English language.	3	20%
	8	Habit of study and independent work.	Students' dedication to learn the language	3	20%
	9	Native English teachers	Contact with natives for the best management of the language.	2	13%
	10	Curricular plan	Pensum structure and administrative organization.	2	13%

PERCEPTION ON POOR ENGLISH LEVEL



	11	Appropriate input of the linguistic component.	Grammar and phonetics sequentially and vocabulary correction.	2	13%
	12	Teachers' demanding level	The teaching requirement in each course	2	13%
	13	Social economic aspect	Social economic aspects	1	7%
	14	Good rapport between teachers and students.	Good treatment for students and teachers. Psycho-affective aspect by classmates.	1	7%
	15	Imbalance of students' English levels in a single classroom	Student with different levels of English in a single classroom affects	1	7%

Conclusion: aspects that influence English learning process.				
Sample: 15 participants from 10 th semester from the Bachelor Program in Basic Education with Emphasis in Humanities Spanish and English Language.				
N°	General categories	Immersed categories	Freq	%
1	Teachers	1. Methodology and teachers' qualification 12. Teachers' demanding level	6	40%
2	Students	2. Motivation 4. Use of English in and out of classes and social networks 5. Willingness to learn English. 7. Interest for English. 8. Habit of study and independent work. 13. Socioeconomic aspect	4	27%
3	Curricular plan	3. Appropriate hourly intensity in both curricular and extracurricular 6. Appropriate Infrastructure, spaces and appropriate materials for English. 10. Structure of the syllabus and administrative organization. 15. Students with different levels of English in the same classroom. 9. Native English teachers	3	20%

PERCEPTION ON POOR ENGLISH LEVEL



4	Teacher and students	14 Good teaching and learning rapport, both teachers and students. 11 Appropriate input of the linguistic component.	2	13%
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Appendices B

Students' Raw Data Collection

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS Seudónimo: _____ Semestre que está cursando: _____ Edad _____ Fecha _____			
A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS 1. ¿Cuál es su percepción acerca del desempeño académico en inglés de los estudiantes del Programa de licenciatura en educación básica con énfasis en inglés?			
PARTICIPANTE	PERCEPCIÓN: DESEMPEÑO ACADÉMICO EN INGLÉS	RAZÓN	CATEGORÍA
1	Regular	Yo creo que el desempeño académico en la línea del idioma extranjero inglés es regular en los estudiantes del programa de licenciatura, ya que, observando y analizando minuciosamente la población estudiantil, no se tiene en cuenta aspectos importantes a la hora como la dicción, la entonación y la neutralización del acento materno "costeño" que casi todo los estudiantes los poseen.	
2	Bajo	Mi percepción acerca del nivel de inglés del programa de licenciatura en educación básica con énfasis en inglés es bajo para la exigencia del contexto educativo con respecto al idioma extranjero en nuestros días y en comparación con el de otras instituciones y universidades.	
3	No es el mejor	El desempeño académico no es el mejor debido que en ocasiones Las estrategias de enseñanza-aprendizaje no son las más adecuadas, creando	

PERCEPTION ON POOR ENGLISH LEVEL



		<p>un ambiente un poco desagradable. La manera de enseñar es en muchas ocasiones monótonas y tediosas. Genera en los estudiantes un poco desinterés. El modo de evaluar no es el más apropiado en algunos casos, no evalúan lo que orientan por el contrario toman aspectos no tratados en la clase para evaluar.</p>	
4	Nivel intermedio / Nivel Básico	<p>A nivel académico el desempeño de inglés está en un nivel medio ya que a determinado semestre Algunos estudiantes manejan y tienen dominio de la lengua extranjera, pero sin embargo, Algunos estudiantes de octavo, noveno y décimo semestre que apenas alcanzan un nivel básico. Pienso que para eso estudiantes La universidad debería tener un plan de mejoramiento.</p>	
5	Bajo	<p>Creo que algunos estudiantes presentan un desempeño bajo debido a la Apatía que sienten por esta asignatura. Ya sea porque no les gusta el inglés o porque como yo Nunca hice un curso. Sin embargo, Mi deseo era aprender inglés, pero el programa no cumplió con mis expectativas por el currículo de inglés que inicia a partir del tercer semestre.</p>	
6	Muy bajo	<p>El desempeño de la mayoría de los estudiantes del programa de licenciatura en educación básica con énfasis en inglés, es muy bajo ya que como estudiantes no le ponemos el tiempo requerido para el aprendizaje de esta segunda lengua y solo la ven en algunos casos como otra materia más.</p>	

PERCEPTION ON POOR ENGLISH LEVEL



7	Malo	De acuerdo a lo que he observado, muy pocos estudiantes de la carrera han logrado obtener un buen nivel de inglés. Sin dejar de lado que para lograrlo han realizado cursos intensivos para dominar la lengua inglesa.	
8	Mala: Desempeño bajo.	Mala, muchos no les gusta y tampoco les interesa el inglés. Por no brindar una buena educación los estudiantes no se esfuerzan y su desempeño es bajo. Otros solo vienen por inglés.	
9	Muy básico Muy bajo	El desempeño académico de los estudiantes en inglés es muy básico en comparación con el perfil que quiere lograr la corporación o el programa. No he percibido ningún estudiante con el nivel suficiente C, para alcanzar una profesión pertinente. El nivel es muy bajo!	
10	Muy básico	El desempeño académico de los estudiantes en inglés está en su mayoría aislado y excluido de los planes a futuros de los mismos, por tanto en su mayoría, Los estudiantes buscan su formación en el área de humanidades y viven con agonía y desencanto el área de inglés, estando visiblemente en un nivel básico al esperado como énfasis.	
11	Pésimo	El desempeño académico de los estudiantes del programa de licenciatura en educación básica con énfasis en inglés es pésimo, la gran mayoría incluyendo, Presentamos dificultades para el aprendizaje de esta lengua a nivel léxico, motivacional. Se evidencia en las aulas carencia de vocabulario, mala pronunciación y poco interés por los alumnos.	

PERCEPTION ON POOR ENGLISH LEVEL



12	Bajo	Acorde a diversas pruebas y factores como el habla y la interacción de muchos estudiantes en espacios donde conviven, el uso y desempeño del inglés es bajo.	
13	Medio Casi bajo al nivel esperado	Los estudiantes tiene un desempeño medio, casi bajo al nivel esperado por la facultad. Esto puede ser generado por el Desinterés de los estudiantes sienten hacia la asignatura, o la Poca creatividad de los docentes al enseñar esta lengua.	
14	No tienen el nivel	Durante el tiempo que he estado en la corporación he observado que pocos estudiantes cumplen o tienen el nivel correspondiente en la carrera, cabe resaltar que estos han optado por realizar cursos intensivos de inglés.	
15	Buen énfasis del inglés	Bueno, a mi parecer, CECAR, tiene un buen énfasis en inglés pero Puede ser excelente, si utiliza otra herramienta en los niveles básico de inglés para que los niveles más avanzados sean más eficaces. Pienso que pueden Ser más específicos en las formas gramaticales ya que es donde se comenten muchos errores.	

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS		
Seudónimo: _____ Semestre que está cursando: _____ Edad _____ Fecha _____		
A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS		
2. Según su percepción, enumere: ¿Qué debe hacer la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?		
PARTICIPANTE	PERCEPCIÓN: RENDIMIENTO ACADÉMICO EN INGLÉS	CATEGORÍA
1	Clases meramente en inglés. Clases dominadas por maestros nativos. Inmersiones cada mes con distintos incentivos. Convocatorias mensuales por maestros nativos. Concurso a través de las TICS para estudiantes. Pruebas semanales para estudiantes. Autoexamen reflexivo para mejoramiento colectivo. Evaluación a los docentes para su excelencia.	
2	Evaluar el nivel académico e intelectual de los docentes. Reelaborar y estructurar nuevamente los contenidos. Agregar nuevas asignaturas que con lleven al desarrollo de la lengua inglesa. Promover la interacción con nativos.	
3	El profesor debe motivar a los estudiantes a aprender cada día. El docente debe ser didáctico y recursivo al momento de enseñar. El docente debe ser innovador y creativo. El docente debe socializar un poco para tener confianza con sus estudiantes resaltando el respeto, ante todo. El docente debe ser más objetivo y analizar el contexto en el que se desenvuelve.	
4	Metodología. Motivación por parte de los profesores. Utilizar la conversación como estrategias. Utilizar menos copias para la implementación de las clases. Hacer una evaluación a cada estudiante para definir su nivel y no por semestre.	
5	Iniciar los niveles de inglés en primer semestre. Temáticas de acuerdo a los niveles de los estudiantes ya que muchos de nosotros iniciamos sin un curso. Implementar el número de horas.	
6	Mayor intensidad horaria a parte de las que ya hay. Grupos de lectura. Intercambios con otros países de la lengua nativa del inglés.	
7	Más clases intensivas de inglés y menos de español. Más ayuda de nativos extranjeros de la lengua. Intercambios estudiantiles (tener la	

	oportunidad de que alumnos buenos en el idioma visiten otros lugares extranjeros donde refuercen su idioma inglés) lo que también motiva a otros estudiantes.	
8	Aumentar la hora de inglés (ocho horas). Desarrollar las clases de manera didáctica y no sola por venirse a ganar la plata. Elaborar english day. Traer nativos preparados en pedagogía (han fallado en eso). Foros en inglés. Karaoke en inglés como programación especial y obras de teatro que fomenten el lenguaje.	
9	Vincular más materias sobre el inglés y horas. Si tenemos un énfasis en el inglés es necesario empezar desde el primer semestre el inglés y no en el tercero. Tener un compromiso o ser responsables con los extranjeros o nativos del inglés, puesto que siempre nos informan que “aun” no tenemos el profesor nativo, generando atrasos en clases convencionales. Incluir dentro de las clases ejes específicos del inglés como el writting, grammar, Reading... si queremos un inglés fluido y entendido se debe cambiar la metodología, trabajar en clase, tener conversaciones directas, espontaneas en clase.	
10	Profesores capacitados para la enseñanza del área. Espacios adecuados con TICS funcionales que se adapten a la enseñanza. Considerar el “ingles” con la misma seriedad que el “español” y adaptar materias desde primer semestre para que los estudiantes no se congelen. Crear horarios... no entendi... y ordenados para la enseñanza de la asignatura “conversacional”. Evaluar plenamente las metodologías del docente habilitado para conocer de qué manera influye en la enseñanza de una lengua.	
11	Separar la lengua castellana del inglés debido a que al inglés no se le está dando la importancia, hay muy pocas horas destinadas a la asignatura y la mayoría son programadas a las últimas horas. Trabajar estrategias de enseñanza donde el estudiante aplique todas las habilidades al mismo tiempo: escritura, escucha, producción y pronunciación. Abrir un laboratorio de inglés donde los estudiantes cuenten con espacios y herramientas de apoyo para el estudio de la lengua.	
12	Profesores capacitados en lengua inglesa. Intensidad horaria en la enseñanza del inglés. Salones adecuados para enseñanza del inglés. Eventos donde el estudiante aplique lo aprendido. Clases interactivas.	
13	Aplicar actividades lúdicas al momento de enseñar. Motivar a los estudiantes para captar su interés. Implementar el uso de las TICS como recurso educativo. Traer material de apoyo para las clases. Aumentar la intensidad horaria. Realizar más proyectos donde sean	

PERCEPTION ON POOR ENGLISH LEVEL



	participes los estudiantes. Evitar el cambio de profesores que genera inestabilidad. Realizar la preparación de las pruebas desde los semestres iniciales. Empezar el inglés desde el primer semestre. Realizar amas prácticas pedagógicas en esta área.	
14	Más horas de inglés. Apoyo con nativos para mejorar la pronunciación.	
15	Debe enseñar más gramática. Debe importarle que el estudiante aprenda más, no por una nota. Debe implementar dentro del aula más la práctica. La falta de dinamismo.	

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS Seudónimo: _____ Semestre que está cursando: _____ Edad _____ Fecha _____		
A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS 3. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?		
PARTICIPANTE	PERCEPCIÓN: ASPECTOS QUE INFLUYEN EN EL APRENDIZAJE DEL INGLÉS	CATEGORÍA
1	Motivación personal. Apoyo familiar. Aspecto socioeconómico. Aspecto psico afectivos por compañeros. Influencia por docentes. Buen trato por los alumnos y maestros. Buen currículo.	
2	Contacto con nativos. Uso de la lengua dentro y fuera de clases. Intensidad horaria adecuada (clases) uso de herramientas y modelos pedagógicos adecuados.	
3	Contacto frecuente con la lengua inglesa. Interés por aprender. Estimulo-respuesta-refuerzo. Disposición	
4	Motivación. Horas de estudio dedicadas tanto curriculares con extraordinarias. Motivación por parte del docente. El profesor debe ser más didáctico y practico la hora de enseñar.	
5	Disposición de aprender una lengua. Habito de estudio. Estudio independiente.	
6	Motivación por parte de algunos docentes. Dedicación del estudiante para aprender el idioma.	
7	Motivación por parte de algunos maestros. Tutorías sobre temas apostantes que permitan dudas sobre los mismos.	
8	Ingles conversacionales en todas las clases. Speaking and Reading en clase. Películas en ingle para la elaboración de ensayos o foros. Chat	

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	en grupo fomentando el uso de las redes sociales para el aprendizaje del inglés. Gramática de forma secuencial y fonética.	
9	Organización administrativa. Metodología. Niveles de exigencia. El pensum es terrible. Desbalance de los niveles de estudiantes en un solo salón afecta.	
10	La didáctica del docente. Las estrategias que fomenten las iniciativas independientes de los estudiantes. Incluir el idioma en actividades cotidianas. El nivel de exigencia del docente en curso.	
11	Trabajos diarios, estrategias motivacionales.	
12	Intensidad horaria. Capacidades del docente orientador. Infraestructura acorde para una enseñanza eficiente del inglés. Metodología del docente.	
13	Profesores bien capacitados para enseñar esta lengua. Ambientes propicio para el desarrollo de actividades. Recursos para trabajar. Mayor intensidad horaria. Buena disposición al aprender. Interés por la lengua inglesa. Tiempo estipulado para dedicarle al área. Motivación para aprender más.	
14	Docentes capacitados para la enseñanza. Disposición del estudiante. Nativos para el mejor manejo de la lengua.	
15	La cantidad de estudiantes. Las buenas técnicas de enseñanza. La corrección de vocabulario. La práctica del inglés dentro del salón de clase. El tiempo. La falta de interés.	

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS

Seudónimo:

_____ **Semestre que está cursando:** _____ **Edad**

_____ **Fecha** _____

A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS **4. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el mejoramiento del rendimiento académico en inglés?**

PARTICIPANTE	PERCEPCIÓN: ASPECTOS QUE INFLUYEN EN EL MEJORAMIENTO DEL RENDIMIENTO ACADEMICO EN INGLÉS	CATEGORÍA
1	Maestros imparciales en las clases. Seguridad personal de cada estudiante. Buena motivación personal de cada estudiante. Clases y maestros más serios. Clases más prácticas que teóricas. Clases más conversacionales. Salidas pedagógicas más centrales. Incentivo a las personas.	

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2	Clases o asignaturas dirigidas al desarrollo de una habilidad en específico. Responsabilidad y compromiso personal para el trabajo independiente.	
3	Comodidad. Tranquilidad. Orientación detallada. Reforzamiento.	
4	Horas de conversación en profundidad para la adquisición de la lengua no para efectos de una nota.	
5	Las estrategias del maestro. La actitud de los docentes en algunos casos ya que esto promueve ambientes de confianza.	
6	Clases más interactivas. Motivación de los docentes hacia los estudiantes.	
7	Clases didácticas donde se genere mucho diálogo o conversaciones usando la lengua inglesa.	
8	Motivación. Trabajo duro y constante en la plataforma ya que todos los docentes no lo hacen. Input-reforzamiento.	
9	Profesores motivacionales. La didáctica. Compromiso. La exigencia del profesor. Interés y preocupación por el programa.	
10	Falta de docentes altamente capacitados y la rigurosidad de los niveles que se deben alcanzar al finalizar. Seriedad en la exigencia. Las metodologías de los docentes. De manera independiente, dedicar más tiempo al inglés a través de canciones, películas o actividades lúdicas a través del uso de la tics.	
11	Las estrategias usadas por algunos docentes donde se involucren todas las habilidades al mismo tiempo. Las actividades diarias puesto que enriquecen el vocabulario. Espacios de diálogos e interacción donde el alumno opine referente a un tema.	
12	Cambiar copias por clases interactivas. El profesor dinamiza la clase con materiales y elementos diferentes e interesantes. Juegos prácticos. Salones con materiales y aptos para el desarrollo de habilidades como listening, speaking, etc.	
13	Actividades didácticas. Profesores dinámicos. Ambientes propicios donde el estudiante se sienta libre de producir o aprender a su manera.	
14	Metodologías. Estrategias. Pedagogía para enseñar y motivar al estudiante.	
15	Gramática del inglés desde los primeros niveles. Que los docentes utilicen estrategias pedagógicas para enseñar inglés. Algunos las aplican otros no.	

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS		
Seudónimo: _____ Semestre que está cursando: _____ Edad _____ Fecha _____		
A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS		
5. Según su percepción, enumere: ¿Cuáles de los aspectos que mencionó en ítem anterior (3 y 4) no se evidencian en el aprendizaje y el mejoramiento del rendimiento académico en inglés en su programa de licenciatura?		
PARTICIPANTE	PERCEPCIÓN: ASPECTOS QUE NO SE EVIDENCIAN EN EL APRENDIZAJE Y EL MEJORAMIENTO DEL RENDIMIENTO ACADÉMICO EN INGLÉS	CATEGORÍA
1	Buen trato por los alumnos y maestros. Buen currículo. Maestros imparciales. Salidas pedagógicas más centrales. Clases más conversacionales.	
2	Clases o asignaturas dirigidas al desarrollo de una habilidad específica. Intensidad horaria mediocre. Herramientas y recursos escasos.	
3	Comodidad. Tranquilidad. Orientación detallada. Reforzamiento. Contacto frecuente con la lengua inglesa. Interés por aprender. Estimulo-respuesta-refuerzo. Disposición	
4	Motivación extrínseca. Las horas de conversación como una forma de adquisición de la lengua y no como un 30% de la nota de inglés.	
5	Hábito de estudios.	
6	Motivación por parte de algunos docentes. Dedicación del estudiante para aprender el idioma. Clases más interactivas. Motivación de los docentes hacia los estudiantes. Los docentes hacen sus clases monótonas.	
7	Motivación por parte de algunos maestros. Tutorías sobre temas apostantes que permitan dudas sobre los mismos. Clases didácticas donde se genere mucho dialogo o conversaciones usando la lengua inglesa.	
8	Inglés conversacionales en clase. Trabajo en plataforma por parte de algunos docentes.	
9	Organización administrativa. Metodología. Niveles de exigencia. El pensum es terrible. Desbalance de los niveles de estudiantes en un solo salón afecta. Profesores motivacionales. La didáctica.	

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	Compromiso. La exigencia del profesor. Interés y preocupación por el programa.	
10	La didáctica del docente. Las estrategias que fomenten las iniciativas independientes de los estudiantes. Incluir el idioma en actividades cotidianas. El nivel de exigencia del docente en curso. Falta de docentes altamente capacitados y la rigurosidad de los niveles que se deben alcanzar al finalizar. Seriedad en la exigencia. Las metodologías de los docentes. De manera independiente, dedicar más tiempo al inglés a través de canciones, películas o actividades lúdicas a través del uso de la tics.	
11	Estrategias no involucran todas las habilidades al mismo tiempo. Se usan pero por muy pocos docentes.	
12	Capacidad del docente. Juegos prácticos. Infraestructura. Clases interactivas.	
13	Ambiente propicio donde desarrollar las actividades libremente sin ser cohibidos. Actividades didácticas.	
14	Nativos para obtención y mejor manejo de la lengua inglesa. Pedagogía para enseñar y motivar al estudiante.	
15	La cantidad de estudiantes. Las técnicas de aprendizaje. La gramática. Los temas se llevan con mucho afán. Poco tiempo para el inglés.	

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS Seudónimo:

_____ Semestre que está cursando: _____ Edad

_____ Fecha _____

A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS 6. ¿Cuál es su percepción acerca de los docentes de inglés del programa y de su práctica pedagógica?

PARTICIPANTE	PERCEPCIÓN: PRÁCTICA PEDAGÓGICA DE LOS DOCENTES.	RAZÓN	CATEGORÍA
1	Regular	Los considero regulares por muchos aspectos y el más relevante de todos es el humano. Son inhumanos prepotentes, arrogantes despectivos, no son solidarios, no son capaces de comprender situaciones fuera de contexto.	

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2		La escogencia de los docentes en ocasiones no se hace de acuerdo al nivel necesario para el semestre. Algunos docentes resuelven asuntos personales durante la clase. Las estrategias usadas por algunos docentes ya son tradicionales y se niegan al cambio.	
3	Amplio conocimiento / Dominan bien el inglés	Los docentes tienen un Amplio conocimiento y Dominan bien el inglés Pero algunos no tienen la pedagogía necesaria para enseñar.	
4	Transmiten el inglés de manera excelente/ Manejan, Dominan el inglés	Particularmente pienso que hay docentes que Transmiten el inglés de manera excelente, Pero hay otros que manejan el inglés, dominan el inglés, pero a la hora de enseñarnos tienen falencias.	
5	Se limitan a cumplir plan de estudios/ promueven ambiente de confianza	Pienso que hay docentes que solo se limitante a cumplir con un plan de estudios, sin embargo, son los mismo que nunca se han interesado en preguntar las razones por las cuales algunos estudiantes no avanzan en su proceso. Que no es exactamente que no estudien en casa como casi la mayoría piensa. Cabe resaltar que hay algunos docentes de inglés que sí promueven un ambiente de confianza para el aprendizaje de esta lengua.	
6	Muy buenos docentes	Todos son muy buenos docentes, pero la verdad, no me gusta la manera de enseñar de algunos de ellos ya que en vez de hacer entrar en confianza al estudiante lo que hacen es cohibirlo. Otros buscan que el estudiante explore todo el potencial que tiene.	
7	Comprometidos con el aprendizaje	Algunos de ellos son comprometidos con nuestro aprendizaje, apoyan a los	

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		estudiantes a utilizar herramientas de internet, sitios web y aprender inglés. Otros realizan actividades que poco ayuda al aprendizaje del inglés.	
8	Algunos no enseñan nada	Algunos van solo a sentarse en el salón de clase y no enseñan nada. Flexibilidad y compromiso con los estudiantes.	
9	Algunos sin vocación de profesión	Algunos no ejercen su profesión por vocación y solo están en búsqueda o "enseñan" para obtener "notas" del estudiante. Atienden al estudiante "superior" cuando se deben preocupar por quien más lo necesite y esto incluye trabajar con metodologías y didácticas holísticas.	
10	Altamente profesionales en su campo / Otros menos capacitados	Así como han existido docentes altamente profesional en su campo, con didácticas y métodos de enseñanza magnificas, existen otros menos capacitados que han "entorpecido" el proceso o simplemente han abandonado el curso, dejando todo inconcluso, es como si existiera un desbalance en cuanto a la examinación de docentes de inglés.	
11	Se esfuerzan por el aprendizaje	Algunos docentes se esfuerzan por el apz (aprendizaje) de los estudiantes aplicando estrategias, ellos no son los culpables de esta realidad la principal causa que se evidencia es la escasas de horas programadas para la asignatura, el horario y el Poco interés de nosotros los estudiantes.	
12	Tienen conocimiento acerca de lo que enseñan	La facultad cuenta conducentes que manejan teoría y tienen conocimiento acerca de lo que enseñan, Sin embargo son pocos los que al momento de colocar ese conocimiento en práctica lo hacen de	

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		la mejor forma y conscientes que sus estudiantes quieren aprender de la mejor forma y de manera más actual a la que ellos conocen y manejan. No fotocopias, si clases innovadoras!	
13	Algunos solo se dedican a impartir	Algunos profesores solo se dedican a impartir, pero no dejan que los estudiantes creen por si solos actividades que sean de su interés para aprender.	
14	Buenos / Monotonía	Este semestre los docentes del programa de inglés y de la practica son buenos, explicando y manejando el inglés, y siempre motivan que si se pueden hacer y lograr las cosas. Aunque a veces todos utilizan la monotonía.	
15	La Gran mayoría usan poca didáctica / Algunos son Excelentes docentes	Bueno, mi percepción con respecto a los docentes del programa es que la gran mayoría utilizan pocas didácticas y pocos recursos para que el estudiante mejore cada día su nivel de inglés. Cabe resaltar que Algunos sí la utilizan y son excelentes docentes.	

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS Seudónimo:

_____ **Semestre que está cursando:** _____ **Edad**
 _____ **Fecha** _____

A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS

7. Según su percepción, enumere: ¿Qué debería brindar la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

PARTICIPANTE	PERCEPCIÓN:MEJORAMIENTO DEL RENDIMIENTO ACADÉMICO EN INGLÉS	CATEGORÍA
1	Tablas individuales con juegos didácticos. Practica pedagógicas en colegios bilingües. Maestros nativos de estados unidos e Inglaterra.	

PERCEPTION ON POOR ENGLISH LEVEL



	Libros más interesantes. Cuentos según el interés del estudiante. Concursos más recios.	
2	Espacios adecuados para desarrollar las 4 habilidades. Verificar el nivel académico de sus docentes. Evitar perdida de clase por despidos inesperados y falta de alternativas de solución.	
3	Capacitaciones. Dar estrategias a los estudiantes para aprender. Temas de interés de los estudiantes para aprender el inglés.	
4	Abrir más espacios donde los estudiantes puedan interactuar ya sea un blogger o espacios face to face a nivel general no por semestre.	
5	Aulas apropiadas para la enseñanza. Número de estudiantes limitado. Incomodo un salón con estudiantes con distintos niveles tratando de aprender una lengua. Semillero de investigación desde los primeros semestres atendiendo que sería de gran ayuda a los estudiantes de niveles más bajos.	
6	Mucho más material para que así el aprendizaje sea más fácil y significativo.	
7	Maestros más didácticos, menos tradicionales. Aulas especiales que contengan artefactos o herramientas que beneficien el mejoramiento académico del inglés.	
8	Calidad de tiempo en el inglés y no más en el español. Exámenes constantes para mirar el nivel de cada uno, y poder reforzar y donde pueda ver más deficiencia. Laboratorios de inglés, aunque si tiene CECAR, pero no los brinda casi a la institución.	
9	Compromiso con siempre brindarnos un profesor nativo. Compromiso con los horarios a tiempo, siempre empezamos tarde y no tenemos profesores. Aulas adecuadas y enfatizo mucho aquí, puesto que nunca tenemos TV, que funcionen y nos tenemos que trasladar a otro salón, perdiendo tiempo. Más preocupación e interés de parte de la facultad por sus estudiantes EN TODO LOS SENTIDOS.	
10	El punto más importante y problematizado: El número de docentes necesarios para suplir los vacíos de los estudiantes desde los primeros semestres que resultan ser los más importantes porque son la base para retomar conocimiento previos, y además docentes con estrategias novedosas y agradables y un nivel de experiencia que devele la seriedad y además brindar una plataforma de apoyo a quienes se encuentran en el nivel más bajo. Otro punto que se debe considerar es la separación de la Lic. de humanidades con la Lic. de inglés para desprender el estigma de que la mayoría tome inglés como obligación y asunto de mediocridad.	

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11	Un aula o laboratorio que lleve a los alumnos a la interacción constante con el inglés, abrir esos espacios. Dividir el inglés de la lengua castellana o dedicar más horas al inglés. Trabajar las horas de inglés a las primeras y no a las últimas.	
12	Un pensum mejorado y equitativo con las horas de clase tanto para inglés como para castellano. Que la asignatura inglés no sea solo vista desde tercer semestre sino desde que empieza la carrera. Antes de tener en cuenta los títulos del orientador, preocuparse más por la forma en que estos aplican y orientan la asignatura.	
13	Horas de conversación en profundidad para la adquisición de la lengua no para efectos de una nota.	
14	Compromiso con nuevos nativos para mejorar la pronunciación y más intensidad de horas en inglés.	
15	Cursos gratuitos para reforzar cada nivel al final de cada uno. Documentación necesaria a la mano de cada estudiante (documento impreso). Tutorías en diferentes horarios. Más horas en los niveles de inglés. Que los niveles empiecen desde el primer semestre.	

ENTREVISTA A ESTUDIANTES DE 10° SEMESTRE DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS Seudónimo:

_____ Semestre que está cursando: _____ Edad

_____ Fecha _____

A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS 8. ¿Cuáles de los ítems que mencionaron en punto 7 no brinda la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

PARTICIPANTE	PERCEPCIÓN: MEJORAMIENTO RENDIMIENTO ACADÉMICO EN INGLÉS	CATEGORÍA
1	Libros de cuentos según los intereses del alumno. Concursos más recios. Maestros nativos de Estados Unidos e Inglaterra. Prácticas pedagógicas en colegios Bilingües. Otros.	
2	Espacios adecuados para desarrollar las 4 habilidades. Verificar el nivel académico de sus docentes. Evitar pérdida de clase por despidos inesperados y falta de alternativas de solución.	
3	Capacitaciones. Dar estrategias a los estudiantes para aprender. Temas de interés de los estudiantes para aprender el inglés.	
4	Espacios para interactuar.	

PERCEPTION ON POOR ENGLISH LEVEL



5	Salones sumamente adecuados para que esta se lleve a cabo efectivamente.	
6	Mucho más material para que así el aprendizaje sea más fácil y significativo.	
7	Todos: Calidad de tiempo en el inglés y no más en el español. Exámenes constantes para mirar el nivel de cada uno, y poder reforzar y donde pueda ver más deficiencia. Laboratorios de inglés, aunque si tiene CECAR, pero no los brinda casi a la institución.	
8	Calidad de tiempo en el inglés y no más en el español.	
9	Compromiso con siempre brindarnos un profesor nativo. Compromiso con los horarios a tiempo, siempre empezamos tarde y no tenemos profesores. Aulas adecuadas y enfatizo mucho aquí, puesto que nunca tenemos TV, que funcionen y nos tenemos que trasladar a otro salón, perdiendo tiempo. Más preocupación e interés de parte de la facultad por sus estudiantes EN TODO LOS SENTIDOS.	
10	Todos los que dije anteriormente. Son falencias o vacíos que no brinda y debe considerar CECAR. El punto más importante y problematizado: El número de docentes necesarios para suplir los vacíos de los estudiantes desde los primeros semestres que resultan ser los más importantes porque son la base para retomar conocimiento previos, y además docentes con estrategias novedosas y agradables y un nivel de experiencia que deleve la seriedad y además brindar una plataforma de apoyo a quienes se encuentran en el nivel más bajo. Otro punto que se debe considerar es la separación de la Lic. de humanidades con la Lic. de inglés para desprender el estigma de que la mayoría tome inglés como obligación y asunto de mediocridad.	
11	Ninguna de las anteriores: Un pensum mejorado y equitativo con las horas de clase tanto para inglés como para castellano. Que la asignatura inglés no sea solo vista desde tercer semestre sino desde que empieza la carrera. Antes de tener en cuenta los títulos del orientador, preocuparse más por la forma en que estos aplican y orientan la asignatura.	
12	Pensum equitativo. Docentes acordes y con ganas de enseñar de la mejor forma. Aplicación semestral de pruebas de inglés que ayuden a conocer y mejorar el nivel que tenga cada estudiante.	
13	Los que menciones en el punto 5: Ambiente propicio donde desarrollar las actividades libremente sin ser cohibidos. Actividades didácticas.	

PERCEPTION ON POOR ENGLISH LEVEL



14	Todos: Compromiso con nuevos nativos para mejorar la pronunciación y más intensidad de horas en inglés.	
15	Cursos gratuitos para reforzar cada nivel de inglés. Documentación impresa. Tutorías en las horas de la noche.	
16		

ENTREVISTA A ESTUDIANTES DE DECIMO SEMESTRES DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS Seudónimo: _____ Semestre que está cursando: _____ Edad _____ Fecha _____			
B. A NIVEL PERSONAL: Usted como estudiante del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés. 9. ¿Qué significado tiene la asignatura inglés para usted?			
PARTICIPANTE	PERCEPCIÓN: DESEMPEÑO ACADÉMICO EN INGLÉS	RAZÓN	CATEGORÍA
1	muy importante	Inglés significa pasión y poder por la vida es sinónimo de virtud y de guerra porque nunca se deja de aprender en este idioma tan admirable cosmopolita, subordinado por la ciencia.	
	la más importante	Es la que encamina mi proceso de desarrollo personal con respecto a la consecución y el manejo de una lengua extranjera, aunque desafortunadamente es la que mayor número de falencias ha tenido.	
3	muy importante	Hablar una segunda lengua no es solo un beneficio para tener más oportunidades laborales, sino que también se ha vuelto una necesidad para todas las personas aprender inglés ya que nuestro país es cada vez más bilingüe y abierto a un nuevo aprendizaje donde la lengua inglesa juega un papel fundamental.	
4	importante	la asignatura de inglés es una herramienta que como profesional me permite verme en un futuro ni distintas	

PERCEPTION ON POOR ENGLISH LEVEL



		áreas del campo laboral como: docente, traductora, etc.	
5	muy significativa, una gran oportunidad	Significa una gran oportunidad, estudiar inglés es muy significativo y aunque mi nivel no es alto, me esfuerzo por aprender cosas básicas que han sido las que hasta ahora me han ayudado a avanzar en cada semestre.	
6	un gran significado	Desde pequeña me gustó mucho, pero a medida que me fui y voy involucrándolo más a fondo en el me doy cuenta que es un reto para mí, que en algún momento he pensado en tirar la toalla, pero sé que soy capaz de lograrlo y así lo haré.	
7	De suma importancia.	He aprendido que el inglés brinda muchas oportunidades de progreso. Aprender inglés, además de generar conocimiento nos ayuda aportar a la educación del país, a motivar a otros aprender una nueva lengua, una que hoy día se ha constituido la lengua de los negocios.	
8	importante	Aprendizaje y amor por otra lengua. Oportunidad. Calidad de vida.	
9	muy importante	Inglés siempre ha sido y siempre será una de las principales asignaturas más importantes, simplemente el "ingles" me motiva, es como un escape u otra forma de comunicación. Es un propósito que siempre he querido desde niña poder hablar y enseñar inglés, lo que lo vuelve más personal.	
10	Motor para estar en la carrera	Desde mi experiencia, la asignatura de inglés es mi motor. Para estar en esta carrera, no solamente porque me gusta el segundo idioma, sino por la cantidad de oportunidades que ofrece el mismo. Es una asignatura de cuidado y seriedad que suma méritos...	

PERCEPTION ON POOR ENGLISH LEVEL



11	Pésimo	El significado que tiene la asignatura inglés para mi es estos momentos y aquí con CECAR que es pésima.	
12	importante	Más que una asignatura es vista como una dimensión importante en el desarrollo de la vida social, profesional y personal del ser humano. En el programa es la segunda parte de nuestra formación y busca formar en una segunda lengua que permita el avance y un óptimo desempeño del nuevo mundo.	
13	Una asignatura más.	El énfasis de la carrera que estoy cursando	
14	Muy significativa	Peros si bien es cierto requiere dedicación, compromiso y esmero para obtener una segunda lengua ya que este nos brinda un sin número de oportunidades.	
15	Importante	Me parece una de las más importantes a nivel académico, cultural, a nivel de interacción con las personas.	

ENTREVISTA A ESTUDIANTES DE DECIMO SEMESTRES DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS			
Seudónimo: _____			
Semestre que está cursando: _____			
Edad _____			
Fecha _____			
B. A NIVEL PERSONAL: Usted como estudiante del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés.			
10. ¿Según su percepción, Cómo consideraría su dominio del inglés después de haber cursado o si solo tomara los niveles ofrecidos por el Programa de Educación Básica con Énfasis en Humanidades, Lengua Castellana e inglés de CECAR?			
PARTICIPANTE	PERCEPCIÓN PERSONAL: DESEMPEÑO ACADÉMICO EN INGLÉS	RAZÓN	CATEGORÍA
1	Regular	Realmente la calidad de los maestros no es la mejor ni mucho menos la forma como se califica y se imparte las clases.	
2	No es el apropiado	Mi nivel de inglés no es el apropiado para ejercer como docente de acuerdo a las exigencias del nuevo milenio en comparación con el nivel de los egresados de otras universidades o incluso cursos temporales.	
3	Regular	Mi inglés es regular puesto que siento que tengo algunos vacíos y faltaron algunas cosas por aprender.	
4	Bajo	Particularmente pienso que a nivel general como adquisición de la segunda lengua me falta adquirir mucho dominio de la lengua.	
5	Bajo	Me cuesta expresarme y entender cuando me hablan, puedo leer y escribir con más facilidad, pero debo mejorar muchos aspectos de esta.	
6	Bajo	Mi dominio de inglés no sabría cómo catalogarlo, ya que se me hace muy fácil entenderlo, escribirlo, mi problema es al hablarlo ya que me cohíbo yo misma por miedo a equivocarme.	

PERCEPTION ON POOR ENGLISH LEVEL



7	básico	Mi dominio del inglés es básico, creo que CECAR debería brindar mucho más a los estudiantes para tener buen manejo del inglés.	
8	malo	Malo porque no han enseñado de forma correcta.	
9	Básico A2	Me considero un A2 en comparación con mis objetivos. Pero los exámenes que he tomado dentro y fuera de la institución por lo general han sido B2	
10	Pésimo	Pésimo, por no decir ningún dominio. Pues fuimos un grupo vulnerado, siempre nos tocaba esperar por varias semanas (2 o 3) al docente de inglés, las cuales eran pérdida de tiempo y dinero sin nombrar el tiempo del profesor que algunas ocasiones fueron asignados con metodologías y estilos de enseñanza retrógrados.	
11	grave	Según los niveles estoy grave con el inglés. No pronuncio bien, tengo poco vocabulario, no manejo todas las reglas de la esta lengua.	
12	intermedio	mi domino del inglés seria intermedio, puesto que desde el inicio de la formación se sufrieron impases como las falta de salón, falta de docentes y sobre todo de ganas después de tanto problema.	
13	intermedio	Considero que estoy en un nivel intermedio después de haber cursado los niveles ofrecidos.	
14	Básico	Puedo lograr entender varias conversaciones y también puedo entablar una, sin embargo requiero de más dedicación y tiempo para lograr el perfeccionamiento del inglés.	
15	Básico	Bueno mi nivel de inglés, considero que es básico y que en mi se pueden utilizar otras herramientas en las cuales pueda	

PERCEPTION ON POOR ENGLISH LEVEL



	mejorar cada día como sé que en otros estudiantes también.	
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ENTREVISTA A ESTUDIANTES DE DECIMO SEMESTRES DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS		
Seudónimo: _____		
Semestre que está cursando: _____		
Edad _____		
Fecha _____		
B. A NIVEL PERSONAL: Usted como estudiante del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés.		
11. Según su percepción enumere. ¿Qué debería hacer para mejorar su rendimiento académico en inglés?		
PARTICIPANTE	PERCEPCIÓN PERSONAL: MEJORAMIENTO DESEMPEÑO ACADÉMICO EN INGLÉS	CATEGORÍA
1	Ampliar más las horas en la asignatura. Conseguir más docentes para clases de inglés. Clase más conversacionales en la asignatura.	
2	Replantear los contenidos. Agregar nuevas asignaturas- elevar intensidad horaria. Estudiar y tener en cuenta las falencias de los estudiantes. Proponer brindar espacios para el uso exclusivo de la lengua inglesa.	
3	Estudiar un poco más y crear algunos hábitos que me ayuden a mejorar. Reforzar algunos aspectos en los cuales hay algunas debilidades. Poner más interés por aprender.	
4	Sinceramente pienso que para mejorar mi nivel de inglés necesito realizar un curso de inglés fuera de CECAR, en otra institución donde enfaticen más la asignatura.	
5	Uno y muy importante aspecto es el estudio independiente.	
6	Mucho más speaking. Interacción con un nativo. Más materiales de inglés.	
7	Más estudio (cursos garantizados de inglés). Estudio y más estudios. Prácticas de la lengua (muy recurrentes). Tener tiempo, dedicación y esfuerzo.	
8	Motivación y esfuerzo. Horas extras para estudiar. Más compromiso.	
9	Compartir o mantener más horas para el estudio.	
10	Dedicar más tiempo de trabajo al inglés. Vincular en mis actividades diarias en el inglés. Hablar con mis compañeros en el idioma. Estudiar y repasar los vacíos.	

PERCEPTION ON POOR ENGLISH LEVEL



11	Dedicar más tiempo al estudio de esta lengua. Brindando espacio donde el estudiante interactúe con sus compañeros y se trabaje toda las habilidades porque se evidencia poco manejo de pronunciación.	
12	Prácticas en un ambiente real. Uso de mejores tecnologías para aprender. No guiarse por los libros solamente sino aplicar juego de roles que lleven al estudiante a vivir situaciones reales donde se usen a mejorar su inglés.	
13	Dedicarle más tiempo al aprendizaje de la lengua.	
14	Dedicación. Estudio tiempo. Esfuerzo.	
15	Reforzar cada nivel de inglés. Ser más específicos en la gramática. Evaluar cada día el vocabulario. Interactuar entre docentes y alumnos.	

ENTREVISTA A ESTUDIANTES DE DECIMO SEMESTRES DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS Seudónimo:

_____ **Semestre que está cursando:** _____ **Edad**

_____ **Fecha** _____

B. A NIVEL PERSONAL: Usted como estudiante del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés.

12. Según su percepción: ¿Cuáles son los aspectos que influyen en el mejoramiento de su rendimiento académico?

PARTICIPANTE	PERCEPCIÓN PERSONAL: ASPECTOS QUE INFLUYEN EN EL MEJORAMIENTO DEL DESEMPEÑO ACADÉMICO EN INGLÉS	CATEGORÍA
1	Aspectos de interdisciplinariedad en asignaturas. Clases más didácticas. Clases más creativas. Maestros más innovadores.	
2	Trabajo independiente. Estrategias usadas y propuestas por docentes ajenos a la corporación. Escucha constante del idioma. Lectura periódica de los libros en el idioma inglés.	
3	Contexto. Proceso de enseñanza- aprendizaje. Relación docentes-estudiante.	
4	Horas dedicadas para el estudio de la lengua tanto por parte de la universidad como fuera de CECAR	
5	Aun cuando se, me da temor expresarme. Algunas veces no cuento con el tiempo necesario. No compartir con alguien a través de una conversación los conocimientos que tengo.	

PERCEPTION ON POOR ENGLISH LEVEL



6	Dedicación que le pongo a las actividades. Intentar expresarme en inglés. Actividades diarias que nos asignan en clase.	
7	Automotivación y deseos de aprender. Esfuerzo y dedicación constante. Practicas diálogos, conversaciones)	
8	Conversaciones. Películas. Canciones. Leer comics.	
9	Disciplina. Responsabilidad. Motivación.	
10	Disponibilidad de tiempo. Disposición. Motivación teniendo en cuenta el docente. Orden y exigencia.	
11	Las horas para aprender esta lengua. Algunas estrategias usadas por los docentes.	
12	El horario. La cantidad de horas semanales. La interactividad usando o aplicando lo que se va aprendiendo. La metodología aplicada por el docente. Actitud positiva a la hora de aprender.	
13	Dedicar más tiempo al inglés. Aumentar el interés por la asignatura.	
14	Poco tiempo por el trabajo. Algunas veces falta de dedicación. Poca motivación por parte del maestro.	
15	Los trabajos de plataforma. Lectura de textos.	

ENTREVISTA A ESTUDIANTES DE DECIMO SEMESTRES DEL PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLA E INGLÉS Seudónimo:

_____ **Semestre que está cursando:** _____ **Edad**
 _____ **Fecha** _____

B. A NIVEL PERSONAL: Usted como estudiante del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés.

13. Según su percepción: ¿Cuáles de los aspectos que mencionó en ítem anterior (11,12) no se evidencian en el mejoramiento de su de su rendimiento académico en inglés?

PARTICIPANTE	PERCEPCIÓN PERSONAL: DESEMPEÑO ACADÉMICO EN INGLÉS	CATEGORÍA
1	Ampliación de horas en la asignatura. Maestros más innovadores. Clases más dinámicas.	
2	Lectura periódica de libros en el idioma inglés. Contacto directo o periódico con la lengua extranjera. Espacios y ambientes adecuados para el uso exclusivo de la lengua. Tener en cuenta las falencias d ellos estudiantes.	
3	Estudiar un poco más y crear algunos hábitos que me ayuden a mejorar. Reforzar algunos aspectos en los cuales hay algunas debilidades. Poner más interés por aprender. Contexto. Proceso de enseñanza- aprendizaje. Relación docentes- estudiante.	

PERCEPTION ON POOR ENGLISH LEVEL



4	Cursos intensivos para mejoramiento del inglés.	
5	No sostener un dialogo. No tener un hábito de estudiar (es decir que no es diario) sino en espacios de tiempos que me posibilita este estudio.	
6	Mayor intensidad horaria aparte de las que ya hay. Grupos de lectura. Intercambio con otros países de lengua nativa del inglés. Dedicación que le pongo a las actividades. Intentar expresarme en inglés.	
7	Cursos. Practicas (diálogos, conversaciones)	
8	Inglés conversacional. Motivación y esfuerzo.	
9	Disciplina. Responsabilidad.	
10	La mayoría de los anteriores, aunque cabe mencionar que inglés es uno de mis fuertes, pero existen habilidades como listening y speaking que necesitan mucho trabajo para "pulir"	
11	Las pocas horas que le dedico al estudio. Las horas son escasas en el programa. No hay espacios adecuados para el estudio de ella.	
12	Practica en ambiente real o semi real. Interactividad en docente con el alumno. Metodología acorde. Horario mejor. Implementación tecnológica.	
13	Dedicarle tiempo al aprendizaje del inglés.	
14	Todos: Dedicación. Estudio tiempo. Esfuerzo. Poco tiempo por el trabajo. Algunas veces falta de dedicación. Poca motivación por parte del maestro.	
15	Reforzamiento de los niveles de inglés. La especificación desde el primer nivel de inglés en la gramática.	

Appendices C

Sample 2: Teacher's Raw Data Collection

ENTREVISTA CON DOCENTES DE INGLÉS:

**PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES
LENGUA CASTELLANA E INGLÉS**

Seudónimo: Álvaro Avendaño Seña

Nivel formación: Postgrado.

Fecha: Octubre 15 -2016

Años de experiencia orientando procesos de bilingüismo: 40

A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS HUMANIDADES LENGUA CASTELLANA E INGLÉS

11. ¿Cuál es su percepción acerca del desempeño académico en inglés de los estudiantes del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés?

En general el desempeño de los estudiantes es muy básico, excepto en muy pocos casos en los que algunos poseen las habilidades para alcanzar niveles más altos. Hay casos en que no alcanzan a desarrollar ninguna competencia en tal lengua. La mayoría muestra preferencias por rendir más en áreas de lengua materna, y muy a menudo se les oye decir que están más interesados por Español que por Inglés. Esto por supuesto revela una de las causas del bajo rendimiento

12. Según su percepción, enumere: ¿Qué debe hacer la INSTITUCION (CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés) para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
1.	Ofrecer un programa específico para idiomas extranjeros (Inglés, Francés, Portugués)
2.	Fortalecer la intensidad de lengua extranjera e incluir otras materias en dichas lenguas.
3.	Someter a los aspirantes a procesos de selección para detectar habilidades para su aprendizaje y uso.
4.	Dotar al programa de los recursos convencionales y de avanzada que apoyen el proceso de enseñanza y aprendizaje.
5.	Ofrecer el programa en jornada diurna.
6.	Apoyar a los docentes en la ejecución de actividades especiales de promoción y práctica de los idiomas extranjeros.
7.	Nombrar en la dirección del programa a expertos en el área de idiomas extranjeros.

13. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?

N°	Ítem
1.	La predisposición natural o motivacional del estudiante para el aprendizaje y uso del inglés.
2.	La plena identificación de las razones para aprenderlo y la de las metas que quiere alcanzar con ello.
3.	El acompañamiento docente de alta calidad y la variedad de metodologías.
4.	La voluntad para estudiar y practicar en ambientes más autónomos.
5.	La oferta de un programa bien estructurado y fortalecido en las áreas de inglés.
6.	La disponibilidad de recursos de apoyo de todo orden.

14. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el mejoramiento del rendimiento académico en inglés?

N° Ítem	
1.	La preparación del estudiante en estrategias de aprendizaje en el aula y fuera de ella.
2.	El uso de herramientas y recursos especializados en el área disponibles en la web.
3.	El propio esfuerzo e iniciativa del estudiante interesado en aprender.
4	La alta exigencia del docente.

15. Según su percepción, enumere: ¿Cuáles de los aspectos que mencionó en ítem anterior (3 y 4) no se evidencian en el aprendizaje y el mejoramiento del rendimiento académico en inglés en su programa de licenciatura?

N° Ítem	
1.	En el ítem 3, numeral 1. Existen frecuentes casos de estudiantes que no están en la carrera por el inglés.
2.	En el ítem 3, numeral 4. El estudiante no toma iniciativas si no se la demanda el profesor.
3.	En el ítem 3, numeral 5. El programa tiene debilidades en su organización curricular.
4.	En el ítem 3, numeral 6. Hay que dotar de recursos al programa y no sólo de plataformas.

17. ¿Cuáles de los ítems que mencionó en punto 6 no brinda la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
1.	Sólo la oportunidad de que los docentes organicen algunas actividades.

B. A NIVEL PERSONAL: (Usted como docente del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés)

- Según su percepción, enumere: ¿Qué debería hacer para mejorar el rendimiento académico en inglés de los estudiantes del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés?

N°	Ítem
1.	Tener la oportunidad de conformar un equipo que lidere procesos de evaluación del programa y diseñe propuestas de fortalecimiento del mismo siempre y cuando el equipo sea escuchado y apoyado.

PERCEPTION ON POOR ENGLISH LEVEL



2. Según su percepción, enumere: ¿Cuáles son los aspectos influyentes para el mejoramiento de su quehacer pedagógico?

N°	Ítem
1.	Apoyo institucional y de mejoramiento académico.
2.	Reconocimiento social, académico y mejoramiento salarial.

3. Según su percepción, enumere: ¿Cuáles de los aspectos mencionados en el ítem anterior (2) no evidencia para el mejoramiento de su quehacer pedagógico?

N°	Ítem
1	Ambos muy poco.

4. ¿Qué significado tiene la enseñanza de la asignatura inglés para usted?

Significa toda una vida entregada al ejercicio docente que me ha dado la oportunidad de proyectarme a la comunidad, de aportarle al progreso y desarrollo de muchas personas. También me ha permitido mejorar como persona y como profesional, de aprender y comprender mi misión con encargo importante dentro de la sociedad colombiana. Como profesor de inglés reconocer mi identidad y cultura al tiempo que reconocer y valorar la foránea. He logrado comprender que el vínculo de la comunicación a través de una lengua internacional nos permite sentirnos como hermanos integrados en una sola familia.

**PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES
LENGUA CASTELLA E INGLÉS**

Seudónimo:

 Nivel formación: _____ Fecha _____

Años de experiencia orientando procesos de bilingüismo: 5

**NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA
CON ÉNFASIS HUMANIDADES LENGUA CASTELLANA E INGLÉS**

**18. ¿Cuál es su percepción acerca del desempeño académico en inglés de
los estudiantes del Programa de licenciatura en educación básica
con énfasis humanidades lengua castellana e inglés?**

El desempeño académico en inglés podría categorizarlo como de regular a bueno en la mayoría de estudiantes salvo a ciertos casos excepcionales que a nivel de responsabilidad en los trabajos y su nivel de comprensión y producción en la lengua extranjera son notables.

19. Según su percepción, enumere: ¿Qué debe hacer la INSTITUCION (CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés) para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
1	Proveer de una verdadera importancia a nivel de tiempo en la malla curricular
2	Promover el intercambio de estudiantes a países anglófonos
3	Ayuda por parte de asistentes extranjeros
4	Tener espacios apropiados como laboratorios de lengua para tal propósito
5	Asignar un mayor valor en créditos a inglés

20. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?

N°	Ítem
1	El medio en que estamos; si este es reacio o por lo contrario amigable con el idioma
2	La necesidad del idioma para viajes, trabajo o estudio
3	La estructuración del programa en si mismo
4	La motivación del aprendiz y de cierto modo la del profesor
5	La didáctica que se maneje al presentar los contenidos

21. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el mejoramiento del rendimiento académico en inglés?

N° Ítem	
1	Disciplina con el idioma
2	Tener los recursos necesarios para el estudio
3	Disponer del tiempo necesario para practicar y estudiar
4	Demostrar una muy buena motivación intrínseca

22. Según su percepción, enumere: ¿Cuáles de los aspectos que mencionó en ítem anterior (3 y 4) no se evidencian en el aprendizaje y el mejoramiento del rendimiento académico en inglés en su programa de licenciatura?

N° Ítem	
1	Tiempo dedicado al idioma
2	Disciplina
3	Estructura pobre del programa
4	Motivación

23. Según su percepción, enumere: ¿Qué debería brindar la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
1	Club de conversación
2	Asistente extranjero
3	Más tiempo dedicado al inglés como asignatura
4	Mayor importancia al inglés como lengua extranjera

24. ¿Cuáles de los ítems que mencionó en punto 6 no brinda la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
1	Club de conversación
2	Asistente extranjero
3	Más tiempo dedicado al inglés como asignatura
4	Mayor importancia al inglés como lengua extranjera

PERCEPTION ON POOR ENGLISH LEVEL



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C. **A NIVEL PERSONAL:** (Usted como docente del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés)

4. Según su percepción, enumere: ¿Qué debería hacer para mejorar el rendimiento académico en inglés de los estudiantes del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés?

N°	Ítem
1	Propender por estar siempre actualizado
2	Llevar coherencia en el seguimiento del programa
3	Brindar cuando sea necesario, motivación
4	Exigir lo requerido por los niveles del MCREL

5. Según su percepción, enumere: ¿Cuáles son los aspectos influyentes para el mejoramiento de su quehacer pedagógico?

N°	Ítem
1	Motivación
2	Buen ambiente laboral
3	Buenas instalaciones y recursos
4	Cohesión en el grupo de trabajo

PERCEPTION ON POOR ENGLISH LEVEL



6. Según su percepción, enumere: ¿Cuáles de los aspectos mencionados en el ítem anterior (2) no evidencia para el mejoramiento de su quehacer pedagógico?

N°	Ítem
1	Cohesión en el grupo de trabajo
2	Optimo ambiente laboral

7. ¿Qué significado tiene la enseñanza de la asignatura inglés para usted?

Enseñar no solo es un gran privilegio para mí, sino que de esta práctica deriva un sinnúmero de aspectos importantes para mi vida personal (como proyecto de vida), laboral (ejercer lo que me gusta hacer). A través de la enseñanza del inglés se puede abrir la puerta a los estudiantes a aceptar, usar y valorar otra lengua diferente a la propia y tener una visión diferente del mundo que lo rodea.

**PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES
LENGUA CASTELLA E INGLÉS**

Seudónimo: Chica sexy2016

Nivel formación: Maestría Fecha 131016

Años de experiencia orientando procesos de bilingüismo 17

D. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS HUMANIDADES LENGUA CASTELLANA E INGLÉS

25. ¿Cuál es su percepción acerca del desempeño académico en inglés de los estudiantes del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés?

Que no es la deseada para estudiantes que se van a graduar como licenciados en Inglés, pero que ha mejorado, mucho.

26. Según su percepción, enumere: ¿Qué debe hacer la INSTITUCION (CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés) para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
1	El ajuste curricular, debe verse reflejado en la evaluación. No se puede pasar el nivel de inglés con trabajos, debe ser con el nivel.
2	Debe retomarse el nativo, con algunas modificaciones.

3	Los estudiantes con bajo desempeño, deben asistir a tutorías de manera obligatoria.
4	La gramática del inglés, la fonética y la didáctica del inglés no pueden contarse como horas de inglés y debe ser replanteado el semestre en el que se imparten estas asignaturas.
5	Asi no se pueda hacer una reestructuración del plan de estudios, debe subirse la intensidad horaria.
	Se debe controlar las horas de trabajo independiente.
	Hay que tener material (libro) para todos los niveles, los estudiantes deben pagarlo en la matricula para evitar que no lo compren y le saquen copias.
	Hay que hacer más proyectos de internacionalización, pasantías y salidas.
	Hay que invitar a estudiantes de países de habla inglesa a que hagan su semestre en CECAR.
	Hay que hacer más investigación en inglés

27. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?

N° Ítem	
	Horas de aprendizaje, efectivas y de trabajo independiente.
	El nivel de los docentes
	Los métodos con los que se enseña.
	El propósito real del ingles , para que y por que
	El interés y la motivación.
	Que los estudiantes estén en el mismo nivel, para proyectar el nivel a alcanzar.
	Materiales de soporte del aprendizaje.
	Actividades para poner la lengua en contexto

28. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el mejoramiento del rendimiento académico en inglés?

PERCEPTION ON POOR ENGLISH LEVEL



N° Ítem	
	Exigencia.
	Material de calidad, nos solo apoyado en las TIC.
	La motivación.

29. Según su percepción, enumere: ¿Cuáles de los aspectos que mencionó en ítem anterior (3 y 4) no se evidencian en el aprendizaje y el mejoramiento del rendimiento académico en inglés en su programa de licenciatura?

N° Ítem	
	Tiempo, los estudiantes están acostumbrados a que hacen inglés solo en clase y no aprovechan las horas de trabajo independiente.
	El nivel de todos los docentes que dan clase en la licenciatura debe ser C1 y hay maneras de buscar que sea este el nivel de todos
	Se enseña con métodos viejos como grammar translation, muy poco proyecto.
	No hay énfasis en speaking
	Los normalistas por salir en patines de la universidad ven el inglés en distancia y luego en presencial y esto los descompensa.
	No ven inglés desde primer semestre

	Están mezclados los estudiantes de buen nivel con los quedados y esto no les sirve a los que van quedados, porque en inglés el speaking es importante y en un salón de nivel desigual siempre van a hablar y participar los que saben y esto desmotiva y atrasa.
	No hay un material estructural que permita el nivel, el área nunca se pudo poner con los libros, el libro se debe cobrar el la matrícula y entregarlo la primera semana de clase garantizando un material original con audio y de buena calidad. Como se aprenden los colores con copias grey, dark grey, light grey. Blu gray.

30. Según su percepción, enumere: ¿Qué debería brindar la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
	La exigencia, mientras siga siendo materia de relleno, la colita del diploma, y la intensidad de toda la carrera no supere los 35 créditos que tiene es imposible que mejore.
	El material de trabajo en el área todos hacen lo que pueden no hay consenso.
	La mentalidad de los chicos, apenas me gradué estudio inglés, eso les resta posibilidades laborales, hay más trabajo en ingles que en Español y los chicos de semestres 3 y 4 de la universidad de sucre, les quitan el trabajo a licenciados graduados en CECAR.
	No se siguieron los lineamientos del British Council por parte de CECSR y eso acabo el programa,

31. ¿Cuáles de los ítems que mencionó en punto 6 no brinda la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem

E. **NIVEL PERSONAL:** (Usted como docente del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés)

8. Según su percepción, enumere: ¿Qué debería hacer para mejorar el rendimiento académico en inglés de los estudiantes del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés?

N°	Ítem
	Organizar más eficientemente mis tiempos de trabajo.
	Ajustar las evaluaciones a las pruebas estandarizadas.
	Aprovechas más las horas de trabajo independiente.
	Implementar el pen pal ya que no hay nativos.

PERCEPTION ON POOR ENGLISH LEVEL



9. Según su percepción, enumere: ¿Cuáles son los aspectos influyentes para el mejoramiento de su quehacer pedagógico?

N°	Ítem
	El dinero que me pagan.
	El trabajo que me asignan.
	La igualdad u homogeneidad en el nivel de los estudiantes.

10. Según su percepción, enumere: ¿Cuáles de los aspectos mencionados en el ítem anterior (2) no evidencia para el mejoramiento de su quehacer pedagógico?

N°	Ítem
	El trajín a veces no deja que las ideas de mejoramiento pasen de la simple reflexión.
	Al no estar de acuerdo con la manera como se trata el área por parte de las directivas, se pierde la motivación a mejorar, mejorar para que, si en la presencial se exige y a distancia es más relleno aún que en la presencial.

11. ¿Qué significado tiene la enseñanza de la asignatura inglés para usted?

PERCEPTION ON POOR ENGLISH LEVEL



Es mi vida, lo que me gusta hacer y la realización primera de mi carrera, esto es lo que más me gusta hacer, CECAR me ha dado la oportunidad de desarrollarme como profesional de mejorar mi nivel de lengua y mis habilidades de enseñanza.

Me gano la vida haciendo lo que me gusta. La satisfacción de ver a alguien que no hablaba y luego verlo hablando inglés y enseñándolo es de las cosas más lindas que me ha pasado en la vida.

Evidence

ENTREVISTA PARA ESTUDIANTES

PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS

Seudónimo: Posita Fresita

Semestre que está cursando: IX Edad 20 años Fecha 03/10/2016

A. A NIVEL INSTITUCIONAL: CECAR COMO PROGRAMA DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES LENGUA CASTELLANA E INGLÉS

1. ¿Cuál es su percepción acerca del desempeño académico en inglés de los estudiantes del Programa de licenciatura en educación básica con énfasis en inglés?

My perception acerca del nivel de inglés de los estudiantes del programa de licenciatura en educación básica con énfasis en inglés es bajo para la exigencia del contexto educativo con respecto al idioma extranjero en nuestros días y en comparación con el nivel de otras instituciones y universidades

2. Según su percepción, enumere: ¿Qué debe hacer la INSTITUCION CECAR, programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés para mejorar el rendimiento académico en inglés de sus estudiantes?

N°	Ítem
1	evaluar el nivel académico e intelectual de los docentes
2	Reelaborar y estructurar nuevamente los contenidos
3	Agregar nuevas asignaturas que contribuyan al desarrollo de la lengua inglesa
4	promover la interacción con nativos

3. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el aprendizaje del inglés?

N°	

PERCEPTION ON POOR ENGLISH LEVEL



Ítem	
1	Contacto con nativos
2	Uso periódico de la lengua dentro y fuera de clases
3	Intensidad horaria adecuada (Clases)
4	Uso de herramientas y modelos pedagógicos adecuados

4. Según su percepción, enumere: ¿Cuáles son los aspectos que influyen en el mejoramiento del rendimiento académico en inglés?

N° Ítem	
1	Clases o asignaturas dirigidas al desarrollo de una habilidad en específico
2	Responsabilidad y compromiso personal para el trabajo independiente.

5. Según su percepción, enumere: ¿Cuáles de los aspectos que mencionó en ítem anterior (3 y 4) no se evidencian en el aprendizaje y el mejoramiento del rendimiento académico en inglés en su programa de licenciatura?

N° Ítem	
1	Clases o asignaturas dirigidas al desarrollo de una habilidad específica.
2	Intensidad horaria mediocre
3	Herramientas y recursos escasos

PERCEPTION ON POOR ENGLISH LEVEL



B. A NIVEL PERSONAL: Usted como estudiante del Programa de licenciatura en educación básica con énfasis humanidades lengua castellana e inglés.

9. ¿Qué significado tiene la asignatura inglés para usted?

Es la más importante, pues es la que encamina a mi proceso de desarrollo personal con respecto a la consecución y el manejo de una lengua extranjera, aunque desafortunadamente es la que mayor número de falencias ha tenido

10. ¿Según su percepción, cómo consideraría su dominio del inglés después de haber cursado o si solo tomara los niveles ofrecidos por el programa de Educación Básica con Énfasis en Humanidades Lengua Castellana e inglés de CECAR?

Mi nivel de inglés no es el apropiado para ejercer como docente de acuerdo a las exigencias del nuevo milenio en comparación con el nivel de los egresados de otras Universidades o incluso de cursos temporales.

11. Según su percepción, enumere: ¿Qué se debería hacer para mejorar su rendimiento académico en inglés?

N°	Ítem
1	Replantear los contenidos
2	Añadir nuevas asignaturas - elevar la intensidad
3	Escuchar y tener en cuenta las falencias de los estudiantes
4	Proporcionar y brindar espacios para el uso exclusivo de la lengua inglesa

PERCEPTION ON POOR ENGLISH LEVEL



12. Según su percepción: ¿Cuáles son los aspectos que influyen en el mejoramiento de su rendimiento académico en inglés?

N°	Ítem
1	Trabajo independiente
2	Estrategias usadas y propuestas por docentes ajenos a la corporación
3	Escucha constante del idioma
4	Lectura periódica de libros en el idioma inglés

13. Según su percepción, enumere: ¿Cuáles de los aspectos que mencionó en ítem anterior (11, 12) no se evidencian en el mejoramiento de su rendimiento académico en inglés?

N°	Ítem
1	Lectura periódica de libros en el idioma inglés
2	Contacto directo o periódico con la lengua extranjera
3	Espacios y ambientes adecuados para el uso exclusivo de la lengua
4	Tener en cuenta las filiaras de los estudiantes

Table 28

Working Schedule 2016-2017

MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4
AUGUST	To adjust first comment about the title, research question, objectives and schedule.	Check: Approach And Formulation Of The Problem, Context Of Study, Description Of The Problem, Research Question, Objectives, Justification.	Check Adjustment of: Approach And Formulation Of The Problem, Context Of Study, Description Of The Problem, Research Question, Objectives, Justification.	Check: THEORETICAL FRAMEWORK: Background, legal framework, theoretical backgrounds.
SEPTEMBER	Check adjustment of: THEORETICAL FRAMEWORK: Background, legal framework, theoretical backgrounds.	Check adjustment of: THEORETICAL FRAMEWORK: Background, legal framework, theoretical backgrounds.	Check. Methodological design and instrument:	Check adjustment. Methodological design and instrument:
OCTOBER	Methodology and data collection			
NOVEMBER	Data analysis and draw out Conclusions and recommendation.			
DECEMBER	Data analysis and draw out Conclusions and recommendation.			
2017				
JANUARY	Data analysis and draw out Conclusions and recommendation.			
FEBRUARY	Data analysis and draw out Conclusions and recommendation.			
MARCH	Translation into English process.			
ABRIL	To build introduction, acknowledgments, resume, abstract.			