



Facultad de Educación
Programa de Magíster en la Enseñanza del Inglés como Lengua Extranjera

**STUDENTS' AND TEACHERS' PERCEPTIONS ABOUT MOTIVATION TO LEARN
ENGLISH AMONG STUDENTS OF A TECHNICAL
INSTITUTION OF TERTIARY EDUCATION IN CONCEPCIÓN, CHILE**

**Tesina para optar al grado de Magíster en la Enseñanza del Inglés como
Lengua Extranjera**

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Concepción, Chile

2016

To my family, for their support and encouragement throughout this process.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my advisor, José Gabriel Brauchy whose continuous support, and priceless contributive suggestions helped me in the accomplishment of this research, thank you for your kindness and endless patience.

I would also like to acknowledge my daughter, Francisca, for her unconditional help when I was overloaded with work; your hours of heavy work and commitment, meant to me more than you can imagine.

To my wife and son, thank you for those times when I was absent and instead of complaining, you filled me with words of encouragement.

Finally, to God whose grace fell upon me, thank you for granting me this opportunity. You never cease to amaze me.

ABSTRACT

This study shows what a group of teachers and students see as the factors that relate to students' lack of motivation in English classes at one of the largest professional institutes in the Bio-Bio Region, Chile, offering both professional and technical degrees. The main concern is to examine the perceptions of different students of basic and intermediate English courses towards learning English, and whether they consider it relevant for their career, further studies and life, in general. Using a mixed method type of research, this study looks at different elements in the curriculum that might interfere with the students' levels of motivation. Teachers were also surveyed to have a different approach on the study. On the basis of the results of this research, it can be concluded that students tend to focus on the events they need to solve sooner, and although English learning is deemed as very important for them, it is not a priority for their curriculum until the last year(s) of their studies. It is suggested to analyze what happens in other technical institutions of higher studies to find a common ground of students 'level of motivation and commitment to learn English.

Key words: higher technical education, motivation, English in Chilean higher technical education.

RESUMEN

Este estudio evidencia lo que un grupo de profesores y estudiantes ven como los factores que se relacionan con la falta de motivación en las clases de inglés por parte de los estudiantes de uno de los institutos profesionales más grandes en la región del Bio-Bío que ofrece carreras tanto técnicas como profesionales. La preocupación principal es examinar la percepción de diferentes estudiantes en los cursos de inglés en niveles básicos e intermedios, con respecto a si consideran el inglés como un aporte a sus carreras, estudios posteriores, o en general a sus vidas. A través de un estudio de enfoque mixto, esta investigación sondea los posibles elementos dentro del currículum que pueden interferir con el nivel de motivación de los estudiantes. Los profesores también fueron encuestados para obtener una visión más completa en este estudio. Sobre la base de los resultados de esta investigación, se puede concluir que los estudiantes ponen mayor énfasis en los eventos más cercanos de su currículum y, aunque reconocen la importancia de aprender inglés, esto no se ve como una prioridad hasta los últimos años de su carrera. Se sugiere analizar que acontece en otras instituciones técnicas de estudios superiores, para afianzar esta investigación.

Palabras claves: Educación técnico-profesional en Chile, motivación, El inglés en institutos técnico-profesionales en Chile.

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CHAPTER I

1.0 Introduction

The idea of globalization implies connecting with other countries around the world. English, as the Lingua Franca, is a mandatory resource to be instilled in the present and future generation of Chilean students and professionals in order to position our country as part of the developed world. Matear (2008) makes the link between knowledge of English, international trade, and economic growth (p. 134). In our country, the study of English as a Foreign Language has become an urgent matter since the turn of the century with the aim of making Chileans English proficient professionals who would help Chile reach economic wellness. (Matear, 2008, p.139).

This mixed method study focused on examining curricular and non-curricular factors that promote or interfere with students' motivation to engage and finally succeed in the basic and intermediate levels of the English course offered at a higher technical institution in Concepcion, Chile, with a population reaching 5,000 students and 240 teachers who interact under the umbrella of a learner-based principle. The instruments used for data collection were two questionnaire surveys that included a closed response and an open response questionnaire survey section. One questionnaire was intended for teachers of the English program and the other was tailored to a group of students of basic and intermediate levels of English studying different technical careers. Data collection analysis showed teachers and students' perceptions about the English course they were involved in and their ideas about how important they deemed English studies for their careers and their future as professionals.

Findings also showed that although students and teachers agreed on the students' need and vision about English, motivation was set aside for the need to deal with the work imposed by their careers which seems, for first year students, an

overwhelming road to follow. As a recurrent practice, students disregard the attention and attendance required to some classes like English to devote to core career subjects.

Although social and contextual factors are very influential in the motivation to learn English (Kormos, 2013, p.9), this study considered that students in the group of study shared similar social limitations like shy character and economic background. The contextual origin was rather similar, as well.

1.1 Rationale

The Chilean ministry of Education has made efforts tending to improve the levels of English of their students in both Elementary and High School levels. Such efforts act as a response to the need for a global language that is used nowadays in technology, trade, media, and entertainment. As Byrd (2013) remarked, globalization has pushed governments to promote English in their countries for the sake of economic development. This decision implies a risk and possibly a high cost for those countries (p.34).

One of the efforts carried out by the Chilean Ministry of Education and the United Nations Development Fund was the *English Open Doors* program, created in 2003 with the objective of better preparing teachers of English and students to face the challenge of improving scores and levels of English language learning in Chile.

Another effort implied the inclusion of native speakers acting as tutors or teachers. Native English speakers have been arriving in our country through a program called "Teaching Chile" to offer themselves as instructors and provide

students of English in some schools, universities, and language institutes with the opportunity to hear and exchange conversations with them as a means of improving their levels of understanding, pronunciation, communication and oral production of the language.

Nevertheless, more than 12 years later only private schools have improved their levels and the reality of public schools is little or no improvement has occurred in this period of time. Public school students arriving at the institution where this research took place are usually unable to pass the placement test and must start from zero: they are unable to hold a short conversation about an everyday topic, have difficulty understanding direct questions and can't express their needs and wishes, and, what poses a big problem for their current English teachers, don't seem to experience real motivation to learn the language when they are part of a class at the site of this research, a higher technical education institution, located in Concepción.

The aim of this research is to find out the curricular and non-curricular factors that foster or hinder motivation to learn English according to students and teachers' perceptions at the basic and intermediate levels of the English course being offered in the general curriculum for technical and professional careers at the institution this researcher serves as an English teacher.

Finally, this research seeks to raise awareness of the factors that interfere with students' motivation in order to focus the attention and energy of the participants on the learning process so that the English program becomes a great opportunity for our students to seize.

It was also considered important to have the vision from the point of view of a group of the teachers working with those levels. They had the opportunity to assess the curriculum together with the book used for the program, and they kindly gave their thoughts about how useful the program could be for the future of students in higher technical education.

1.2 Research Questions.

This study is concerned about the low motivation experienced by some students toward the English language program, thus, the research questions used in this project were the following:

1. What are the factors involved in the higher technical education students' motivation to work in the basic and intermediate EFL classrooms levels from the students and teachers' perspectives?

2-What are the types of factors that contribute to, or hinder the higher technical education students' motivation to work in the basic and intermediate EFL classroom levels from the students and the teacher's perspectives?

3-What are the curricular factors that contribute to, or hinder the higher technical education students' motivation to work in the basic and intermediate EFL classroom levels from the students and the teacher's perspectives?

4- What are the non-curricular factors that either contribute to, or hinder the higher technical education student's motivation to work in the basic and intermediate EFL classroom levels from the students and the teacher's perspectives?

1.3 Research Objectives.

This study presents the following objectives:

1.3.1 General Objective.

To examine factors that foster or hinder students' motivation to work in the basic and intermediate EFL classroom levels at a higher technical education institution.

1.3.2 Specific Objectives.

1. - To determine what factors are taken into account in the technical higher education students' motivation to work in the basic and intermediate EFL classroom levels from students' and teachers' perspectives.
2. -To identify the curricular factors that, either contribute to, or hinder the technical higher education students' motivation to work in the basic and intermediate EFL classroom levels from students' and teachers' perspectives.
3. - To identify the non-curricular factors that, either contribute to, or hinder the technical higher education students' motivation to work in the basic and intermediate EFL classroom levels from the students' and teachers' perspectives.

4. - To raise awareness on curricular and non-curricular factors that, either contribute to, or hinder the higher technical education students' motivation to work in the basic and intermediate EFL classroom levels from the students' and teachers' perspectives.

CHAPTER II

2.0 Contextual Framework

2.1 Higher Technical Education in Chile.

As a teacher arriving three years ago after ten years abroad, one big change encountered by this researcher was that job opportunities had shifted a great deal towards the institutions of tertiary education, especially the higher technical education with at least five new institutions opening in Concepción, either coming from Santiago or just new established names.

According to the Organization for Economic Co-operation and Development (OECD, 2013), tertiary education has increased rapidly during the last decades and several new options have opened as institutions of higher technical education.

Unfortunately, the spread of opportunities for students of tertiary education, has brought about a set of problems yet to solve, like, for example

- quality assurance and equity issues
- some careers still have too lengthy programs .
- skills needed in the labor market are disregarded in the curriculum(OECD, 2013).

In terms of the amount of students opting for the technical modality, in 2013 there was a 44% of students entering tertiary education who decided to join the

technical modality offered by technical training centers (TTCs), vocational institutions, and certain Universities.

Most of them belong to households from the lowest incomes. In fact, 3 out of 5 students belonging to the 60% of the poorest section of the Chileans study in technical institutions (Larrañaga, Cabezas & Dussailant 2013, p. 19).

According to the same authors, students coming from technical high schools are bound to register in higher technical institutes, whereas students who have done regular high school studies will most likely choose the universities. The first group has the highest drop rate (32,6%) which relates to a good extent to the fact that technical institutions have a high drop rate (Larrañaga et al, 2013, p.32).

Because there is no defined framework in the field of Technological industries for the technical institutions of learning, it is to the industrial sector, the business field, to come up with the competences required for a job in their field, in terms of abilities, aptitudes and knowledge. For the past decade, they have been requesting a Technical expert that can handle English. This has caused that more and more technical careers have been incorporating English at different levels into their syllabi.

2.2 The institution's Mission and Vision

With its origins as part of a much larger and recognized university in Chile, this institution of higher technical education serves a much bigger purpose than forming professionals; this is, to serve the country providing with professionals of the technical level with values and attitudes based on Christian morals and who are

familiarized with the latest technology trends available to each of the fields of work, making them an asset for the Chilean industry.

Here is a translation of the Institution`s vision and mission.

Mission: to develop professionals and technical experts with solid ethical principles inspired on Christian`s values, which are capable of performing successfully in the work field, always concerned about the development of our country.

Vision: become the leader among all high- educational technical professional institutions whose alumni are the nation`s best.

One of the major concerns of this professional and technical institution is to connect in practical ways with the laboring sectors where investigation and designing are taking place. The quality of the formative process of the students is tested in the fact that every graduate is capable of performing his/her job efficiently and that each one masters the basics of their field of work with a solid performance in a globalized world (*DuocUC, proyecto educativo*).

2.3 The institution`s EFL curriculum.

The objective stated by the institution expresses that students should be able to communicate themselves in English both in oral and written forms according to CEFR International Standards (Common European Framework Reference for Languages).

- Level 1 at the institution : A1 CEFR.

- Level 2 t the institution : A1 – A2 CEFR.
- Level 3 t the institution : A2 – B1 CEFR.

Lines of Courses

The following is the line of courses available at the institution's English Program:

EFL regular courses: Starter (INU111-INU211), Level 1 (INU311-INU411) and Level 2 (INU511-INU611).

EFL intensive courses: Starter (INU100), Level 1 (INU300) and Level 2 (INU500).

EFL blended courses: Starter (INPV111-INPV211) and Level 1 (INPV311-INPV411).

EFL Blended intensive courses: Starter (INPV100) and Level 1 (INPV300).

English for Specific Purpose (ESP) courses (*DuocUC, English program*).

For the purpose of my research I will be using the starter and level 1 only with the courses INU211 and INU411.

2.3.1 Facts about the English program under this research..

The English Program prepares more than 70.000 students from the 82 different careers and 10 faculties per year. In Concepción alone, the number reached over 6,000 students in 2015.

- To ensure an effective learning environment, the English classes cannot have more than 20 students.

- 20.000 students take the TOEIC Bridge international certification every year. The test, which lasts one hour, is taken at the end of the students' English course and has a validity of two years.
- The Program develops more than 40 different subjects in general English and ESP courses.
- All the students receive a customized, high-quality, and authentic learning material from Oxford University Press. The book has an embedded section for practice, and materials online are also provided for further listening and writing practice.
- Over 350 certified EFL instructors teach more than 70.000 students per year.
- The Teacher Internship Program (TIP) brings TEFL-certified English native speakers from various countries to teach at this institution every year. Concepción will host 2 native speakers to work in different levels, especially in the highest, with the idea of generating among our students an internationally acceptable level of fluency in the English Language (*Duoc.cl English program*).

2.4 EFL Methodology at the institution.

The methodology suggested by the centralized curriculum at the institution of my research can be extracted by the following selection taken from the website of the institution under the section English program overview.

An English lesson at *this place* should be a fun and a natural language experience where the students learn English in the process of real life communication. The language content is presented through functional and communicative tasks triggering spontaneous interaction of the spoken language.

Learning should be accompanied with contemporary course books, teaching aids, real objects, and information technologies. Group work and pair work activities should prevail during the course resembling everyday situations. Role plays and open chats should be implemented in every class.

Ideally, the sitting arrangement should be in the form of a 'U' creating a friendly environment. The teacher should focus on functional and meaningful communication, vocabulary, pronunciation, and intonation rather than form and accuracy. Correction and feedback should be provided not interrupting the students as they participate. Making mistakes is the only way to improve one's language.

Listening, speaking, reading and writing activities should be task-based. Grammar, vocabulary and pronunciation activities should also be practical and amusing. They should be embedded in communicative situations (*Duoc.cl English program*).

CHAPTER III . THEORETICAL FRAMEWORK

The importance of a subject given in a country's educational program, the resources and time allotted for this, give a clear signal to the students of how relevant and decisive a subject can be for their future. This theoretical framework gives the vision of the country towards teaching and learning English and how notorious efforts have been made to offer English for all students, especially in the last decades. Questions whether or not this effort caused an impact on students' motivation may arise.

Teachers also have a high degree of importance in the process of education and the methods they use to instill learning in their students may motivate a student to continue developing the language or damage this drive to the point of avoiding learning English in their professional careers.

Motivation is also a key element of this research. Since the subjects are adults or almost adults studying a fairly short technical career, their motivation is very practical and in the majority of the cases is reduced to finishing a career soon.

3.1 English in Chile.

As the 21st century moves forward, the era of territories discovered and colonization is a matter of the past. These are the times of technological discoveries and instant communications through long distances. When national boundaries are open to receive people goods and ideas flowing across them (Canagarajah,2006), countries need to be prepared to deal with globalization, which implies in a good

amount, preparing professionals and future professionals to learn the language of commerce and international communications.

Chile is not the best scenario for rapid EFL development; some factors like all Spanish speakers neighbors, overseas tourism underdeveloped, and geographical boundaries, to name some, have shaped a shy Chilean character; this factor works against students when they are learning English, for the loud and explosive character of the language, which exposes the speaker to be more notorious.

English, until not long ago, had been reserved for those who could afford private Education, until a reform of the modern languages curriculum in 1998 suggested that “knowledge of English should be considered an essential skill for facilitating international communication, accessing information, participating in information networks, and engaging in commercial exchanges” (English in Chile, 2015, p. 20). The curriculum design should reflect the role of English in the world, the scope of global communication networks, the geographical and regional characteristics of Chile and the demands of the evolving Chilean labor market. (*British Council,.org 2015*).

The major curriculum change emphasized on receptive rather than productive skills. 40 per cent of the English curriculum was devoted to reading comprehension, 40 per cent, to listening comprehension, and 20 per cent, to speaking and writing. Together with that, Mineduc developed a course book, *Go For Chile*, which used settings and learning materials based on Chilean situations and experiences.

In 2003, Chilean educational authorities joined efforts with the United Nations Development program in order to improve national competitiveness and promote

equity by extending English language learning to all students in publicly funded schools (Matear, 2008). The program known as English Open doors (EODP), contemplated that students from public sectors who started taking English classes at fifth grade would reach level B1 of the Common European Framework (CEFR) by the time of their graduation. With this initiative, the Chilean government had in mind to cover for the severe lack of English language skills among the population.

In higher levels, some scholarships were given for English intensive programs. The Corporación de Fomento de la producción (CORFO), a government institution in charge of the development of national industry, commerce, and services, opened programs which benefitted professionals and students of higher education through English courses of 100 and 200 hours. CORFO's English scholarships ended with an international language test that would place professionals and technicians according to their level of English proficiency and insert them in a national register of professionals and technicians with high level of English competence.(Matear, 2008).

In 2012, the EODP developed initial teacher education for English pedagogy students.

Nowadays, after 12 years, the English Opens Doors program produced some advances, but not to the level expected; students from public schools still feel their foreign language program is not helping them, young practitioners start working without the mastery of the language, and the gap between private schools and public schools is the same or wider, offering a bigger advantage to the wealthy families to reach higher socially, with better universities, better jobs, and until the quality of

education resides in the money parents have, only a few will develop the skills and the proficiency that the government requires for the young professionals to make Chile reach global economic development. As Matear (2008) stated, “English is likely to continue to act as a gatekeeper to positions of wealth and prestige, despite investment by the state in language learning, and will open doors for some but not all”(p.143). In other words, the advantage of English in Chile could also be a disadvantage and close doors for those students or professionals who were not capable of learning the language.

There is still a chance, though. According to Chile’s National English Strategy 2014- 2030, efforts are being made to move Chile out of the Very low proficiency ranking (Education First English Proficiency Index, 2013). The Chilean Ministry of Education has set forthcoming changes that will help the students learn and strengthen their English through their compulsory education years and towards their professional studies. Teachers will also be involved in this process through a consistent certification process to enhance their English level and scholarships to experience English in an English speaking country (National English strategy, 2014).

Some of the landmarks of this initiative are the following goals:

- By 2030, 70% of the non- private school system teachers should reach level of certification B2 (CEFR), considering the 5.8% established in 2012.
- 50 % of High Schools Students in their third grade will reach a A1 or B1 level (CEFR) considering the 18% established in 2012.

-ESP English will also continue to be offered to professionals through the CORFO scholarships.

-As a country, the goal is to reach the level of high ability in the Education First English proficiency by 2030.

3.2 EFL Methodology.

Before opening the umbrella of the EFL methodologies that have been used and in some cases, are still in use, in Chile and many other countries where English is not spoken, it is deemed necessary to clear some concepts in language learning.

Methodology is conceived by Swaffar, Arens and Morgan (1982) as a task hierarchy. Omaggio(2001) explained that “the difference among major methodologies are in the priorities assigned to various tasks rather than to the collection of tasks themselves” (p. 92). For Brown (2000), methodologies are pedagogical practices in general. Brown, (2000) explains that whatever considerations involved in the question “how to teach”, are considered methodological (p. 15)

Brown also presents four other terms derived from methodology. These are: approach, method, curriculum/syllabus, and technique. These terms had been early discussed by different authors at different times in the past. In order to present a broader view and how the terms have become more specific, a chart is presented with three authors and their definitions of the terms.

Table 1. Definitions of approach, method, curriculum/syllabus, and technique.

Term	Anthony (1963)in Omaggio (2001)	Westphal (1979) in Omaggio(2001)	Brown (2000,p.16)
Approach:	A set of theoretical principles	Theoretical basis which determine the ways in which the syllabus is treated	Theoretical, well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings
Method:	Procedural plan for presenting and teaching the language	Not mentioned	A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with the teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials they are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.
Curriculum/ Syllabus	Not mentioned	Subject matter content of a given course or courses and the order in which it is presented	Designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject- matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.
Technique:	Strategies for implementing the methodological plan	Individual instructional activity, as it occurs in the classroom	Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

During the past century, and the fifteen years of the 21st century, language teaching methods have shifted following the different disciplinary schools of thoughts namely, psychology, linguistics, and education.

There seems to be a cyclical pattern where a new method containing new elements and basis of the old method emerges about every quarter of a century. The grammar translation method, which comes from the classical method, used to teach Latin and Greek, was developed starting in the nineteenth century and has probably been the method used for the longest period of time and in most countries in the

world. In Chile, the grammar translation method was a favorite among teachers and it is still being used in the public education sector, for example in rural areas and in underprivileged areas where it is difficult to hire second language(L2) teachers. This model has been successful mainly because it requires very little specialized skills on the part of teachers, and tests are easy to construct and score (Brown, 2001).

The direct method, a new approach, emerged as a solution to move the grammar method away from schools, since it is a method for which there is no theory, Richards and Rodgers (1986). This new method was based on the idea of first language acquisition with lots of oral interaction, spontaneous language no translations, and little or no grammar rules. Unfortunately, this method worked well in private schools and language institutes with small students, a big budget, and motivated participants, but was soon discouraged in public schools. After the Second World War, the method used by the army to learn foreign languages led to what came to be known as the audio -lingual method, a method based on linguistic and psychological theory, which consisted in learning drills, dialogues, memorization, with emphasis on pronunciation.

After the Audio- lingual method, a few other approaches were put into practice with the new idea of language acquisition presented by Chomsky. The cognitive code learning approach, which emphasized a conscious awareness of rules, the community language learning, an affective based method developed in the 70's, suggestopedia, which contemplated a state of relaxation from the students through Baroque music in comfortable positions, following completely the instructions of the teacher.

Total physical response (TPR), another method, was very popular especially in elementary schools, where students did a lot of listening and acting, while the instructor was the director (Asher, 1977). The natural approach, emerging from ideas of Krashen's theory of second language acquisition, was characterized by a silent period, no teacher correction, and heavy emphasis on comprehensible input. Nowadays, there is a method that has been accepted and used in different educational stages of second language learning: communicative language learning (CLT).

CLT was described as "a unified but broadly based theoretical position about the nature of language and of language learning and teaching" (Brown, 2007, p. 241). The methodology has been around since the mid-1970's and the main features are the use of the target language in meaningful contexts. The purpose of CLT is to improve the learners' knowledge of the L2.

CLT not only focuses on speaking, it also involves the skills of reading and writing and components such as culture and grammar, Lee and Van Patten (2003). It is a different approach in the sense that acquisition of L2 is achieved mainly through interaction with others rather than drills memorization and grammar rules. The method, enforced by the place where this research took place, is also suggested by Mineduc.

(For a summary of some EFL methods and their characteristics, see table 3.2.2)

The teacher's role in CLT.

Although CLT emerges as the language method to be used in elementary schools, high schools, and institutions of higher learning, language teachers have not

received enough training on this methodology from their teaching programs (Savignon, 2002)

Many L2 teachers feel frustrated due to the ambiguous explanations (Savignon, 1990), and many language teachers who use or want to use CLT do not have a clear definition and guidance (Burke 2007).

CLT teachers have three major roles. The first role is to serve as facilitators to guide students' learning and communication and to provide more opportunities for students to interact by creating meaningful activities (Richards & Rodgers, 2001). The second role of CLT teachers is to become participants with students within an activity instead of trying to control those activities (Richards & Rodgers, 2001). The third role is to serve as a coach to guide students' learning.

Finally, it is always important as teachers of EFL to remember our final objective. Ur (2009) noted that our goal as teachers was not to form imitators of native speakers but rather to produce fully competent bilingual students. The purpose of teachers is not to aspire to turn our students into native speakers of English, since they are already native speakers of their first language (L1), but to help them focus on English as a means of communication in a global world where international English is the strongest language, and where Kachru's expanding circle is developing its own identity (Canagarajah 2006).

Table 2. EFL methods and their most common characteristics.(Zainuddin,et al,2011)

EFL Method	Main characteristics
Grammar translation	<ul style="list-style-type: none"> ❖ Also known as the classical method, the emphasis was on teaching grammar and employing translation ❖ In the grammar-translation method, much use of L1 was employed because the goal was not oral proficiency ❖ Teachers did not necessarily have to be fluent in the L2 because the focus was not on communication. ❖ The grammar-translation method dominated public schools ❖ Today, there is still some evidence of the use of this method in some public schools.
Direct method	<ul style="list-style-type: none"> ❖ The direct method was a complete departure from the grammar-translation method. ❖ The direct method did not allow the use of L1 in the classroom. ❖ Required the use of visuals to convey meaning in an effort to eliminate translation. ❖ The emphasis was on developing proficient thinkers and speakers in the target language. ❖ The most widely known application of the direct method is practiced at the Berlitz language schools.
Audio-lingual method	<ul style="list-style-type: none"> ❖ Emphasized the use of habit forming as a way to develop language proficiency. ❖ The main goal was to develop fluent speakers of L2. ❖ In the audio-lingual method, the emphasis was on the rote memorization of dialogues. ❖ The belief was that much oral practice (dialogue memorization) would result in communicative competence. ❖ It was unsuccessful because students could recite the dialogues but could not communicate in the target language.
TPR	<ul style="list-style-type: none"> ❖ TPR stands for total physical response. ❖ In TPR, students are actively engaged in the language acquisition process by responding nonverbally (physically). ❖ TPR is an effective method to employ while learners are in the silent (comprehension/preproduction) period. ❖ TPR is an effective method of including second language learners in lessons while in the silent period. ❖ Pictures, objects, and realia are effective to enhance and expand the use of TPR in the classroom.
Natural approach	<ul style="list-style-type: none"> ❖ The natural approach is based on Krashen's monitor model. ❖ The natural approach respects the ELL's silent period. ❖ Error correction is discouraged in the natural approach. ❖ In the natural approach, the emphasis is on developing oral language proficiency. ❖ The teaching of grammar is discouraged. ❖ In the natural approach, TPR is widely employed.

Communicative approach	<ul style="list-style-type: none"> ❖Emphasizes meaningful communication in the EFL classroom. ❖Requires the use of varied activities where authentic communication takes place. ❖Embraces the principle of “learning by doing.” ❖ Cooperative groups provide a vehicle for language acquisition in the communicative approach. ❖Based on the need for an “information gap” as a means to encourage meaningful communication.
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3.3 Motivation.

A key element of my work deals with motivation and what makes students lose what is perceived as the enthusiasm, energy, willingness, effort, drive, or even final goal in an English class, if they ever felt something for it.

When addressing the term motivation in general, we can talk about a force that gears someone to do something. Motivational psychology will talk about a human mental process, while social psychology will set it in a social and interpersonal context.

According to Dornyei (2009), self-determination theory offers a continuum of extrinsic regulation, identifying four stages of the process: (1) external regulation, which comes entirely from external sources such as rewards or threats; (2) introjected regulation, which involves externally imposed rules that the individual accepts as norms ; (3) identified regulation, which means to do something for the value of it or for feeling identified with the behavior, and see its usefulness; and (4) integrated regulation, involving choosing a behavior that goes with the identity, needs and values of the person).

From the four types of motivation described in this theory, our students in higher technical education mainly abide to introjected regulation (2) considering that they

study because it is what they are supposed to do according to the norms of our society if they want to have access to a career and better salary in order to have the economical power to afford the expenses of an adult in a consumerist society. Dornyei (2007), links (1) and (2) to the ought self and (3) and (4) to the ideal self, key components of Higgins's (1987) self discrepancy theory. The ideal self refers to the representation of the attributes that one would ideally like to possess (i.e. representation of hopes, aspirations, or wishes hopes, aspirations, advancements, growth and accomplishments, in other words who we want to be; whereas ought self is the representation of the attributes that someone believes one should or ought to possess (a representation of someone's sense of duty, obligations or responsibilities), in other words, it is our understanding of what other want us to be.

The English program at the institution this research was carried out runs parallel to the core class programs, and sometimes students feel overwhelmed by the numbers of classes they need to take. In that case, English is perceived as a class they may disregard in order to benefit other classes that are part of the core curriculum of their career. In this situation the motivation they may have towards the language is left aside for practical purposes. This is a general practice recognized by students.

Teenagers tend to regulate their behaviors to fit in with their peers (Pizzolato,2006). According to a survey carried out to Russian technical higher education students, their motivational factors shift during their first two years in this form:

Year One

A striving toward rational understanding 13,7%

The possibility of developing professional thinking (worldview) 11.1%

A striving toward clear-cut certainty in order to relieve uncertainty 6,3%

Involvement in an invariable form of activity 5,8%

A desire to finish schooling 4,1%

Year Two

A striving to construct a complete rational picture of the world 18,4%

Professional thinking 9,6%

Avoidance of work on oneself and a desire to stay the same 8,0%

The choice of an established form of activity 4,6%

Kudrinskaia & Kubarev (2013).

Although there is clarity for the participants about the need to learn English and not only passing the course, students do not seem to see it as a first priority goal they have to commit to. Miller and Brickman (2004) explained the presence of personally valued future goals in students' motivation and a self-regulated learning process that set concrete courses of action that lead to students' objectives. In the case of some of the participants of this research, this course of action doesn't include the involvement in the English program.

CHAPTER IV

4.0. Methodology

4.1 Research Paradigm.

The selected approach for this research project is for the most part, the qualitative research design, as the researcher had especial interest in understanding students' feelings and perceptions about their English course and mostly about their attitude towards the course. As an interpretive research, the researcher's aim is to explore perspectives and shared meanings from the students' and teachers' point of view, and to develop insights into situations (Wellington, 2000, p16).

The research aims to identify and understand the learners' attitude towards a process that involves engagement and motivation during the classroom work. At the same time, this research seeks to identify if motivation is the cause of absence to classes and eventually class drop, what makes students lose motivation to participate in the English classes. Qualitative studies are concerned with collecting in-depth information about the participants and their perceptions of the English course and classes as to provide an understanding of how or why things are as they are (Hancock, 2002, p. 1).

4.2 Context.

This research was carried out in one of the oldest institutions of higher technical education in Concepción, Chile, with a students' population of 6,088 in 2015. The institution has also 15 other sites located in Santiago, Viña del Mar, Valparaíso, and recently opened a second one in the eighth region of Chile. Part of the school's mission is to guarantee a learner-based training under the *Learn by Doing* Curriculum, which focuses in the preparation of skilled technicians and professionals for the workplace, together with high Christian values and principles.

The institution offers 82 careers at the Concepción site which are grouped into 10 schools, namely Administration, Communication, Construction, Design, Informatics and Telecommunications, Engineering, Natural Resources, Health, and Tourism (*DuocUC.org*).

The site at Concepción, is a modern building, equipped with high technology resources necessary for every career. Its library is well supplied, as well, and students have computer labs and research rooms where they can do research or simply study.

A high percentage of the students travel from small towns outside the area called Gran Concepción, some of them reside during the week in the city, and some travel every day for about two hours or even more. From that group of students, many of them are the first person in the family to be in tertiary education, and possibly hold a diploma of higher education.

4.3 Participants.

The participants involved in this study were 4 instructors, two males and two females with at least five years of experience who were teaching beginning or intermediate levels of English at the research site.

The students involved in the research were 80 participants, 47 male and 33 female, all volunteers with ages between 18 to 37 years old, studying a technical or professional career at a higher technical institution in Concepción, Chile and who take part as students of the English program as students of levels INU211 and INU411, basic and intermediate, respectively. Students at these levels characterize because a few of them tend to lower their grades in English, and together with that, absence to classes is common towards the end of the semester.

As previously mentioned, some of the volunteers do not live in the city, therefore, they have to travel long distances daily to arrive at the training premises. Together with that reality, some of the students recall having little English at high school, because in rural areas and distant to the urban centers, some school administrators struggle to find English teachers, and others do not consider a big problem having a weak English program in their schools.

4.4 Research Methods.

Students, as well as teachers signed an informed consent document before taking the survey. A signed consent was also received from the institution to carry out

the survey procedures at the site of training and to make public the findings that were collected from this research.

The instruments were validated by specialists with more than twenty years of experience teaching English and holding master certification on Linguistics and ESL. Instruments were also piloted with the help of fellow teachers. Once corrections and suggestions were made by the teachers, the questionnaires were piloted again with volunteer students to test the comprehensibility of the questions at the student level (Brown, 2005 p. 62).

The use of the name of the participants was avoided in order to respect their privacy, as offered in the signed consent. The name of the institution was also kept confidential, for ethical purposes.

In order to get the information needed, this researcher used a methodology consisting of mixed methods (Wellington, 2000). The research instruments were 2 questionnaires based on similar fields and questions but tailored differently in order to fit the character of the participants. One type of questionnaire was applied to 4 teachers, while a second one, was answered by 80 students from levels INU211 (basic) and INU411 (intermediate) of the English program. The questionnaire surveys contained 12 open response questions, as well as 12 closed response questions in both versions.

4.5 Questionnaire.

The survey, typically in the form of a questionnaire, is one of the most common methods of collecting data on attitudes and opinions from a large group of

participants; as such, it has been used to investigate a wide variety of questions in second language research. Questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivation about learning or their reactions to learning and classroom instruction and activities – information that is typically not available from production data alone (Mackey, Alison, and Gass,2011).

Wilson (2009) explains the following about the use of questionnaires in a qualitative research:

It is quite acceptable for a qualitative study to include the use of ‘quantitative instruments’ such as questionnaires, or tests, but the ultimate purpose of their use is as a contribution to understanding the particular constructions, beliefs and understandings of the subjects being researched (p. 114).

For Brown (2001) questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers” (p. 6).

The following procedures were carried out to conduct this study:

4.5.1 Closed Response Questionnaire Survey.

The closed questions of the questionnaires administered to teachers and students were designed to get a positive or negative stand on the following themes related to the English language inside and outside the classroom: course design,

course textbook, teacher's aid, ICTs in class, classroom interaction, exposure to English outside the class, and use of English professionally.

From this part of the survey, quantitative data was collected.

4.1.2. *Open Response Questionnaire Survey.*

The open response questions about the same fields: course design, course textbook, teacher's aid, ICTs in class, classroom interaction, exposure to English outside the class, and use of English professionally provide with qualitative information and data about teacher's and student's perceptions of the course and the English language as a tool for personal and professional development and how important it is deemed. Participants also had the opportunity to reflect on the usefulness of the language as a benefit for their future life.

CHAPTER V. DATA ANALYSIS

5.1 Main Findings

From the main findings, the researcher could gather that students, as well as teachers feel comfortable with the course in general. The interesting piece of information refers to the fact that in questions 3(3.2, 3.4, 3.6, and 3.8), some students claimed about the importance of English for their future, but others wrote in their answers that they would likely not need English for their careers or further studies.

In general, depending on the specialization, students felt more connected with the idea of becoming speakers of English in a near future.

Following are the main findings according to the research questions.

Research question 1.

This question looks for the factors involved in the target students' motivation to work in English classes.

Answers included factors like the program itself, the book used in class, the teacher and teacher's pedagogical support, class environment, class methods, the time of day, weather conditions, if students had previously eaten or not, and other factors like their expectations of the possibilities to learn the language well and use it for their future..

Research Question 2.

This question is more specifically asking about the factors contributing or hindering motivation on students.

From the open questions of the interview, participants agreed that these were: curricular factors, course book factors, teacher-students class interaction, teachers`resources, the view of English in the students `careers, and the view of English in the students `future.

Research Question 3.

This question seeks for the curricular factors affecting students` motivation.

The following table presents with the answers given by the different groups:

Main contributive curricular factors according to teachers	Main hindering curricular factors according to teachers
<ul style="list-style-type: none"> -course program focuses on communicative skills -course`s skill development intends for student to learn and apply the language - topics in text are attractive - students find teacher`s aid dynamic - students see teacher`s aids as adequate to current technology 	<ul style="list-style-type: none"> there is a time deficiency for in-depth learning and exercising - higher complexity only in listening and reading areas - there is not enough time for partner work - EFL communicative skills will be a needed skill but not every student will speak the language

Main contributive curricular factors according students of level 411	Main hindering curricular factors according to students of level 411
<ul style="list-style-type: none"> -students find that they have the necessary tools in the course to develop English abilities - students are able to see progress in their English skills. - students believe the text goes well with what they should be learning - students say comprehension is aided with icts use in more complex units - students believe group work and pair work help develop communication. 	<ul style="list-style-type: none"> - students observe that the course could accommodate more interactive activities. - students believe that group work singles out only a few people to do the work while others distract themselves and copy the work done for them - students find that pair work is good but activities require more complexity - because of the need of speaking practice, students would rather have more communicative activities than individual work.

Main contributive curricular factors according students of level 211	Main hindering curricular factors according students of level 211
<p>students evaluate classes as complete and easy to understand according to their level.</p> <ul style="list-style-type: none"> - students find that course textbook is dynamic. - students find teacher's aid dynamic - students view ICT use helpful in keeping the class working at a similar rhythm 	<p>students propose more illustrations in the textbook</p> <ul style="list-style-type: none"> - students propose more audio-visual aid and activities - student proposes more use of online material to review. - students see difficulties in group work because of classmates' different learning capabilities

Research question 4.

This question looks for the non-curricular factors that either contribute to, or hinder the student's motivation to work in the English classes.

The answers from the participants in the three groups were the following:

Non- curricular contributing factors according to students of level 411	Non- curricular hindering factors according to students of level 411
<ul style="list-style-type: none"> - students can practice English reading material related to their jobs/careers - students see the chance to use their English skills when speaking to friends from English-speaking countries - students believe they will already have an advantage in their jobs by having English skills in their resume - students realize that English knowledge is a requirement in finding jobs currently - students believe English will make them a more complete professional - students believe their English knowledge could lead to finding a job in a foreign country - students hope that English knowledge could lead to studying abroad 	<p>EFL communicative skills will be a needed skill but not every student will speak the language</p> <ul style="list-style-type: none"> - English knowledge will improve the student's life, but not as expected - better remuneration is a possibility but not a certainty

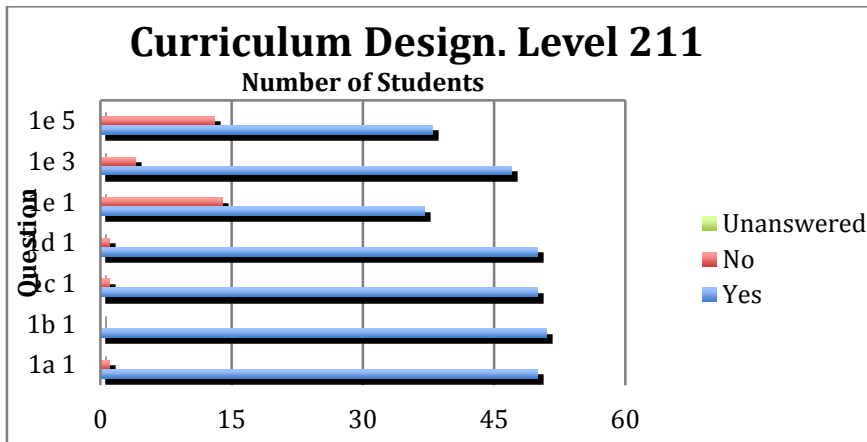
Non- curricular contributing factors according to teachers	Non- curricular hindering factors according to teachers
<ul style="list-style-type: none"> - increase of incoming foreigners makes it more common for students to practice English - practicing English on-line is a possibility - labor market searches people with EFL communicative skills - English being the language most spoken on the internet as well as living in a globalized world make English a necessary tool - labor market prefers people with EFL communicative skills - English knowledge impacts people's salary and promotes labor immersion - knowledge leads to better salary and could also mean traveling abroad for work - English knowledge may become useful in acquiring scholarships - postgraduate courses require English proficiency - English opens up different sources of information for the student 	<p>EFL communicative skills will be a needed skill but not every student will speak the language</p> <ul style="list-style-type: none"> - English knowledge will improve the student's life, but not at the level expected - better remuneration is a possibility but not a certainty

Non- curricular contributing factors according to students of level 211	Non- curricular hindering factors according to students of level 211
<ul style="list-style-type: none"> - students find English knowledge to be relevant for their careers or future jobs. - students find that English would be a helpful tool in working outside of the country. - students believe English will be useful if they continue their studies abroad. -students are aware that English is a requirement for many careers and want to have a good foundation in the language. 	<ul style="list-style-type: none"> - students doubt of the positive impact of being an English speaker in Chile - students believe their future pay will have more to do with their abilities and will not relate to their English knowledge - students believe English knowledge could offer a secure job but not necessarily increased pay. <p>Students find that not knowing English-speakers is a limitation to practicing the language.</p>

5.2 Closed Response Questionnaire Survey Graphs

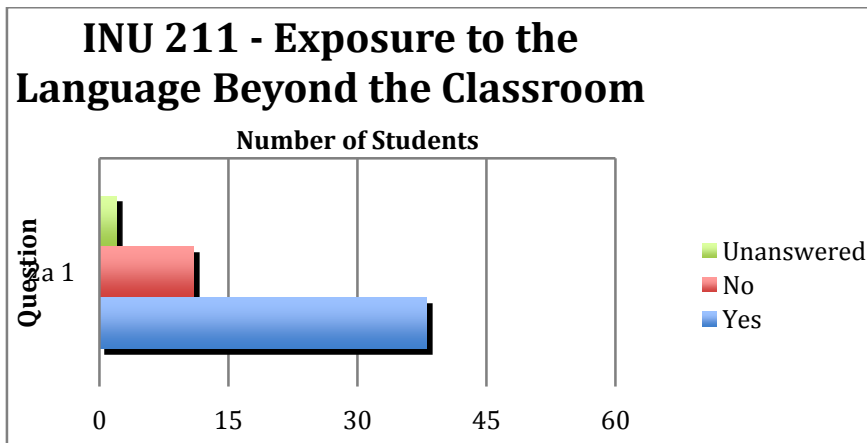
The graph below shows responses from students at the basic level of English.

Most questions from the curriculum design part of the questionnaire reflect a positive answer, which means they agree with the contents, the course book, and teacher's resources. Question 1.e.1 about group work in class showed 14 negative answers and question 1.e.5 about individual work was also answered as **no** by 13 participants.



Graph1. Closed questions answered by the students from INU 211 related to curriculum. Some students are not happy with group work and pair work.

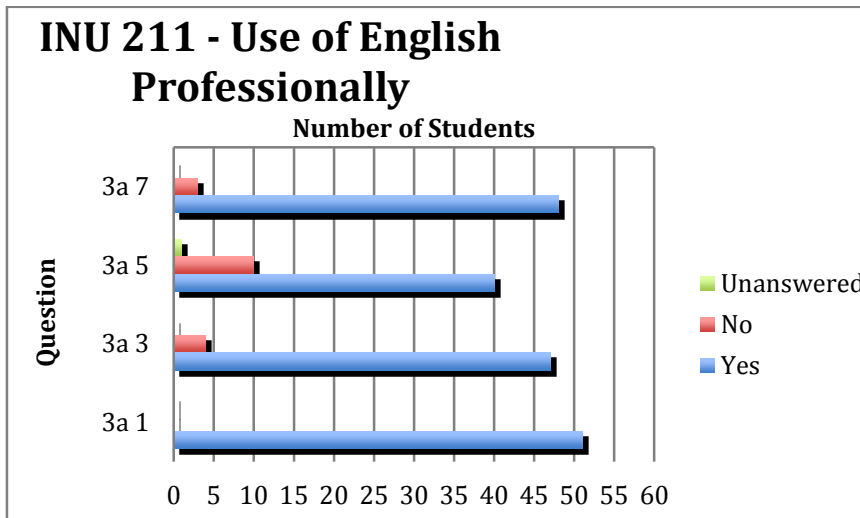
The graph below shows answers to closed question 2a1.



Graph 2. Closed questions answered by INU 211 students related to exposure to L2.

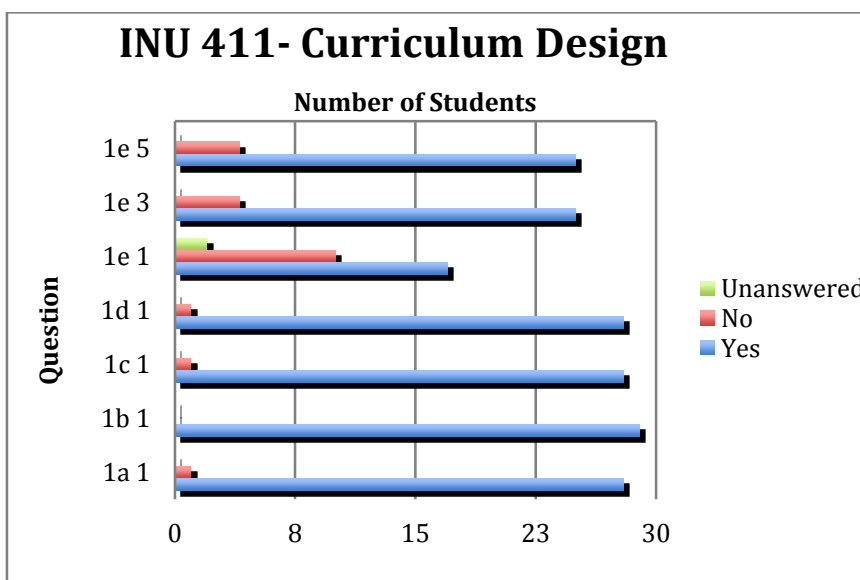
More than half of the students surveyed claimed they don't have the opportunity to practice English outside the classroom.

The graph below shows answers to the questions related to the importance of English for the students' future. Clearly, students from group level 211 see the importance of English as a tool for a better professional future.



Graph 3. Closed questions answered by the students from INU 211 related to their possible use of English professionally.

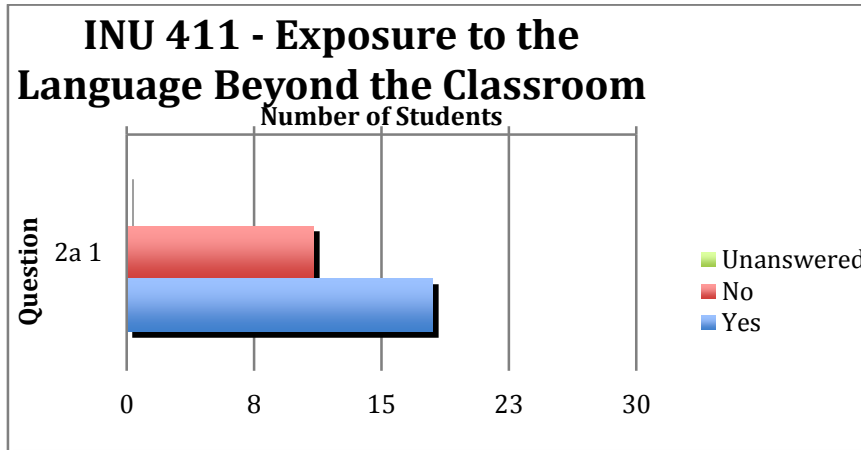
The graph below contains the closed responses of the intermediate level to the questions that have to do with curriculum. In this group, a good amount of participants are not happy with the group work activities.



Graph 4. Closed questions answered by the students from INU 411 related to curriculum.

The graph below contains the responses of intermediate level students about the use of English outside the classroom.

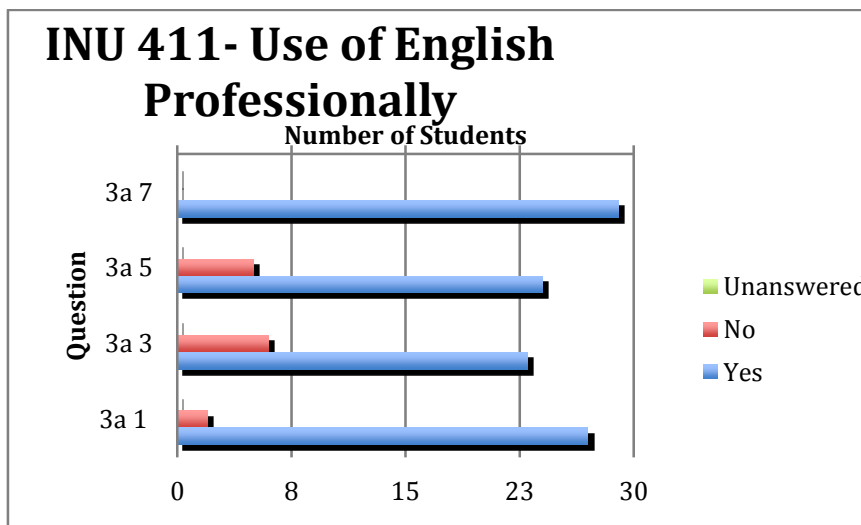
Although the majority answered yes, a good number do not use English in other situation than the classroom.



Graph 5.. Closed question 2a1 answered by the students from INU 411 related to their exposure to English beyond the classroom.

- Many students don't see they have opportunities to practice English outside the classroom.

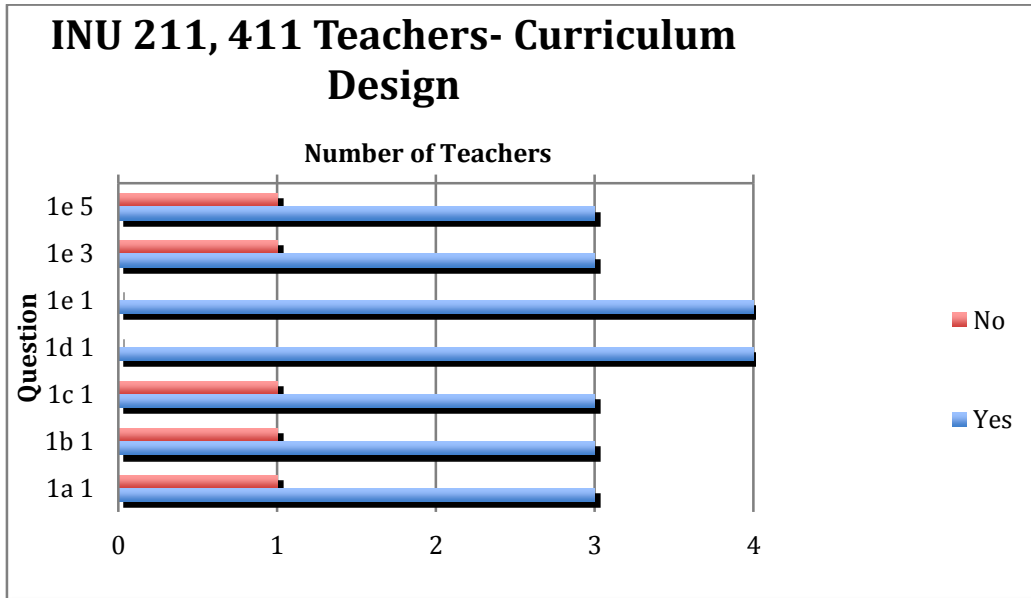
The Graph below shows that the majority of intermediate students think that English can be a powerful tool for their future in their further studies or career. Note that question 3a7 was answered yes by all the participants.



Graph 6. Closed questions answered by INU 411 students related to their future use of English.

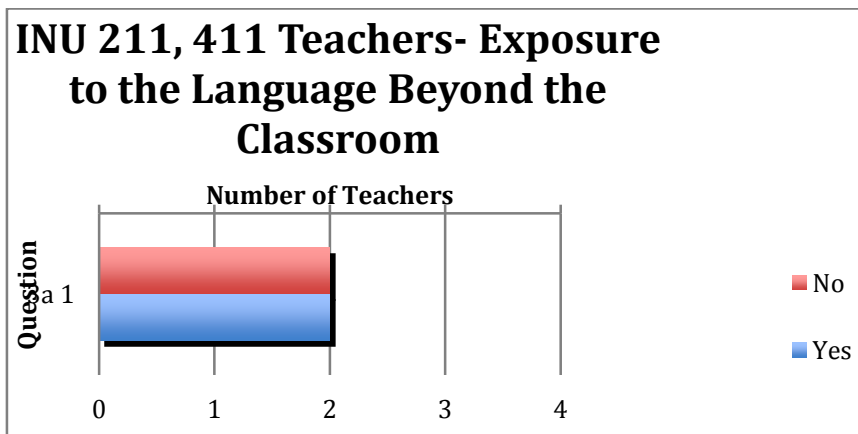
In the graph below, it can be observed that most teachers agree with the curriculum design.

- From the four teachers participating, only one disagreed about the adequacy of curriculum and group work activities.



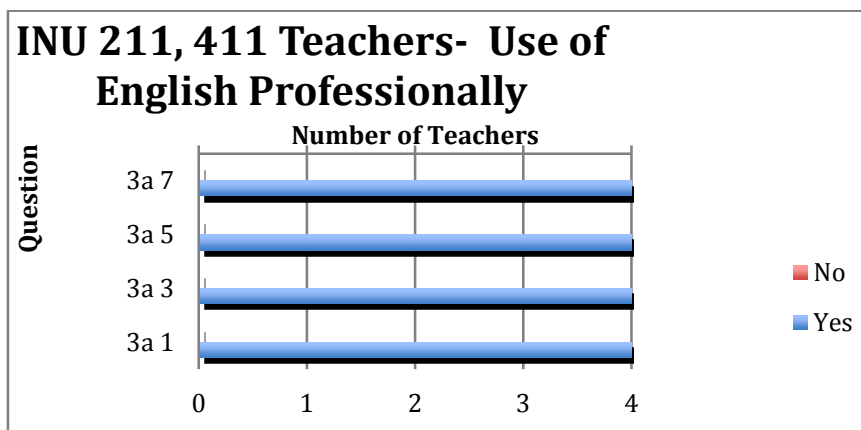
Graph 7. Teachers' responses to questions dealing with curriculum design.

The graph below shows that half of the teachers think that students have exposure outside the classroom, while the other half think students only practice and listen to English in class.



Graph 8. Closed question answered by all teacher participants related to the use of language beyond the classroom.

The graph below shows responses from teachers of both levels to the questions related to the use of English for the students' future. Teachers agree completely on the importance of English for their students' professional life.



Graph 9. Closed questions answered by all teacher participants related to the use of English in the students' future.

CHAPTER VI

6.1. Conclusions

After a thorough analysis of the participating teachers' comments, the results show that the course is well focused on the communicative approach with all the ingredients for students to learn, namely a good class environment, small class size teachers that foster individual, pair, and group work, a text book with attractive topics and online tools. When it comes to the analysis of the factors that hinder the engagement and motivation of the students in the English programs, teachers have considered that time is an issue to best achieving the goals set in the program.

The perspective of students' achievement, from the participant teachers' point of view was that not all the students in the program had the necessary language skills and motivation to progress in the course, in spite of the elements offered in the classroom. They also think that a good amount of students are not taking the opportunity given to learn English and seem very cautious about English as being an advantage for them.

It appears to be a decision from the students to invest all their energy and time in the subjects related to their area of specialization, rather than learning a second language which is not relevant for their short-term goals.

Answers reported from participating students reflect that they feel content with the English program as it nurtures their class by class learning. A few of the students of both levels consider that English is not part of their reality, as they don't listen or read in English outside the English classroom. They don't feel it's really necessary for their careers or their future although they acknowledge the importance of English for professionals nowadays.

Unlike the idea proposed by Lamb (2004) who reported from data drawn by junior high school students in Indonesia that their motivation to learn English was partially generated by their desire to have a bicultural identity, our students don't seem to belong to the global world, in a country geographically isolated and surrounded by neighboring countries who, like us, hold Spanish as their mother tongue and are mainly monolingual.

Norton (2000) expressed the term "investment" in a language, as the effort behind someone who spends time, money, and effort in learning and practicing a

language. Most of the students who participated in this research don't seem to share this idea since they don't seem to be "investing" in learning English. This lack of motivation is contradicted with the need of young professionals and technical experts in learning English Today. As Matear stated it, In Latin America, knowledge of English as a foreign language is often associated with enhanced employment opportunities and social mobility (Matear, 2008).

Whatever students possessed as drive to learn and grow in the language, becomes surpassed by emergent needs that are more tangible than learning English. The need to pass core career subjects is their priority and their desire to learn English seems like a long term objective. Ultimately, what are the odds that they will ever use the language in Chile, or travel abroad,? Deep inside they think, not many.

6.2. Suggestions and projections.

The first suggestion goes to the students involved in the English program of the institution of my research, to commit to the program, to seek the learning of the language at the earlier stages, and to find the motivation not only from external factors, but as convinced that it will pay off in the future. Many students try at the end of their career to come up with the level of English required to have a conversation with other people in English, regardless if they are native speakers or if they are using English as a common language, and unfortunately, learning is a process that requires time and consistency.

As a long term contribution, I hope to show concrete evidence to the administrators of the institution where this research took place, in Concepción, about how important it is to motivate students to engage in the English program in a way that will show progress and confidence for the participants to produce the language and for the administrators to create changes in the program that will facilitate engaging in the course. At the same time, this research will provide English teachers with information that will make them reflect on their daily performance and especially on the choice of activities to support the curriculum ideas, since the teacher is ultimately, a key external motivator in the process of language learning.

6.3. Research Limitations.

The instrument was designed as a dual instrument with open and closed questions. It is mentioned by Wilson (2009) that questionnaires offer less freedom for the interviewee to develop their own thoughts (p.120), and that is absolutely true to the closed questions section of the questionnaire, therefore the open questions section of the questionnaire provided with the opportunity for the participants to express their ideas more openly and widely. Nevertheless, some of the participants found it difficult to write their thoughts and probably a recorded interview would have been easier for that matter. On the other side, being on camera could also affect the interviewee's behavior and modify their way of answering, as well as the true quality of those answers.

Most of the students participating in this research were also the researcher's students, and as Wilson (2009) pointed out, this could influence the responses of the students consciously or subconsciously.

A big limitation the researcher found was at the level of the selection of the participants. Since the study was focused on the factors that influenced first and second year students to learn English at a higher technical institution, The participants were only students of INU 211 and INU411 levels, which correspond mostly to first and also to second year of their careers. Later the researcher observed that a comparison between those students and students of the final years of their careers would have been more decisive in showing the differences in motivation and the view of English as tool for their careers and life of this second group .This information would have been relevant to compare both groups and find out if the same factors influenced the two groups in the same way or the older group had a different attitude, as students tend to change in their appreciation of certain factors in different years of their careers, shown in chapter 3 with the study about Russian higher technical students.

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Appendix 1: Certificate of Consent



Sr. Thomas Klitsches

Sub Director sede Concepción

Presente.

De mi consideración:

A través del presente documento, solicito a usted en su calidad de Sub director de la sede en Concepción, permiso para aplicar instrumentos de recogida de datos en el marco del desarrollo de mi tesina de grado del programa de Magíster en Enseñanza de Inglés como Lengua Extranjera en la Universidad Andrés Bello.

A continuación le proporciono algunos datos relevantes:

Propósito de la investigación: Indagar los factores que promueven motivación, o la falta de ella, en los estudiantes de la enseñanza terciaria técnico profesional frente al programa de Inglés impartido por la institución en Concepción.

Tipo de estudio: métodos mixtos

Instrumentos a utilizar: Los estudiantes responderán un cuestionario con preguntas cerradas(si/no) y abiertas(de comentarios)

Periodo de aplicación: durante el segundo semestre de 2015 en horario fuera de clases.

Participantes: estudiantes voluntarios de los niveles básico e intermedio de inglés.

Consideraciones éticas: el proceso de recogida de datos y su manipulación se ajusta a las estrictas normas éticas establecidas por *British Educational Research Association*. Entre

dichas consideraciones éticas, se asegura confidencialidad, se prevé la necesidad de hacer ajustes razonables a requerimientos individuales para la recogida de datos, se señalan las condiciones de almacenamiento de los datos, además de los posibles daños y detrimentos, entre otros.

En el trabajo no habrá mención de nombres de participantes o instituciones; tampoco habrá mención de nombres en ninguna publicación que resulte de la mencionada tesis de magíster.

Me despido, esperando esta solicitud encuentre buena acogida.

Concepción, noviembre de 2015.

Jorge Ruiz Burdiles.

Appendix 2

Concepción noviembre de 2015

Estimado/a Participante:

Asunto: Permiso para recolección de datos de Investigación – Tesis de Magister

Junto con saludarle y en el marco de la investigación de Tesis de Grado de Maestría, “Students and teachers’ perceptions about motivation to learn English among students of a technical institution of tertiary education in Concepción, Chile”, del Programa Magíster en Enseñanza del Inglés como Lengua Extranjera (MEI) de la Universidad Andrés Bello, Sede Concepción, se le solicita pueda participar de este cuestionario.

Los datos obtenidos **serán utilizados única y confidencialmente en este marco, ajustándose a los protocolos de toda investigación.**

Si la presente tiene una positiva acogida, se les solicita firmar esta solicitud.

De antemano, gracias por su comprensión y apoyo.

Jorge Ruiz Burdiles

Firma del participante

Appendix 3 : Teachers' questionnaire and coding

CUESTIONARIO DIRIGIDO A DOCENTES AUXILIARES INU 211/INU 411

En el marco de la Investigación de Tesis de Grado **“Students and teachers' perceptions about motivation to learn English among students of a technical institution of tertiary education in Concepción, Chile”** del Programa Magíster en Enseñanza del Inglés como Lengua Extranjera (MEI) de la Universidad Andrés Bello, sede Concepción, se le solicita su participación en este estudio contestando las siguientes preguntas.

NOMBRE ENTREVISTADOR	Jorge Ruiz Burdiles, Investigador principal	
DATOS DOCENTES		
PARTICIPANTES (PARTICIPANTS)	T1, T2, T3, T4	
AÑOS DE EXPERIENCIA EN DOCENCIA A NIVEL EDUCACIÓN SUPERIOR (YEARS TEACHING HIGHER EDUCATION)	4(T1), 15 (T4)	
SEXO (SEX)	Femenino (2)	Masculino (2)
CURSO DE INGLÉS (ENGLISH COURSE)	INU 211 (T2), (T3), (T4)	INU 411 (T1)
LUGAR DE ENTREVISTA (INTERVIEW LOCATION)	DUOC San Andrés	
1. OPINIONES RESPECTO DE LOS ASPECTOS CURRICULARES DE LOS CURSOS INU 211/INU 411 (CURRICULUM DESIGN).		
1ª.DISEÑO DEL CURSO (Course design)	Sí	No
1.a1 . ¿Cree usted que las habilidades en Inglés (leer, escribir, hablar, escuchar) que desarrolla en su curso son las adecuadas?	T2, T3, T4	T1
1.a2. Fundamente su respuesta		

1b. TEXTO DEL CURSO (COURSE TEXTBOOK).		
1b1. ¿Cree usted que el texto de inglés que se utiliza corresponde al nivel de su curso?	T2, T3, T4	T1
1b2. Fundamente su respuesta		
1c. RECURSOS QUE UTILIZA EL PROFESOR (TEACHER'S AID).		
1c1. ¿Cree usted que los recursos que utiliza su profesor son adecuados para su nivel?	T2, T3, T4	T1
1c2. Fundamente su respuesta.		
1d. USO DE TECNOLOGÍAS ASOCIADAS EN LA CLASE (USE OF ICTS).		
1d1. ¿Cree usted que el uso de las TICS asociadas a la clase es el adecuado para su nivel?	T1, T2, T3, T4	
1d2. Fundamente su respuesta		
1e. INTERACCIÓN DURANTE EL TRABAJO DE LA CLASE (CLASSROOM INTERACTION).		
1e1. ¿Cree usted que el trabajo en grupo corresponde a su nivel?	T1, T2, T3, T4	
1e2. Fundamente su respuesta		
1e3. ¿Cree usted que el trabajo de pares (dos personas) es adecuado para su nivel?	T1, T2, T3	T4
1e4. Fundamente su respuesta		
1e5. ¿Cree usted que el trabajo individual es adecuado para su nivel?	T1, T2, T3	T4
1e6. Fundamente su respuesta		
2. OPINIONES ACERCA DEL USO DEL INGLÉS DURANTE SUS ESTUDIOS (EXPOSITION TO THE LANGUAGE BEYOND THE CLASSROOM).		

2ª.EXPOSICIÓN AL IDIOMA INGLÉS COMO LENGUA EXTRANJERA	Sí	No
2ª1. ¿Cree usted que tiene la posibilidad de practicar lo que ha aprendido en clases fuera del Instituto DUOC?	T3, T4	T1, T2
2ª2.Fundamente su respuesta		
1. OPINIONES ACERCA DE LA IMPORTANCIA DEL INGLÉS EN SU CARRERA PROFESIONAL (USE OF ENGLISH PROFESSIONALLY).		
3ª1.¿Cree usted que el inglés es una herramienta que necesitará en su futuro laboral?	Sí	No
	T1, T2, T3, T4	
3ª2.Fundamente su respuesta		
3ª3.¿Cree usted que el inglés es un factor que incidirá en mejorar su calidad de vida en el futuro?	T1, T2, T3, T4	
3ª4.Fundamente su respuesta		
3ª5.¿Cree usted que saber inglés le permitirá obtener una mejor remuneración?	T1, T2, T3, T4	
3ª6.Fundamente su respuesta		
3ª7.¿Cree usted que el inglés es una herramienta útil para cursar estudios superiores?	T1, T2, T3, T4	
3ª8. Fundamente su respuesta		

CODING	
1	CURRICULUM DESIGN

1 ^a	COURSE DESIGN		
1a1	¿Cree usted que las habilidades en Inglés que desarrolla en su curso son las adecuadas?		
1a2	SS ARGUMENTS	YES (T2, T3, T4)	NO (T1)
		COURSE PROGRAM FOCUSES ON COMMUNICATIVE SKILLS “Nuestro enfoque prioriza las competencias comunicativas.” (T2)	NO LEARNING OUTCOMES “No existe avance curricular con respecto al nivel básico” (T1)
		COURSE’S SKILL DEVELOPMENT INTENDS FOR STUDENT TO LEARN AND APPLY THE LANGUAGE “[...] El desarrollo de las habilidades apuntan a que el alumno aprenda y ejercite el idioma.” (T3)	
		COURSE PROGRAM IS ADEQUATE BUT THERE IS A TIME DEFICIENCY FOR IN-DEPTH LEARNING AND EXERCISING “Sí, son adecuadas. Falta tiempo para profundizar y ejercitar.” (T4)	
1b	COURSE TEXTBOOK		
1b1	¿Cree usted que el texto de inglés que se utiliza corresponde al nivel de su curso?		
1b2	SS ARGUMENTS	YES (T2, T3, T4)	NO (T1)
		COURSE BEGINS AT BASE LEVEL “Comienza de un nivel 0.” (T2)	THERE ARE NO LEARNING OUTCOMES “[...] no contiene avance curricular [...]” (T1)
		TEXT IS APPROPRIATE; THE DIFFICULTY IS IN THE TIME ESTIMATED TO DEVELOP EACH UNIT “El texto es muy apropiado, la dificultad pasa por el tiempo destinado a desarrollar cada unidad [...]” (T3)	HIGHER COMPLEXITY ONLY IN LISTENING AND READING AREAS “[...] solo existe mayor complejidad en listening y reading.” (T1)
		TOPICS IN TEXT ARE ATTRACTIVE “Los temas son atractivos.” (T4)	
		STUDENT IS GENERALLY INVOLVED “El alumno se involucra en general” (T4)	
1c	TEACHER’S AID		
1c1	¿Cree usted que los recursos que utiliza son adecuados para el nivel que enseña?		
1c2	SS ARGUMENTS	YES (T2, T3, T4)	NO (T1)
		SCHOOL OFFERS ICT FACILITIES “Tenemos salas equipadas con proyectores y parlantes.” (T2)	CONTENT SIMILARITIES BETWEEN PREVIOUS LEVELS “Si bien [...] el material es bastante bueno, no presenta muchas diferencias con los niveles anteriores, salvo las 2 últimas unidades” (T1)
		INSTRUCTOR HAS OTHER TEACHING ALTERNATIVES TO MAKE LEARNING ENTERTAINING AND USEFUL “El profesor tiene más alternativas para que el aprendizaje sea más entretenido y útil.” (T3)	
		TEACHER’S RESOURCES GENERALLY SUPPORT LEARNING “En general apoyan el aprendizaje.” (T4)	

1d	USE OF ICTS	
1d1	¿Cree usted que el uso de las TICS asociadas a la clase es el adecuado el nivel que enseña?	
	SS ARGUMENTS	YES (T1, T2, T3, T4) NO
	LIMITED PROGRAM ICT s ACTIVITIES “Hay una aplicación en flash que permite realizar juegos y concursos lo que permite mantenerlos activos.” (T1)	
	SCHOOL OFFERS ICT COURSEWORK “Utilizamos un libro interactivo.” (T2)	
	STUDENTS ARE IMMERSSED IN A TECHNOLOGICAL WORLD AND ICT USE BECOMES A NECESSITY “Estamos en un mundo tecnológico donde el alumno se encuentra inmerso , el uso de las TICS es necesario.” (T3)	
	ICT USE IS ADAPTED TO EACH COURSE LEVEL “El uso de las TICS [...] está adaptado para el nivel de cada curso.” (T3)	
1e	CLASSROOM INTERACTION	
1e1	¿Cree usted que el trabajo en grupo que emplea en sus clases corresponde al nivel del curso que enseña?	
1e2	SS ARGUMENTS	YES (T1, T2, T3, T4) NO
	COURSE OFFERS CLASSROOM INTERACTION OPPORTUNITIES “Hay bastante interacción entre ellos.” (T1)	
	INTERACTION THROUGH ORAL PRESENTATIONS “[...] existen instancias para la presentación personal.” (T1)	
	STUDENT-STUDENT INTERACTION “Interacción alumno-alumno” (T2)	
	TEACHER STUDENT INTERACTION “Profesor-alumno” (T2)	
	ALL ACTIVITIES ARE ORIENTED TO THE COURSE’S LEVEL “Todas las actividades están orientadas al nivel del curso.” (T3)	
	STUDENTS WORK AND REINFORCE CONTENTS “[...] los alumnos trabajan y refuerzan los contenidos.” (T3)	
	WORK IN PARTNERS SUPPORTS STUDENTS’ LEARNING “El trabajo en parejas apoya el aprendizaje del alumno.” (T4)	
1e3	¿Cree usted que el trabajo de pares que realiza es adecuado al nivel que enseña?	
1e4	SS ARGUMENTS	YES (T1, T2, T3) NO (T4)

		FREQUENT ROLE-PLAYING “Hay bastante role play.” (T1)	THERE IS NOT ENOUGH TIME FOR PARTNER WORK “Falta tiempo para realizarlo.” (T4)
		COURSE SIMULATES A REAL COMMUNICATIONAL CONTEXT “[...] intenta imitar un contexto real de comunicación.” (T1)	
		STUDENTS INTERACTION “Los alumnos interactúan entre ellos.” (T2)	
		TEACHER MUST OVERSEE THAT STUDENTS’ WORK CORRESPONDS TO THE COURSE’S LEVEL “Cada profesor debe velar porque el trabajo de los alumnos corresponda al nivel del curso que enseña.” (T3)	
1e5	¿Cree usted que el trabajo individual es adecuado para el nivel que enseña?		
1e6	SS ARGUMENTS	YES (T1, T2, T3)	NO (T4)
		COURSE OFFERS CLASSROOM WORK CLOSELY ORIENTED TO STUDENTS’ MAJORS “Muchas de las actividades orales se relacionan con su futuro laboral.” (T1)	STUDENTS DON’T REINFORCE CONTENTS OR STUDY “Alumnos no refuerzan los contenidos. No estudian.” (T4)
		COURSE OFFERS GRADUAL INDIVIDUAL COURSEWORK “Hay trabajo gradual que se realiza de manera individual.” (T2)	
2	EXPOSURE TO THE LANGUAGE BEYOND THE CLASSROOM		
2a	EXPOSICIÓN AL INGLÉS COMO LENGUA EXTRANJERA		
2a1	¿Cree usted que su estudiante tiene la posibilidad de practicar lo que ha aprendido en clases fuera del Instituto DUOC?		
2a2	SS ARGUMENTS	YES (T3, T4)	NO (T1, T2)
		INCREASE OF INCOMING FOREIGNERS MAKES IT MORE COMMON FOR STUDENTS TO PRACTICE ENGLISH “La visita de extranjeros ha aumentado, no es raro hoy día que los alumnos practiquen el idioma.” (T3)	STUDENTS SHOW NO NEED TO GET ADDITIONAL PRACTICE “No existe una necesidad.” (T1)
		PRACTICING ENGLISH ON-LINE IS A POSSIBILITY “Internet es una posibilidad.” (T4)	CURRENT CONTEXT DOES NOT OFFER ADDITIONAL PRACTICE OPPORTUNITIES “Nuestro contexto actual no nos permite.” (T2)
3	USE OF ENGLISH PROFESSIONALLY		
3a1	¿Cree usted que el Inglés es una herramienta que sus estudiantes necesitarán en su futuro laboral?		
3a2	SS ARGUMENTS	YES (T1, T2, T3, T4)	NO
		LABOR MARKET SEARCHES PEOPLE WITH EFL COMMUNICATIVE SKILLS “Estudios demuestran que las empresas buscan alumnos con competencias comunicativas en inglés.” (T1)	

		EFL COMMUNICATIVE SKILLS BECOME A NECESSARY TOOL DEPENDING ON THE HIRING INDUSTRY “Depende de donde trabajen.” (T2)	
		ENGLISH BEING THE LANGUAGE MOST SPOKEN ON THE INTERNET AS WELL AS LIVING IN A GLOBALIZED WORLD MAKE ENGLISH A NECESSARY TOOL “Toda la información en internet está en inglés (80%), además el vivir en un mundo globalizado, Inglés es una herramienta necesario.” (T3)	
		EFL COMMUNICATIVE SKILLS WILL BE A NEEDED SKILL BUT NOT EVERY STUDENT WILL SPEAK THE LANGUAGE “Definitivamente sí pero hay que reconocer que gran parte del alumnado no tendrá la posibilidad de hablar el idioma.” (T4)	
3a3	¿Cree usted que el Inglés es un factor que incidirá en mejorar la calidad de vida de sus estudiantes en el futuro?		
3a4	SS ARGUMENTS	YES (T1, T2, T3, T4)	NO
		LABOR MARKET PREFERS PEOPLE WITH EFL COMMUNICATIVE SKILLS “Muchas empresas prefieren contratar a gente que ya sepa inglés por sobre el personal que hay que capacitar.” (T1)	
		ACCESS TO INFORMATION “El inglés te abre posibilidades en términos de información.” (T2)	
		READING IN ANOTHER LANGUAGE BROADENS THE STUDENT’S MIND AND BETTER PREPARES THEM FOR LIFE “La persona que lee en otro idioma amplía su mente, está mejor preparado para enfrentar la vida.” (T3)	
		ENGLISH KNOWLEDGE WILL IMPROVE THE STUDENT’S LIFE, BUT NOT AT THE LEVEL IMAGINED “Sí pero no en el nivel que se supone o imagina.” (T4)	
3a5	¿Cree usted que saber Inglés le permitirá a sus alumnos obtener una mejor remuneración cuando trabajen?		
3a6	SS ARGUMENTS	YES (T1, T2, T3, T4)	NO
		ENGLISH KNOWLEDGE IMPACTS PEOPLE’S SALARY AND PROMOTES LABOR IMMERSION “No solo mejor salario sino que mejor empleabilidad.”(T1)	
		ENGLISH KNOWLEDGE BECOMES RELEVANT TO SALARY DEPENDING ON THE HIRING INDUSTRY’S PRIORITIES “Depende del área.” (T2)	
		ENGLISH KNOWLEDGE LEADS TO BETTER SALARY AND COULD ALSO MEAN BEING PICKED TO TRAVEL “No solo remuneración sino ser elegido para viajar.” (T3)	

		BETTER REMUNERATION IS A POSSIBILITY BUT NO A CERTAINTY “Imagino que sí, aunque no sé si ocurre realmente.” (T4)	
3a7	¿Cree usted que el Inglés es una herramienta útil si sus estudiantes deciden seguir estudios posteriores?		
3a8	SS ARGUMENTS	YES (T1, T2, T3, T4)	NO
		UNIVERSITIES' PROGRAMS TEND TO REQUIRE CERTIFICATION OF ENGLISH LEVEL “Muchas universidades solicitan certificaciones para incorporarse a sus programas de estudios.” (T1)	
		ENGLISH KNOWLEDGE MAY BECOME USEFUL IN ACQUIRING SCHOLLARSHIPS “Si quieres postular a una beca.” (T2)	
		POSTGRADUATE COURSES REQUIRE ENGLISH PROFICIENCY “Postgrados exigen dominio del inglés.” (T3)	
		ENGLISH OPENS UP DIFFERENT SOURCES OF INFORMATION FOR THE STUDENT “[El inglés] abre al alumno a diferentes fuentes de información.” (T4)	

Appendix 4: Questionnaire 211 and coding.

SEXO	Femenino: 31	Masculino: 20
CURSO DE INGLÉS	INU 211	
LUGAR Y FECHA DE ENTREVISTA		
INSTRUCCIONES	Para las preguntas cerradas (N°): marque la opción que mejor refleja su respuesta. Para las preguntas abiertas (): fundamente su respuesta.	
3. OPINIONES RESPECTO DE LOS ASPECTOS CURRICULARES DE LOS CURSOS INU 211/INU 411 (CURRICULUM DESIGN).		
1º.DISEÑO DEL CURSO (Course design)	Sí	No
1.a1 . ¿Cree usted que las habilidades en Inglés (leer, escribir, hablar, escuchar) que desarrolla en su curso son las adecuadas?		
1.a2. Fundamente su respuesta		
1b. TEXTO DEL CURSO (COURSE TEXTBOOK).		
1b1. ¿Cree usted que el texto de inglés que se utiliza corresponde al nivel de su curso?		
1b2. Fundamente su respuesta		
1c.RECURSOS QUE UTILIZA EL PROFESOR (TEACHER'S AID).		
1c1. ¿Cree usted que los recursos que utiliza su profesor son adecuados para su nivel?		
1c2. Fundamente su respuesta.		
1d.USO DE TECNOLOGÍAS ASOCIADAS EN LA CLASE (USE OF ICTS).		

1d1. ¿Cree usted que el uso de las TICS asociadas a la clase es el adecuado para su nivel?		
1d2. Fundamente su respuesta		
1e. INTERACCIÓN DURANTE EL TRABAJO DE LA CLASE (CLASSROOM INTERACTION).		
1e1. ¿Cree usted que el trabajo en grupo corresponde a su nivel?		
1e2. Fundamente su respuesta		
1e3. ¿Cree usted que el trabajo de pares (dos personas) es adecuado para su nivel?		
1e4. Fundamente su respuesta		
1e5 ¿Cree usted que el trabajo individual es adecuado para su nivel?		
1e6. Fundamente su respuesta		
4. OPINIONES ACERCA DEL USO DEL INGLÉS DURANTE SUS ESTUDIOS (EXPOSITION TO THE LANGUAGE BEYOND THE CLASSROOM).		
2ª. EXPOSICIÓN AL IDIOMA INGLÉS COMO LENGUA EXTRANJERA	Sí	No
2ª1. ¿Cree usted que tiene la posibilidad de practicar lo que ha aprendido en clases fuera del Instituto DUOC?		
2ª2. Fundamente su respuesta		
2. OPINIONES ACERCA DE LA IMPORTANCIA DEL INGLÉS EN SU CARRERA PROFESIONAL (USE OF ENGLISH PROFESSIONALLY).		
3ª1. ¿Cree usted que el inglés es una herramienta que necesitará en su futuro laboral?	Sí	No
3ª2. Fundamente su respuesta		
3ª3. ¿Cree usted que el inglés es un factor que incidirá en mejorar su calidad de vida en el futuro?		
3ª4. Fundamente su respuesta		

3ª5.¿Cree usted que saber inglés le permitirá obtener una mejor remuneración?		
3ª6.Fundamente su respuesta		
3ª7.¿Cree usted que el inglés es una herramienta útil para cursar estudios superiores?		
3ª8. Fundamente su respuesta		

CODING			
1	CURRICULUM DESIGN		
1ª	COURSE DESIGN		
1a1	¿Cree usted que las habilidades en Inglés (leer, escribir, hablar, escuchar) que desarrolla en su curso son las adecuadas?		
1a2	SS ARGUMENTS	YES (s1-s32, s34-s51)	NO (s33)
		STUDENTS' PREFERENCE FOR LISTENING, SPEAKING AND CLASS PARTICIPATION ABOVE READING AND WRITING	STUDENT PROPOSES MORE USE OF ONLINE MATERIAL TO REVIEW
		“Creo que falta un poco más escuchar el idioma, por lo menos a mí, me cuesta entender a una persona que está hablando inglés.” (s3)	“Se deberían aplicar más repasos online.” (s33)
		“Sí, son las adecuadas. en especial el hablar y participar en la clase.” (s28)	
		“Sí, porque las actividades involucran a todo el curso, de este modo todos aprendemos por el hecho de participar.” (s10)	
		STUDENTS EVALUATE CLASSES AS COMPLETE AND EASY TO UNDERSTAND ACCORDING TO THEIR LEVEL	
		“Porque están adaptadas al nivel del curso y son fáciles de entender.” (s4)	
		“Sí, son adecuadas ya que lo vemos todo en clases.” (s5)	
		“Porque el profesor incentiva la práctica de cada una de estas además de venir incluidas en el material de apoyo.” (s8)	
		“Es lo básico que deberíamos saber y aprender.” (s20)	
		“Es una forma más fácil de entender, es mucho más completo para el alumnado.” (s25)	
“Creo que es lo básico para entender el idioma extranjero.” (s37)			

		“Desarrollamos todas las unidades[...]” (s44)	
		“Son adecuados, porque permiten un desarrollo rápido y avanzado, sin perder el tiempo en temas innecesarios.” (s47)	
		“Me parece que el sistema de aprendizaje es muy completo.” (s48)	
		STUDENTS HIGHLIGHT IMPORTANCE OF DINAMIC AND INTERACTIVE ACTIVITIES “Sí, porque las clases son interactivas.” (s9)	
		“Sí, porque ayuda a practicar y reforzar la materia.” (s29)	
		“Tal vez reforzar un poco el tema de los audios porque es un poco complicado ya que hablan muy rápido” (s30)	
		“[...] hay mucha práctica.” (s31)	
		“[...]las clases son didácticas.” (s44)	
		STUDENTS MAY FAVOR MORE PRACTICE READING ENGLISH	
		“[...] Aunque me gustaría un poco más de lectura en inglés ya que siento que ahí tal vez flaquea un poco.” (s42)	
		STUDENTS VIEW THEIR PROGRESS IN THE CLASS	
		“[...] nos damos cuenta de un progreso en el aprendizaje.” (s40)	
		“Me ayuda a expandir mi vocabulario y poder expresarme mejor.” (s51)	
1b	COURSE TEXTBOOK		
1b1	¿Cree usted que el texto de inglés que se utiliza corresponde al nivel de su curso?		
1b2	SS ARGUMENTS	YES (s1-s51)	NO
		STUDENT HIGHLIGHTS THE CONTINUATION FROM PREVIOUS BOOK	
		“Sí, porque continúa la relación del texto anterior y adquirimos conocimiento nuevo.” (s4)	
		“Porque así como el texto del primer curso es materia más básica en el segundo se nota el incremento de dificultad, sin ser avanzado.” (s8)	
		STUDENTS FIND THAT TEXTBOOK MAY BE ADVANCED OR DIFFICULT AT TIMES	
		“Pero a veces son muy complicados.” (s5)	
		“Pero es muy difícil.” (s6)	
		“[...] incluso está avanzado, ayudándonos a ir preparado para el próximo curso.” (s7)	

		STUDENTS FIND THAT THE WAY THE BOOK IS USED, HELPS IN THEIR LEARNING	
		“Sí, aparte lo vemos en un orden adecuado, aunque nos saltamos páginas... Está perfecto.” (s11)	
		“[...] además se desarrolla adecuadamente clase por clase.” (s47)	
		“[...] complementado con los audios y la guía del profesor es bastante bueno.” (s51)	
		STUDENTS FIND THAT COURSE TEXTBOOK IS DINAMIC	
		“Sí, porque está al nivel adecuado del alumnado [...] tiene hartas imágenes es más didáctico.” (s25)	
		“Está acorde al curso, tiene muchos ejercicios, es didáctico y entretenido.” (s31)	
		STUDENTS BELIEVE SOME UNITS ARE TOO BASIC OR DON'T BELONG IN THE COURSE	
		“Es bueno, pero hay unidades demasiado fáciles.” (s28)	
		“Pero lo que creo que no debería ir es lo del TOEIC, ya que no estamos en ese nivel aún y no corresponde.” (s32)	
		STUDENTS PROPOSE MORE ILUSTRATIONS AS A WAY TO IMPROVE TEXTBOOK	
		“Sí, pero el libro podrían aplicarse más ilustraciones divertidas que tengan juegos para aprender.” (S33)	
		“Sí, pero algunos compañeros se complican con el contenido cuando tienen que ir a una página luego volver, luego ir a otra página, etc.” (s34)	
		STUDENTS EVALUATE TEXTBOOK AS COMPLETE FOR THEIR LEVEL	
		“Es completo, utiliza formas sencillas de entender.” (s37)	
		“Ya que el libro contiene todos los materiales de aprendizaje.” (s40)	
1c	TEACHER'S AID		
1c1	¿Cree usted que los recursos que utiliza su profesor son adecuados para su nivel?		
1c2	SS ARGUMENTS	YES (s1-s32, s34-s51)	NO (s33)
		STUDENTS HIGHLIGHT THE NEED FOR CLASS-PARTICIPATION	STUDENT PROPOSES MORE AUDIO-VISUAL AID IN ORDER TO IMPROVE PRONOUNCIATION

	<p>“Pero debería tratar de que los alumnos participen más en clase, y realizar más actividades, para así lograr más el objetivo y enseñanza.” (s1)</p>	<p>“Deberían aplicar más videos que enseñen a modular.” (s33)</p>
	<p>“[...] el que más funciona es la participación en clases” (s28)</p>	
	<p>STUDENTS FIND TEACHER’S AID DINAMIC</p>	
	<p>“Porque son dinámicos, a la vez más fácil entender lo que se quiere explicar.” (s4)</p>	
	<p>“Dinámico y con bastante apoyo visual.” (s26)</p>	
	<p>“Me gusta que la clase sea didáctica y no un discurso de vocabulario.” (s42)</p>	
	<p>“Sus recursos son didácticos y simplistas lo cual lo hace más cercano y fácil de comprender.” (s48)</p>	
	<p>STUDENTS SEE TEACHER’S AID AS HELPING TO BROADEN THEIR IDEA AND UNDERSTANDING OF THE ENGLISH LANGUAGE</p>	
	<p>“Porque me ayuda a tener una visión más amplia del inglés.” (s7)</p>	
	<p>“Porque se utilizan tanto recursos visuales como auditivos u orales que hacen más fácil la comprensión.” (s8)</p>	
	<p>“Porque se entiende.” (s37)</p>	
	<p>“Porque ayudan a comprender mejor el uso de verbos.” (s39)</p>	
	<p>STUDENTS SEE AND ADECUATE USE OF THE AVAILABLE TOOLS</p>	
	<p>“Sí, es adecuado y se usan bastante las herramientas disponibles.” (s9)</p>	
	<p>“[...] además tiene diferentes temas que mantienen entretenido a los alumnos.” (s10)</p>	
	<p>“Explica muy bien, es proactivo y hace lo posible para que uno pueda comprender la unidad.” (s25)</p>	
	<p>“Son adecuados, incluso cuando hay elementos que no están en el libro, el profesor se esmera por reforzar con otros recursos, ej. internet.” (s47)</p>	
	<p>STUDENTS SEE TEACHER’S AIDS AS ADEQUATE TO CURRENT TECHNOLOGY</p>	
	<p>“Sí, ya que son los que más se utilizan hoy en día.” (s12)</p>	
	<p>“Ya que siempre utiliza el libro y videos en internet.” (s22)</p>	
	<p>STUDENTS PROPOSE MORE AUDIO-VISUAL AID AND ACTIVITIES</p>	

		“[...] podría utilizar más apoyo audiovisual para reforzar la información.” (s30)	
		“[...] quizás podrían tener más actividades.” (s31)	
		“Se podrían hacer más interactivas las clases donde el alumno se sometiera a ejercicios más seguido en la pizarra.” (s43)	
1d	USE OF ICTS		
1d1	¿Cree usted que el uso de las TICS asociadas a la clase es el adecuado para su nivel?		
	SS ARGUMENTS	YES (s1-s32, s34-s51)	NO (s33)
		STUDENTS HIGHLIGHT USE OF ICTS AS HELPFUL IN MAKING CLASS MORE DINAMIC AND INTERESTING	STUDENT FINDS WEB PAGES USED ARE OUT-DATED
		“El material audiovisual ayuda mucho más a la comprensión de la materia y además lo hace mucho más dinámico.” (s4)	“Siempre son páginas poco a la vanguardia.” (s33)
		“Sí, ya que así vamos viendo y aprendiendo mirando.” (s5)	
		“Sí, porque las clases son bastante interactivas.” (s9)	
		STUDENTS FIND THAT ICT USE IS HELPFUL LEARNING SUPPORT	
		“[...] me sirve de apoyo.” (s7)	
		“Porque van de acuerdo a los otros materiales de apoyo.” (s8)	
		“Sí, ya que se le saca mucho provecho.” (s16)	
		“Ya que aprendemos más con videos, etc.” (s22)	
		STUDENTS VIEW ICT USE HELPFUL IN KEEPING THE CLASS WORKING AT A SIMILAR RHYTHM	
		“Sí, porque en el proyector podemos ver las clases del libro, así vamos todos al mismo ritmo.” (s10)	
		“El proyector nos ayuda bastante a realizar los ejercicios en conjunto y corregir errores.” (s28)	
		“Es de gran ayuda y mantienen la atención fija en clase.” (s42)	
		“El uso del proyector facilita el trabajo de l profesor al momento de revisar libro y actividades.” (s23)	
		“Sí, ganamos tiempo.” (s49)	
		STUDENTS FIND THAT ICT USE IS HELPFUL IN MANY LEARNING AREAS	
		“Porque nos ayudan desde lo mínimo, hasta una mejor comprensión y diálogo.” (s39)	

		STUDENTS PROPOSE MUSIC AS ANOTHER ICT TO BE USED IN CLASS	
		“Aplicar música igual sería de ayuda para acostumbrarse a los sonidos y/o reconocer palabras, frases, etc.” (s43)	
1e	CLASSROOM INTERACTION		
1e1	Cree usted que el trabajo en grupo corresponde a su nivel?		
1e2	SS ARGUMENTS	YES (s1-s5, s7, s11, s12, s14-s25, s27-s32, s34-s36, s38-s41, s43, s47, s49, s50)	NO (s6, s8-s10, s13,s26, s33, s37, s42, s44-s46, s48, s51)
		STUDENTS FIND GROUPWORK FAVORABLE BETWEEN CLASSMATES OF SIMILAR ENGLISH LEVEL	STUDENTS SEE DIFFICULTIES IN GROUPWORK BECAUSE OF CLASSMATES’ DIFFERENT LEARNING CAPABILITIES
		“Sí, porque todos los que estamos dentro del curso tenemos un nivel similar.” (s4)	“Ya que no todos tienen la misma capacidad de aprender.” (S6)
		“Porque trabajamos con un grupo que no es con un inglés tan avanzado.” (s39)	STUDENTS BELIEVE THE CLASS’S LACK OF FLUENCY IN ENGLISH AND SOME CLASSMATES’ POOR MOTIVATION NEGATIVELY AFFECTS GROUP PRACTICE
		STUDENTS FIND GROUPWORK HELPFUL IN PRACTICING SOCIALIZING IN ENGLISH	“En este sentido es más complejo porque al tener que practicar en grupo casi nadie lo hace, además no sé si sea el nivel o alumnos pero nadie habla inglés muy fluido.” (s8)
		“Sí, porque ayuda a sociabilizar de una mejor manera en otro idioma.” (s12)	
		STUDENTS EXCHANGE POINTS OF VIEW AND IN GROUPWORK	INABILITY TO DO GROUP WORK BECAUSE OF SMALL CLASS SIZE
		“Al trabajar con más personas se tienen puntos de vista diferentes y se aprende más.” (s20)	“Nunca se ha trabajado en grupo” (s9)
		STUDENTS ARGUE THAT SOME CLASSMATES MAKE WORKING IN GROUPS A DIFFICULT TASK	“No trabajamos en grupo, solo en pareja.” (s10)
		“Sólo que los compañeros muchas veces no quieren trabajar en grupo o participar de las actividades.” (s31)	“Curso de seis alumnos.” (s26)
		STUDENTS BELIEVE GROUPWORK TO BE BENEFICIAL TO LEARNING	“No se trabaja en grupo.” (s37)
		“Sí, ya que permite avanzar y desarrollar un mejor nivel de comunicación oral en inglés.” (s47)	“No hay trabajos en grupo” (s48)
		“Sí, se aprende más.” (s49)	“La clase es muy pequeña, solo podemos trabajar en parejas.” (s51)
			STUDENTS SEE GROUPWORK AS TROUBLESOME BECAUSE OF WORKING WITH CLASSMATES THAT MAY NOT WANT TO ENGAGE IN THE DESTINED TASKS
			“Siento que en ese punto falta más enfoque, ya que es más difícil encontrar progreso en los alumnos cuando se juntan en grupos y saben que uno no va a hacer nada.” (s42)
			“No, porque al trabajar en grupo me enredo y no logro entender nada.” (s45)

			“Porque cuando son más de dos el tercero o cuarto se dedica a sacar la vuelta.” (s46)
			STUDENTS PREFER WORKING INDIVIDUALLY
			“Me gusta aprender inglés individualmente.” (s44)
1e3	¿Cree usted que el trabajo de pares (dos personas) es adecuado para su nivel?		
1e4	SS ARGUMENTS	YES (s1-s7, s9-s12, s14-31, s33-s43, s45-s51)	NO (s8, s13, s32, s44)
		STUDENTS BELIEVE PARTNER WORK IS BENEFICIAL BECAUSE OF SIMILAR LEVEL OF ENGLISH KNOWLEDGE BETWEEN CLASSMATES	STUDENT PREFERS WORKING IN GROUPS IN ORDER TO WORK WITH THE CLASSMATES THEY KNOW SO THEY CAN ASK QUESTIONS ABOUT THE CLASS
		“Sí, porque sabemos lo mismo, el nivel de conocimiento es similar.” (s4)	“Prefiero que sean más de dos personas ya que de repente al docente no se le entiende todo y uno le pregunta a sus compañeros más cercanos.” (s32)
		STUDENTS SEE PARTNER-WORK AS HELPFUL IN EXPRESSING THEMSELVES ORALLY WITH OTHERS	
		“Uno aprende a expresarse y formar oraciones en inglés.” (s5)	
		“Sí, ayuda no solamente a progresar, sino a saber a interactuar antes de que posiblemente uno vaya a un país de habla anglo.” (s12)	
		“Ayuda mucho a la fluidez.” (s26)	
		“Es adecuado ya que aprendemos más practicando.” (s31)	
		“El diálogo es bueno para aprender.” (s37)	
		“Ayuda a la pronunciación y elimina la vergüenza de equivocarse.” (s39)	
		STUDENTS HELP EACH OTHER BY SHARING KNOWLEDGE	
		“Sí, ya que compartimos conocimientos y nos podemos ayudar.” (s7)	
		“Sí, ya que si uno sabe más que el otro se pueden ayudar a entender el inglés.” (s20)	
		“Ya que uno se apoya uno al otro en el compañerismo.” (s22)	
		“Porque así vamos compartiendo los conocimientos y es más dinámico.” (s25)	
		“El que sabe más le enseña al que sabe menos y al tener un solo compañero se preocupa de él no más.” (s46)	
		“Sí, ya que se comparten ideas y dudas sobre el vocabulario.” (s47)	

		STUDENTS THINK PARTNER-WORK GOES HAND-IN-HAND WITH REST OF COURSE	
		“Sí, porque las unidades siempre tienen diálogos que se realizan con dos personas con el materia que vemos.” (s10)	
		“Ya que somos capaces de crear un diálogo con lo que se nos enseña.” (s34)	
		“Sí, se refuerza lo recién aprendido.” (s49)	
		“Refuerza las habilidades aprendidas.” (s51)	
		STUDENT PROPOSES MORE PRACTICE IN DIALOGUES	
		“Sí, aunque falta practicar más antes de los certámenes.” (s11)	
		STUDENTS FEEL COMFORTABLE WORKING IN PAIRS	
		“Hay parejas que funcionan bien.” (s28)	
		“Sí, en pares es cómodo aprender.”(s33)	
		“Porque existe un apoyo mutuo. (s40)	
1e5	¿Cree usted que el trabajo individual es adecuado para su nivel?		
1e6	SS ARGUMENTS	YES (s1-s4, s6-s10, s12, s14-s18, s21-s24, s26, s27, s30, s31, s33- s39, s42, s44-s46, s48-s51)	NO (s5, s11, s13, s19, s20, s25, s28, s29, s32, s40, s41, s43, s47)
		STUDENT SEES INDIVIDUAL WORK AS ADEQUATE BECAUSE OF THEIR OWN LEVEL OR CAPABILITIES	STUDENT PREFERS WORKING WITH OTHERS IN ORDER TO ASK QUESTIONS OR CLEAR UP DOUBTS
		“Sí, ya que me puedo desempeñar bien.” (s7)	“A veces, cuando no entiendo, quisiera trabajar en grupo porque entiendo más.” (s11)
		“Ya que el trabajo individual es principalmente el del libro y creo que este sí está de acuerdo al nivel.” (s8)	“Porque hay [que] preguntar a los demás qué entienden.” (s19)
		“Sí, porque es de acuerdo a vocabulario o preguntas y respuestas que perfectamente se puede realizar de manera individual.” (s10)	“Es mejor trabajar de dos ya que siempre hay uno que sabe más y puede ayudar al que no sabe tanto.” (s20)
		“Están las herramientas necesarias.” (s34)	“Ya que pueden haber dudas y por miedo no las aclaran en cambio en pareja es más fácil.” (s28)
		“La clase hace florecer las capacidades individuales. Siento que es su punto fuerte.” (s42)	“A veces no, ya que nos sentimos [confundidos] y necesitamos el apoyo de alguien más.” (s40)
		STUDENTS WANT TO WORK INDIVIDUALLY FOR WRITTEN EVALUATION	STUDENTS IDENTIFY A SOCIAL FACTOR IN LEARNING AS BENEFICIAL TO THEIR LEARNING OF THE LANGUAGE
		“Sólo para evaluaciones escritas.” (s22)	“Ya que no siempre entiendo la materia y pueden haber compañeros que me ayuden.”(s32)
		STUDENT FINDS THAT INDIVIDUAL WORK IS MORE COMFORTABLE	“Es menos interesante y no se puede compartir con los demás compañeros.” (s25)

		“Sí, porque así puedo atreverme más, si me equivoco pregunto al profesor.” (s27)	“Con mi compañera compartimos distintas opiniones y es mejor que sea de pares a que sea individual.” (s29)
		SOME STUDENTS HAVE TROUBLE WITH INDIVIDUAL WORK AND THE WORK IS DONE IN GROUPS	STUDENTS VALUE PARTNER WORK OVER INDIVIDUAL WORK
		“Aunque muchas veces igual se hace de forma grupal porque a algunos les cuesta más que a otros.” (s30)	“Es favorable trabajar en parejas.” (s43)
		STUDENT BELIEVES INDIVIDUAL WORK IS ONLY BENEFICIAL WHEN THERE IS A LEVEL OF ENGLISH HIGHER THAN THE CLASS’S LEVEL	“Creo que estamos en un nivel donde ya podemos interactuar de forma verbal con un compañero.” (s47)
		“Cuando se tiene un nivel superior al que se está cursando.” (s46)	
		STUDENT FINDS THAT INDIVIDUAL WORK IS FASTER AND FIT WELL IN THE CLASS RHYTHM	
		“Son ejercicios más rápidos, precisos para la fluidez de la clase.” (s48)	
2	EXPOSURE TO THE LANGUAGE BEYOND THE CLASSROOM		
2a	EXPOSICIÓN AL INGLÉS COMO LENGUA EXTRANJERA		
2a1	¿Cree usted que tiene la posibilidad de practicar lo que ha aprendido en clases fuera del Instituto DUOC?		
2a2	SS ARGUMENTS	YES (s1-s8, s10, s12, s14-s16, s20, s21, s24, s25, s27, s28, s30, s31, s34-s44, s46-s51)	NO (s9, s11, s13, s17-s19, s22, s29, s32, s33, s45)
		STUDENTS FEEL THEY NEED SOME MORE PRACTICE FOR A FLUENT CONVERSATION WITH A FOREIGNER	STUDENTS FIND THAT NOT KNOWING ENGLISH-SPEAKERS IS A LIMITATION TO PRACTICING THE LANGUAGE
		“Creo que falta un poco más de práctica de hablar y escuchar para poder entablar una conversación fluida con un extranjero.” (s3)	“No conozco a nadie que hable inglés.” (s9)
		“Estoy capacitado para entender inglés hablado pero de una manera más lenta.” (s34)	“Casi nadie habla inglés o quiere hacerlo.” (s26)
		STUDENTS FIND THEIR KNOWLEDGE OF ENGLISH HELPFUL IN DAILY THINGS	“Ya que al menos en mi hogar y gran parte de mis cercanos, no dominan el idioma.” (s32)
		“Al momento de entender términos en la televisión, o de intercambiar conocimiento con otras personas.” (s4)	STUDENTS FEEL THEY ARE UNPREPARED TO PRACTICE ENGLISH OUTSIDE OF THE CLASSROOM
		“Con familia, amigos, o con el libro.” (s5)	“Me siento muy incapacitada aún.” (s11)
		“Me ayuda muchísimo para entender series y programas de televisión en inglés.” (s31)	“Me falta mucho más por conocer y practicar.” (s17)
		“Me ayuda muchísimo para entender series y programas de televisión en inglés.” (s31)	“Porque no tengo muchas habilidades para el lenguaje.” (s19)
		“Al ver una película [...]” (s37)	“Por el motivo que el inglés es muy básico.” (s22)

		“[...]viendo películas, leyendo manuales, etc.” (s51)	STUDENT FINDS THEY REQUIRE PRIVATE CLASSES TO BE ABLE TO USE THEIR ENGLISH
		STUDENTS FIND THEIR CLASSES HAVE BEEN HELPFUL IN IMPROVING THEIR ENGLISH LEVEL	“No, porque no cuento con dinero para pagar algunas clases particulares y no tengo familiares que me puedan ayudar.” (s45)
		“Sí, ya que en las clases fui perfeccionando más mi inglés.” (s7)	
		“Sí, porque tenemos la base y somos capaces de hacer preguntas y responderlas.” (s10)	
		“Sí, porque he aprendido bastante se inglés este semestre.” (s25)	
		“Ya que los contenidos entregados nos sirven para una conversación con correcta pronunciación y entender inglés.” (s39)	
		“Ya que el inglés utilizado es muy práctico y trata de mejorar la fluidez y quitar un poco la formalidad.” (s42)	
		“Me ha servido para complementar conocimiento previo.” (s48)	
		STUDENTS FIND ENGLISH KNOWLEDGE TO BE RELEVANT FOR THEIR CAREERS OR FUTURE JOBS	
		“Además de poder necesitarlo en alguna ocasión para buscar o dentro de un trabajo, el manejarlo puede ser muy útil.” (s8)	
		“Al interactuar con gente que sepa inglés que llegue a conocer cuando trabaje.” (s20)	
		“En el ámbito laboral.” (s28)	
		“Porque en [la institución] ofrecen becas al extranjero y esa sería una buena oportunidad para practicar más.” (s46)	
		“Sí, por ejemplo al redactar un correo para una empresa en inglés.” (s47)	
		STUDENTS FIND THAT SPEAKING TO NATIVE ENGLISH-SPEAKERS OR THOSE WHO UNDERSTAND ENGLISH IS AN OPPORTUNITY TO PRACTICE WHAT THEY LEARNED IN CLASS	
		“[...] al conversar con extranjeros.” (s37)	
		“Últimamente he practicado ya que tengo un amigo en E.E. U. U.” (s40)	
		“Sí, practicando con extranjeros.” (s41)	
		“Se comparten ideas con otras personas ocasionalmente.” (s43)	
		“en conversaciones con amigos en el extranjero[...]”(s51)	
3	USE OF ENGLISH PROFESSIONALLY		

3a1	¿Cree usted que el Inglés es una herramienta que necesitará en su futuro laboral?	
3a2	SS ARGUMENTS	YES (s1-s51) NO
	STUDENTS FIND THAT ENGLISH WOULD BE A HELPFUL TOOL IN WORKING OUTSIDE OF THE COUNTRY	
	“Por si es que quiero trabajar fuera del país.” (s2)	
	“Totalmente en el ámbito de mostrar mi trabajo. En otros países hay más recursos y más visiones sobre mi trabajo.” (s33)	
	“En Chile no hay mucha cultura de diseño así que si quiero un buen trabajo tengo que irme a un país extranjero.” (s46)	
	STUDENTS BELIEVE THAT THEY WILL USE THEIR ENGLISH WITHIN THEIR FUTURE JOB THEY WILL HAVE TO COMMUNICATE WITH FOREIGNERS	
	“Porque muchas empresas tienen socios o inversionistas extranjeros o muchas veces los protocolos o instrucciones vienen en este idioma.” (s4)	
	“El inglés es uno de los idiomas más hablados y si no sabemos no podremos interactuar con gente del extranjero.” (s20)	
	“Si llegase una persona extranjera, será necesario hablar su idioma.” (s28)	
	“Sí, porque me veré en casos en los cuales pacientes no hablen español y será un gran punto a favor.” (s29)	
	“Ya que necesitaría trabajar con extranjeros y el inglés es el idioma universal.” (s40)	
	STUDENTS OBSERVE A GENERAL DEMAND IN THE LABOR MARKET FOR ENGLISH-SPEAKERS	
	“Se está usando mucho en todo trabajo.” (s5)	
	“Porque el inglés es uno de los idiomas más utilizados en el mundo actualmente.” (s25)	
	“[...] es parte fundamental de la globalización en que vivimos.” (s35)	
	“Puesto que es la lengua que se está globalizando y es una gran herramienta.” (s48)	
	STUDENTS SEE ENGLISH AS A KEY TO FURTHERING THEIR CAREERS	
	“Sí, ya que en mi carrera saber inglés me abre más puertas.” (s7)	
	“Sí, ya que abre a otras posibilidades laborales.” (s16)	
	“Más adelante se necesitará dar charlas a todo tipo de personas y saber inglés hoy en día es importante[...].” (s21)	

		“Notablemente, ya que amplía el campo laboral.” (s23)	
		“[...] se abren más oportunidades.” (s31)	
		“Favorable para el currículum.” (s41)	
		“Ya que un gran punto de apoyo en [mi carrera] está en el turismo.” (s42)	
		“Sí, ya que me abre puertas en instituciones extranjeras y nuevas posibilidades de trabajar.” (s47)	
		“Porque lo más probable [es que trabaje] para empresas a nivel global en donde se usa el inglés.” (s51)	
		“Debido a las múltiples empresas extranjeras que ofrecen e importan sus productos a Chile.” (s34)	
		STUDENTS SEE ENGLISH AS A REQUIREMENT IN THEIR CAREERS	
		“En mi caso, la mayoría de los programas computacionales que uso, se usan o simplemente vienen en inglés.” (s8)	
		“Sí, porque en mi carrera se usan varios términos en inglés.” (s9)	
		“Sí, ya que [mi carrera] es de varias locaciones y viajes, también los programas de edición y manuales de cámaras son en inglés.” (s10)	
		“[...] nuestra carrera es global en todos los temas.” (s12)	
		“Todos los manuales, libros en su mayoría y cursos en el extranjero son dictados en inglés.” (s26)	
		“Por [mi carrera], claro, debería dominarlo completamente.” (s32)	
		“Por la carrera que estudio, tiene mucho contenido de inglés.” (s37)	
3a3		¿Cree usted que el Inglés es un factor que incidirá en mejorar su calidad de vida en el futuro?	
3a4	SS ARGUMENTS	YES (s1-s5, s7, s8, s10-s17, s19-s38, s40-51)	NO (s6, s9, s18, s39)
		STUDENTS SEE AN IMPROVEMENT IN LIFE QUALITY IN WHAT REFERS TO JOB OPPORTUNITY	STUDENT DUBIOUS OF THE POSITIVE IMPACT OF BEING AN ENGLISH SPEAKER IN CHILE
		“Aumenta la oportunidad laboral, además sirve para desenvolverse socialmente y en caso que se requiera salir del país.” (s4)	“En Chile, lo dudo.” (s9)
		“Sí, porque me podré desarrollar con facilidad y eso me podrá destacar en el rubro de [mi carrera].” (s7)	
		“Mayores oportunidades tanto de aprendizaje como de trabajos.” (s26)	
		“Al tener mejores oportunidades laborales, mejorará mi calidad de vida.” (s31)	

		“Más amplitud de lugares de trabajo.” (s41)	
		“Porque podré trabajar donde se me dé la gana.” (s46)	
		STUDENTS SEE SPEAKING ENGLISH AS A POSSIBILITY FOR OPPORTUNITIES IN GENERAL	
		“El inglés debe ser nuestra segunda lengua, al saber manejarlo nos abrirá muchas puertas a futuro y ahora también.” (s11)	
		“Sí, porque es la lengua es viva y progresa, también es un medio de comunicación ya universal.” (s12)	
		“[...] y para un lenguaje y conocimiento más extenso.” (s28)	
		“Me permitirá nuevas alternativas si logro manejar el inglés.” (s43)	
		STUDENTS BELIEVE THEIR ENGLISH WILL OPEN POSSIBILITIES OF INTERACTION WITH MORE PEOPLE	
		“Como la gente habla inglés en la mayoría del mundo, nos servirá para comunicarnos con más personas.” (s20)	
		“Sí, ya que podremos comunicarnos de mejor manera con diferentes tipos de extranjeros y poder entender qué dicen, poder viajar y comunicarse.” (s21)	
		“Sí, porque siempre vamos a poder socializar con personas de otro país y hablen otro idioma.” (s22)	
		“Es más fácil para poder comunicarse con más gente.” (s25)	
		“En relaciones con extranjeros [...]” (s28)	
		“Sí, ya que me permite relacionarme con personas a nivel internacional.” (s47)	
		“Hay más posibilidades de interactuar y sociabilizar lo cual es de gran ayuda para abrirse camino al mundo.” (s48)	
		STUDENTS THINK ENGLISH IMPROVES THEIR QUALITY OF LIFE BECAUSE IT WILL ALLOW THEM TO LEAVE THE COUNTRY	
		“Alcanzar más recursos económicos si logro irme del país.” (s33)	
		“Permite abrirse a otras culturas y realidades. (s37)	
		STUDENTS SEE ENGLISH AS A LANGUAGE THAT IS BECOMING MORE OF A NECESSITY FOR DAY-TO-DAY LIFE	

		“Cada día el inglés abarca más espacio como idioma universal, creo que es necesario aprenderlo por lo mismo, el inglés entra en nuestras vidas a diario.” (s51)	
3a5	¿Cree usted que saber Inglés le permitirá obtener una mejor remuneración?		
3a6	SS ARGUMENTS	YES (s1-s5, s9-s12, s14, s16-s35, s37, s38, s40-s42, s45, s47-s49, s51)	NO (s6-s8, s13, s36, s39, s43, s44, s46, s50)
		STUDENTS BELIEVE ENGLISH WILL BECOME RELEVANT IN THEIR PAY IF THEY LEAVE THE COUNTRY	STUDENTS BELIEVE THEIR FUTURE PAY WILL HAVE MORE TO DO WITH THEIR ABILITIES AND WILL NOT RELATE TO THEIR ENGLISH KNOWLEDGE.
		“Depende si quiero ir a trabajar fuera del país.” (s2)	“Eso dependerá de mis capacidades.” (s7)
		“Si trabajo en el extranjero, sí.” (s9)	“La reputación se hace de otra manera, el inglés es una herramienta más.” (s36)
		“Al saber inglés se hace contacto con el extranjero y con ello, mejores cosas a donde uno trabaje lo que hace tener mejor remuneración.” (s20)	STUDENTS BELIEVE ENGLISH COULD BECOME RELEVANT TO THEIR PAY DEPENDING ON THEIR PLACE OF WORK
		“Sobretudo si trabajo en el extranjero.” (s21)	“Creo que esto depende del trabajo que realice y donde lo realice.” (s8)
		“Al poder salir a trabajar fuera del país.” (s26)	“Depende en qué trabaje.” (s13)
		“Ya que en el extranjero hay bastante campo laboral.” (s32)	STUDENTS BELIEVE ENGLISH KNOWLEDGE COULD OFFER A SECURE JOB BUT NOT NECESSARILY INCREASED PAY
		“Porque me permitirá desarrollar en otras áreas o en otros países.” (s40)	“Pero sí consideración por manejar otra lengua.” (s42)
		STUDENTS BELIEVE ENGLISH WILL BE A REQUIREMENT IN A JOB SEARCH	“Quizás encuentre trabajo por saber inglés, pero en Chile no se valora el valor agregado como profesional.” (s46)
		“Porque es requisito tener habilidades en otro idioma al momento de buscar opciones laborales.” (s4)	
		“Actualmente para postular a un puesto de trabajo es requerido el inglés en la mayoría de las oportunidades laborales.” (s34)	
		STUDENTS SEE THEIR ENGLISH KNOWLEDGE AS AN ADVANTAGE IN FUTURE JOB SEARCHES	
		“Es bien catalogado, entonces tenemos más posibilidades que una persona que no hable inglés.” (s11)	
		“Absolutamente, trabajos más remunerados exigen mayor nivel de inglés.” (s47)	
		STUDENTS BELIEVE THAT ENGLISH KNOWLEDGE COULD MAKE THEM STAND OUT IN THEIR WORKPLACE	
		“Dependiendo del lugar donde trabaje, puede que sí puedan aumentar mi remuneración por saber otro idioma.”(s30)	

		“Al conocer otro idioma y manejarlo de buena forma podré destacar frente a mis compañeros [...]” (s31)	
		“Yo creo que lo miran de otra manera.” (s37)	
		“Supongo que le hace un trabajador más confiable en cuanto a variados asuntos se trata.” (s42)	
		“Aumenta las posibilidades de ganar la confianza en otras áreas.” (s48)	
		“Más posibilidades de clientes.” (s49)	
		“Se podría postular a mejores trabajos con mejores sueldos.” (s51)	
3a7	¿Cree usted que el Inglés es una herramienta útil para cursar estudios posteriores?		
3a8	SS ARGUMENTS	YES (s1-s5, s7-s12, s14-s17, s19-s51)	NO (s6, s13, s18)
		STUDENTS BELIEVE ENGLISH WILL BE USEFUL IF THEY CONTINUE THEIR STUDIES ABROAD	
		“Porque en caso que se requiera aumentar el nivel de estudios en otro país debemos manejar el idioma.” (s4)	
		“En el caso de querer cursar estudios en el extranjero [...]” (s8)	
		“Sí, por si quiero ir al extranjero.” (s12)	
		“Al manejar otro idioma podría optar por mejores opciones en el extranjero para especializarme en algo y no solo limitarme por el idioma.” (s31)	
		“Me quiero especializar con cursos en otros países (Canadá).” (s33)	
		“Por mis proyecciones de ir a estudiar al extranjero.” (s37)	
		“Siento que el inglés siempre es necesario ya que te abre las puertas a muchos factores de estudios y viajes.” (s42)	
		“Si me quiero especializar [...] tendré que ir a las grandes ciudades [...]” (s48)	
		STUDENTS SEE ENGLISH KNOWLEDGE AS A HELPFUL TOOL IN PURSUING FURTHER DEGREES	
		“[...] como herramienta.” (s8)	
		“La adquisición de información.” (s26)	
		“[...] para traducir e interpretar textos de información en inglés.” (s34)	
		STUDENTS ARE AWARE THAT ENGLISH IS A REQUIREMENT FOR MANY CAREERS AND WANT TO HAVE A GOOD FOUNDATION IN THE LANGUAGE	

		“Porque hoy en día parra muchas carreras te exigen cursar inglés y tenerlo antes como base es mejor.” (s30)	
		“Sí, ya que abre puertas a estudiar en instituciones extranjeras, donde es necesario el inglés.” (s47)	
		“La mayoría de los post-grados y masters son en inglés.” (s51)	
		STUDENTS SEE ENGLISH AS A NECESSARY LANGUAGE FOR BUSINESS AND EXTERIOR RELATIONS	
		“Si está enfocado con relaciones exteriores y hacer negocios creo que sí.” (s43)	
		STUDENT PROPOSES THE IDEA OF ENGLISH AS A GATEWAY LANGUAGE TO BROADEN THEIR POSSIBILITES IN MORE COUNTRIES	
		“Sabiedo inglés es posible incursionar en más lenguas y por lo tanto muchas áreas en más países.” (s48)	

Appendix 5: questionnaire 411 and coding.

SEXO	Femenino: 2	Masculino: 27
CURSO DE INGLÉS	INU 411	
5. OPINIONES RESPECTO DE LOS ASPECTOS CURRICULARES DE LOS CURSOS INU 211/INU 411 (CURRICULUM DESIGN).		
1ª.DISEÑO DEL CURSO (Course design)	Sí	No
1.a1 . ¿Cree usted que las habilidades en Inglés (leer, escribir, hablar, escuchar) que desarrolla en su curso son las adecuadas?		
1.a2. Fundamente su respuesta		
1b. TEXTO DEL CURSO (COURSE TEXTBOOK).		
1b1. ¿Cree usted que el texto de inglés que se utiliza corresponde al nivel de su curso?		
1b2. Fundamente su respuesta		
1c.RECURSOS QUE UTILIZA EL PROFESOR (TEACHER'S AID).		
1c1. ¿Cree usted que los recursos que utiliza su profesor son adecuados para su nivel?		
1c2. Fundamente su respuesta.		
1d.USO DE TECNOLOGÍAS ASOCIADAS EN LA CLASE (USE OF ICTS).		
1d1. ¿Cree usted que el uso de las TICS asociadas a la clase es el adecuado para su nivel?		
1d2.Fundamente su respuesta		
1e. INTERACCIÓN DURANTE EL TRABAJO DE LA CLASE (CLASSROOM INTERACTION).		
1e1. ¿Cree usted que el trabajo en grupo corresponde a su nivel?		
1e2.Fundamente su respuesta		
1e3. ¿Cree usted que el trabajo de pares (dos personas) es adecuado para su nivel?		
1e4.Fundamente su respuesta		
1e5 ¿Cree usted que el trabajo individual es adecuado para su nivel?		
1e6. Fundamente su respuesta		
6. OPINIONES ACERCA DEL USO DEL INGLÉS DURANTE SUS ESTUDIOS (EXPOSITION TO THE LANGUAGE BEYOND THE CLASSROOM).		
2ª.EXPOSICIÓN AL IDIOMA INGLÉS COMO LENGUA EXTRANJERA	Sí	

2ª1. ¿Cree usted que tiene la posibilidad de practicar lo que ha aprendido en clases fuera del Instituto DUOC?		
2ª2.Fundamente su respuesta		
3. OPINIONES ACERCA DE LA IMPORTANCIA DEL INGLÉS EN SU CARRERA PROFESIONAL (USE OF ENGLISH PROFESSIONALLY).		
3ª1.¿Cree usted que el inglés es una herramienta que necesitará en su futuro laboral?	Sí	
3ª2.Fundamente su respuesta		
3ª3.¿Cree usted que el inglés es un factor que incidirá en mejorar su calidad de vida en el futuro?		
3ª4.Fundamente su respuesta		
3ª5.¿Cree usted que saber inglés le permitirá obtener una mejor remuneración?		
3ª6.Fundamente su respuesta		
3ª7.¿Cree usted que el inglés es una herramienta útil para cursar estudios superiores?		
3ª8. Fundamente su respuesta		

CODING			
1	CURRICULUM DESIGN		
1a	COURSE DESIGN		
1a1	¿Cree usted que las habilidades en Inglés (leer, escribir, hablar, escuchar) que desarrolla en su curso son las adecuadas?		
1a2	SS ARGUMENTS	YES (s1-s9; s11-s29),	NO (s10)
		STUDENTS SHOW PREFERENCE FOR SPEAKING AND HEARING ENGLISH ABOVE PRACTICING WRITING:	STUDENTS BELIEVE THEY WOULD BENEFIT FROM MORE ENGLISH SPOKEN IN THE CLASSROOM:
		“Me gustaría poder practicar más el hablar el idioma que escribirlo.” (s1)	“Creo que le falta hablar más.” (s10)
		“[...] Falta más el tema de poder escuchar y hablar en inglés, ya que con solo saber leer y escribir no es suficiente.” (s14)	
		“[...]Falta, por mi parte, más de desarrollo auditivo.” (s15)	
		“[...]Debería haber más leer en clases para practicar pronunciación.” (s26)	
		“Sí, pero deberían más reforzar inglés [para] que el alumno quede conforme y no llegue tan mal a los certámenes.” (s29)	

		STUDENTS FIND THAT THEY HAVE THE NECESSARY TOOLS IN THE COURSE TO DEVELOP ENGLISH ABILITIES:	
		“Sí, ya que contamos con los instrumentos para aprender.” (s2)	
		“Sí, porque se utiliza el libro donde se utilizan suficientes imágenes, textos, etc.” (s4)	
		STUDENTS FEEL THESE ABILITIES ARE ESSENTIAL FOR STUDENT INDEPENDENCE AND PROGRESS:	
		“Son necesarias para el progreso del idioma e independencia del alumno.” (s5)	
		“[...] Ayuda a mejorar la forma de expresar las palabras y entenderlas junto con su significado y cómo y en dónde las podemos usar.” (s24)	
		STUDENTS FIND THE METHOD USED IN CLASSROOM TO BE BENEFICIAL IN FURTHER DEVELOPPING STUDENTS’ ABILITIES:	
		“Porque el método que se utiliza da a conocer y a demás aflora las habilidades que uno tiene.” (s7)	
		“Sí, ya que el método utilizado en [el establecimiento] es muy práctico.” (s9)	
		“Porque para mí es más fácil aprender así.” (s11)	
		“[...] Se dan el tiempo de enseñar hasta que uno entienda.” (s13)	
		STUDENTS ARE ABLE TO SEE PROGRESS IN THEIR ENGLISH SKILLS:	
		“He aprendido bastante.” (s12)	
		“Porque ahora puedo entender el inglés con más facilidad en la vida cotidiana.” (28)	
		STUDENTS PROPOSE MORE CLASSES TO IMPROVE FLUENCY:	
		“[...]Debería más clase para poder practicar más y sea más fluido y natural.” (s16)	
		STUDENTS NOTE THE BENEFIT OF HAVING A PARTICIPATIVE CLASS WHERE KNOWLEDGE IS SHARED:	
		“Sí, todos aportan lo que saben y ponen atención.” (s17)	
		“Porque todos en común desarrollan una mejor comunicación.” (s18)	
		“Sí, porque hay participación de todos los alumnos.” (s27)	
		STUDENTS FIND THAT EVERY CLASS ATTEMPTS TO PRACTICE THE NOTED ENGLISH ABILITIES:	

		“Todas las clases se practican cada una de estas [habilidades].” (s19)	
		STUDENTS FIND THAT CURRICULUM DESIGN IS ADEQUATE TO LEVEL, WITH BASIC TRAINING WORKING INTO HIGHER LEVELS OF LANGUAGE:	
		“[...] Nos enseña cosas básicas en el lenguaje de inglés y a seguir mejorándolas.” (s20)	
		“Sí, yo creo que está al nivel de lo que necesitamos.” (22)	
		“Se practica de una manera desarrollada y se mejora la fluidez del inglés.” (s25)	
1b	COURSE TEXTBOOK		
1b1	¿Cree usted que el texto de inglés que se utiliza corresponde al nivel de su curso?		
1b2	SS ARGUMENTS	YES (s1-s29)	NO
		STUDENTS FIND THAT TEXTS ARE VERY SIMILAR AMONG THEMSELVES:	
		“[...] los textos se parecen mucho” (s1)	
		“La materia que contiene el libro es buena pero hay algunas que se repite de las anteriores.” (s18)	
		STUDENTS HIGHLIGHT THAT TEXTS PROVIDE DETAILED EXPLANATIONS	
		“[...] explica detalladamente los ítems de cada unidad.” (s2)	
		“Porque es muy explicativo.” (s11)	
		STUDENTS FIND THAT THE CURRENT TEXT BOOK CAN BE WELL UNDERSTOOD:	
		“Comparado con otros libros anteriores se entiende mejor el actual.” (s3)	
		“Buena calidad y claridad en los textos.” (s10)	
		“Sí, ya que los textos y ejercicios son entendibles.” (s20)	
		STUDENTS BELIEVE THE TEXT GOES WELL WITH WHAT THEY SHOULD BE LEARNING:	
		“Sí, porque va acorde con lo que se debe aprender en inglés.” (s4)	
		“Debido a las pocas horas de inglés a la semana, considerando la manera que cursamos, sí, está dentro de lo adecuado.” (s5)	
		“Es adecuado al nivel del curso.” (s9)	

		“Se nota el nivel de dificultad y la materia que pasamos es la correcta a mi parecer.” (s14)	
		“Nos ayuda a cumplir los objetivos de la asignatura.” (s19)	
		“Porque en el libro hay cosas que ya sé, como también hay cosas que no sé.” (s28)	
		STUDENTS FIND THEIR ENGLISH TEXTS TO BE RELATABLE:	
		“Se habla de cosas y/o situaciones frecuentes en la vida cotidiana, y acciones comunes.” (s6)	
		“El libro es de mucha ayuda ya que explica detalladamente cada uno de los procesos a realizar.” (s7)	
		STUDENTS ARE SATISFIED WITH TEXTBOOK CONTENTS:	
		“Tiene todos los recursos para un buen aprendizajes.” (s12)	
		“[...] tiene hartos ejercicios y es muy didáctico.” (s16)	
		“[...] muy completo el libro.” (s17)	
		“Sí, porque es bastante completo [...]” (s22)	
		“Es muy didáctico y contiene muchos ejercicios de ayuda [...]” (s24)	
		“Sí, ya que contiene muchos textos y partes para practicar.” (s26)	
		STUDENTS EMPHASIZE THE NEED TO TAKE ADVANTAGE OF THE TEXTBOOK RESOURCES:	
		“Si todas las clases se lleva de la mano, se estudia y se le saca el provecho que se requiere.” (s13)	
		STUDENTS FIGURE THAT SOME PARTS OF TEXTBOOKS CAN BE TOO BASIC FOR THEIR LEVEL:	
		“Pero en algunas ocasiones son muy básicos.” (s25)	
		STUDENTS WOULD LIKE TO HAVE A LEARNING CD AS AN EXTRA LEARNING TOOL:	
		“Sí, pero sería bueno que viniera con el CD de aprendizaje.” (s27)	
		STUDENTS WOULD LIKE FOR THEIR TEXTBOOK TO DISPLAY MORE INSTRUCTION ON VERB AND VERB USAGE:	
		“Deberían crear en este mismo libro que indique que verbos y cómo se utilizarán.” (s29)	
1c	TEACHER S		

	AID		
1c1	¿Cree usted que los recursos que utiliza su profesor son adecuados para su nivel?		
1c2	SS ARGUMENTS	YES (s1-s6, s-8- s29)	NO (s7)
		STUDENTS FIND THAT INTERNET USAGE MAKES LEARNING EASIER:	STUDENTS OBSERVE THAT THE COURSE COULD ACCOMODATE MORE INTERACTIVE ACTIVITIES:
		“Sí porque se utiliza el libro o cosa[s] en internet para hacer más fácil la materia” (s4)	“Falta algunas presentaciones donde se pueda interactuar más [...] sería ideal tener presente actividades donde sea más interactiva.” (s7)
		STUDENTS HIGHLIGHT INSTRUCTOR’S EFFORTS TO LEVEL GROUP’S UNDERSTANDING OF ENGLISH:	
		“Nivela muy bien al grupo exige tanto o equivalente a lo que el grupo maneja, como conocimiento, información.” (s5)	
		“Ocupa todos los recursos necesarios para que logremos aprender.” (s10)	
		“Sí, porque se da más el tiempo con la gente que le cuesta más.” (s13)	
		“Sí, porque encuentro que propone entusiasmo.” (s26)	
		“Porque los recursos que utiliza me han servido mucho.” (s28)	
		STUDENTS BENEFIT FROM EXAMPLE-BASED EXPLANATIONS IN LESSENING COMPLEXITY OF LEARNING ENGLISH:	
		“Explicaciones basadas con ejemplos para la mejor comprensión, así se hace mucho más fácil.” (s6)	
		“[...] da ejemplos totalmente acordes y entendibles.” (s21)	
		STUDENTS APPROVE OF CLASS ACTIVITIES:	
		“Sí, utilizamos harta actividad en clase.” (s12)	
		STUDENTS FIND THAT WRITING AND SPEAKING ARE USED IN A COMPLIMENTARY FASHION:	
		“Hay buena complementación de habla y escritura.” (s15)	
STUDENTS FIGURE THAT TEACHERS’ AID MAKES CLASS MATERIAL MORE UNDERSTANDABLE AND GENERATE BETTER LEARNING:			
“Sirven mucho para poder entender la clase y obtener un mejor aprendizaje.” (s18)			
STUDENTS SEE BOOK USAGE IN INSTRUCTOR’S TEACHING:			

		“Se apoya en el libro.” (s19)	
		“Sí, porque va de acuerdo con nuestro texto, así [...] que se complementa perfectamente.” (s22)	
		“Participación en clases, el libro, proyección, videos” (s27)	
		STUDENTS BELIEVE THAT MORE DIALOGUE COULD IMPROVE CLASS EXPERIENCE:	
		“Sí, pero se podrían mejorar para crear mayores diálogos.” (s20)	
		“[...] deberían hacer más interactivas las clases en vez de certámenes hacer diálogos” (s29)	
		STUDENTS SEE THAT EXHAUSTION OF RESOURCES FROM INSTRUCTOR HELPS TO FOCUS THE CLASS	
		“Sí, trata de utilizar todo lo que se puede en clases, para enfocar más el tema.” (s24)	
1d	USE OF ICTS		
1d1	¿Cree usted que el uso de las TICS asociadas a la clase es el adecuado para su nivel?		
	SS ARGUMENTS	YES (s1-s23, s25-s29)	NO (s24)
		STUDENTS FIND THAT ICTS USE IS COMPLEMENTARY TO EACH UNIT BEING STUDIED WITH THE BOOK:	STUDENTS AGREE WITH USE OF ICTS BUT WOULD LIKE A DIFFERENT APPROACH WITH THESE SO AS TO GRAB ATTENTION BETTER:
		“Sí, porque cada unidad viene con material de apoyo ya sea en imagen o audio.” (s4)	“Son buenos pero podrían ser mejores para poder llamar más la atención y poder entenderlos.”
		“La mayoría de los tics están basados de acuerdo al tema que se está estudiando, este sirve para complementar la enseñanza que entrega el libro.”(s7)	
		“Sí, porque aportan un uso mejor para el libro.” (s17)	
		“Sí, porque se complementan perfectamente con el desarrollo de la clase, además contiene material del text que hace que todos puedan trabajar, aún sin libro.” (s22)	
		“Todo corresponde al contexto de cada unidad.” (s25)	
		“Ya que se aplican bien al contexto del libro.” (s26)	
		VISUAL AND AUDITORY ICTS USE ARE AT COURSE LEVEL, ACCORDING TO STUDENTS:	
		“Sin necesitar mucho, lo usado en visuales y audibles son al nivel del curso que estamos.” (s5)	
		STUDENTS SAY COMPREHENSION IS AIDED WITH ICTS USE IN MORE COMPLEX UNITS:	

		“En unidades más complejas se usa este método para la ayuda a la comprensión.” (s6)	
		“[...] me es más fácil aprender de esa forma.” (s28)	
		STUDENTS SEE ICTS USE AS UP TO DATE AND CLEAR:	
		“Son actualizadas y muy claras.” (s11)	
		STUDENTS OBSERVE ICTS BEING USED CONSTANTLY THROUGHOUT COURSE:	
		“Cada clase [se] ocupan los materiales ya sea data, libro, páginas web entre otros. Muy conforme.” (s13)	
		STUDENTS ARE HELPED BY ICTS USE TO BETTER LISTEN TO AND SPEAK THE LANGUAGE:	
		“se aprende muy bien a escuchar y hablar el idioma con las TICS.” (s14)	
		“Los audios nos sirven mucho para pronunciar bien.” (s18)	
		STUDENTS’ ATTENTION IS KEPT THROUGHOUT CLASS BY USE OF ICTS:	
		“Sí, ayudan a que las clases no sean tan monótonas y a mantener al alumno atento.” (s16)	
		“[...] hace las clases más didácticas.” (s19)	
		STUDENTS ARE HELPED BY THE USE OF ICTS BUT WOULD ALSO LIKE MORE INFORMATION:	
		“Sí, pero quizás debería haber aún más información.” (s27)	
1e	CLASSROOM INTERACTION		
1e1	Cree usted que el trabajo en grupo corresponde a su nivel?		
1e2	SS ARGUMENTS	YES (s1-s3,s10-s13, s15, s18, s20, s21, s24-s29)	NO (s4-s9, s17, s19, s22, s23)
		STUDENTS BELIEVE THEY WOULD BENEFIT FROM MORE GROUP PARTICIPATION:	STUDENTS BELIEVE THAT GROUP WORK SINGLES OUT ONLY A FEW PEOPLE TO DO THE WORK WHILE OTHERS DISTRACT THEMSELVES AND COPY THE WORK DONE FOR THEM:
		“Pero podría ser mayor la participación grupal.” (s1)	“Porque en grupo solo trabaja 1 o dependiendo de la cantidad y el resto sólo copia y no aprende.” (s4)
		“[...] Falta mayor trabajo en grupo.” (s20)	“No, porque hay gente que no sabe nada e interrumpe.” (s17)
		STUDENTS FIND THEY BENEFIT FROM GROUP WORK BUT WOULD PREFER WORKING IN PAIRS:	“Creo que con muchas personas se entorpece la participación de otros.” (s23)
		“Sí, pero yo creo que es mejor crear parejas para trabajar.” (s3)	STUDENTS PREFER NOT TO WORK IN GROUPS, WITHOUT GAUGING WHETHER LEARNING WOULD HAPPEN, OUT OF THEIR

			OWN PREFERENCE
		STUDENTS FEEL THAT GROUP WORK ENABLES THEM TO LEARN FROM THEIR CLASSMATES:	“La verdad no trabajo en grupo, donde podía o no elevar mi capacidad con el idioma [...]” (s5)
		“[...] siempre se puede aprender más de los demás.”(s10)	STUDENTS BELIEVE CLASS WORK ISN'T LEVELED TO THE CLASS'S ENGLISH UNDERSTANDING:
		“Por [comparar con] los resultados de otros.” (s15)	“[...] pero el trabajo en sala no corresponde al nivel aprendido.” (s5)
		“En grupo uno aprende más.” (s21)	STUDENTS FIND THAT GROUP WORK BLURS INDIVIDUAL LEARNING:
		“Sí, ya que nos [apoyamos] mucho y podemos mejorar o aprender del otro.” (s24)	“En grupo es más difícil ver el nivel de aprendizaje individual.” (s6)
		“[...] se pueden compartir los conocimientos.” (s25)	STUDENTS ESTIMATE THAT GROUP WORK HASN'T BEEN ATTEMPTED IN CLASS BUT HAVE A POSITIVE ATTITUDE TOWARDS THE PROSPECT OF IT:
		“Porque así puedo aprender tanto de mis compañeros como del profesor.” (s28)	“Ya que el grupo de trabajo es bueno, sería óptimo poder realizar algún tipo de trabajo en grupo. Ya que así se desarrolla más el diálogo grupal.”(s7)
		STUDENTS BELIEVE GROUP WORK HELPS DEVELOP COMUNICATION:	STUDENTS BELIEVE THEIR ENGLISH LEVEL WOULDN'T ALLOW FOR GROUP WORK:
		“Ayuda a desarrollar la comunicación.” (s11)	“Porque tengo una mala base de conocimiento del inglés. O lo básico que se debe saber.” (s8)
		“Nos permite desarrollar una mejor conversación con el resto de la gente.” (s18)	“No, yo creo que debería ser más complejo con actividades más grandes para poder desarrollar bien lo que es comprender a otra persona hablando inglés .” (s22)
		STUDENTS ESTIMATE THAT THE CLASS IS AT A SIMILAR ENGLISH LEVEL [AND THEREFORE BENEFITS FROM GROUP WORK]	STUDENTS FORESEE THAT NOT EVERY GROUP MEMBER WILL UNDERSTAND:
		“Siento que todos tenemos el mismo nivel.” (s26)	“Porque no todos los integrantes del grupo entenderían.” (s9)
			STUDENTS HAVEN'T HAD MUCH OR ANY GROUP WORK:
			“No hemos trabajado en grupo.” (s19)
1e3	¿Cree usted que el trabajo de pares (dos personas) es adecuado para su nivel?		
1e4	SS ARGUMENTS	YES (s1-s9, s11-s14, s16, s18-s28)	NO (s10, s15, s17, s29)
		STUDENTS WOULD LIKE TO SEE MORE PAIR WORK	PAIR WORK HASN'T BEEN ENOUGH IN ORDER TO EVALUATE ITS EFFECTIVENESS ACCORING TO LEVEL:
		“Pero se podría aumentar.” (s1)	“No hemos trabajado mucho en parejas.” (s10)
		STUDENTS EVALUATE PEER INTERACTION AS A TOOL TO IMPROVE ENGLISH LEVEL	“En realidad no he trabajado en pares.” (s15)

	<p>“Ya que interactuamos con más personas y mejoramos nuestro nivel.” (s2)</p>	<p>STUDENTS HAVE SEEN THAT SOME STUDENTSS AREN'T INTERESTED IN PAIR WORK BECAUSE THEY DON'T UNDERSTAND CLASS CONTENT:</p>
	<p>“Sí, porque [así] el que más sabe le puede enseñar al que menos sabe y compartir opinión.” (s4)</p>	<p>“No, porque hay unos que no trabajan nada porque no tienen idea.” (s17)</p>
	<p>“Se pueden compartir los conocimientos y el que sepa más poder ayudar a la otra persona.” (s13)</p>	<p>STUDENTS BELIEVE THE BENEFITS OF PAIR-WORK ARE LOST WHEN NOT EVERYONE IS AT THE SAME ENGLISH LEVEL:</p>
	<p>“Puede ser que se trabaja más y se pueden ayudar mutuamente.” (s24)</p>	<p>“No, porque no todas las personas tienen el mismo nivel y eso perjudica.” (s29)</p>
	<p>“Siempre hay trabajo de pares, eso ayuda mucho.” (s27)</p>	
	<p>STUDENTS' PAIR WORK HELPS TO IMPROVE INDIVIDUAL AREAS REQUIRING MORE WORK:</p>	
	<p>“[...] ayuda a mejorar los puntos bajos de cada uno.” (s5)</p>	
	<p>“Sí, porque se complementa lo que no sabe el compañero.” (s16)</p>	
	<p>STUDENTS FIND THAT PAIR WORK ALLOWS MORE VISIBILITY FOR INDIVIDUAL GROWTH IN ENGLISH LEVEL</p>	
	<p>“Se puede ver de mejor manera el nivel de aprendizaje de cada uno.” (s6)</p>	
	<p>STUDENTS PREFER PAIR WORK OVER GROUP WORK:</p>	
	<p>“Al realizar un trabajo con más integrantes no se puede optimizar la calidad del trabajo, en cambio de dos personas es más competente el desarrollo del trabajo.” (s7)</p>	
	<p>STUDENTS FIND THAT PAIR WORK HELPS TO REINFORCE WHAT IS KNOWN:</p>	
	<p>“Ayuda a poner a prueba lo que sabemos [...]” (s11)</p>	
	<p>STUDENTS BELIVE PAIR WORK IS BENEFFICIAL TO COMUNICATION IMPROVEMENT:</p>	
	<p>“[...] y ayuda a comunicarnos.” (s11)</p>	
	<p>“Nos ayuda a una mejor comunicación.” (s12)</p>	
	<p>“Las veces que hemos trabajado en pareja he aprendido sobre la pronunciación.” (s14)</p>	
	<p>“[...] así se puede practicar el habla y pronunciación.” (s26)</p>	

		PAIR WORK IS SEEN BY STUDENTS AS A GOOD PRACTICE FOR FUTURE REAL LIFE CONVERSATIONS IN ENGLISH:	
		“Sí, porque de vez en cuando se puede generar una conversación entre dos y así uno puede enfrentarse mejor.” (s18)	
		“Creo que en parejas se logra simular una situación donde practicar el inglés.” (s23)	
		STUDENTS FELT THAT PAIR WORK MAKES LEARNING ENGLISH AN EASIER TASK:	
		“Al estar con 1 o más personas uno aprende mejor.” (s21)	
		STUDENTS FIND THAT PAIR WOK IS GOOD BUT ACTIVITIES REQUIRE MORE COMPLEXITY:	
		“Sí, el trabajo es bueno, no así las actividades encuentro que deberían ser más complejas.” (s22)	
		STUDENTS FELT MORE CONFIDENT FOR FURTHER DEVELOPMENT AFTER WORKING IN PAIRS:	
		“Porque así se tiene más confianza para desarrollarlo.” (s25)	
1e5	¿Cree usted que el trabajo individual es adecuado para su nivel?		
1e6	SS ARGUMENTS	YES (s1-s7, s9-s11, s13-s19, s21-s25, s27-s29)	NO (s8, s12, s20, s26)
		STUDENTS BELIEVE INDIVIDUAL WORK IS LEVELED AS LONG AS THEY ARE HELPED BY THE BOOK:	STUDENTS DON'T FEEL BENFIT FROM INDIVIDUAL GROUP BECAUSE THEY EVALUATE THEIR ENGLISH LEVEL AS TOO LOW:
		“Sí, todo lo que sea con el apoyo del libro.” (s3)	“Por mis bajos conocimientos.” (s8)
		“Sí, porque con todo el material que uno tiene a mano puede tener un buen desarrollo.” (s22)	STUDENTS DON'T WANT TO RELY ON INDIVIDUAL WORK AND WOULD RATHER HAVE HELP IN THEIR LEARNING:
		STUDENTS AGREE WITH INDIVIDUAL WORK BECAUSE IT ENABLES THEM TO WORK ON THEIR OWN SPECIFIC NEEDS:	“Se necesita ayuda para el aprendizaje.” (s12)
		“Sí, porque [así] uno busca o investiga sobre lo que necesita aprender.” (s4)	BECAUSE OF THE SPEAKING IN ENGLISH, STUDENTS WOULD RATHER HAVE MORE COMMUNICATION THAN INDIVIDUAL WORK:
		“Sirve para ver las capacidades adquiridas por cada uno y poner en práctica sin ayuda.” (s6)	“No, ya que el inglés es un lenguaje entonces uno se comunica con más personas,” (s20)
		“Creo que uno debe generar su propia búsqueda, aunque eso depende del alumno. (s23)	“No, ya que siempre tenemos que platicar con alguien.” (s26)
		“Porque así puedo aprender de mis errores y me puedo fortalecer más.” (s28)	
	STUDENTS BELIEVE INDIVIDUAL WORK MEASURES MEMORY PRONUNCIATION AND UNDERSTANDING:		

		“Mide las capacidades de memoria, pronunciación y entendimiento [...]” (s5)	
		STUDENTS SEE INDIVIDUAL ACTIVITIES AS WELL-PLANNED ACCORDING TO THEIR LEVEL:	
		“Las actividades individuales están bien hechas y a un nivel correcto.” (s14)	
		STUDENTS HAVE SEEN THE BENEFITS OF WORKING INDIVIDUALLY:	
		“Se aprende.” (s15)	
		“Sí, porque así trabajo mejor y rápido.” (s17)	
		“Sí, porque se ponen a prueba nuestros conocimientos.” (s27)	
		“Ya que el método de aprender inglés sólo es rápido.” (s29)	
		STUDENTS FEEL THAT INDIVIDUAL WORK IS GOOD PRACTICE BUT WOULD STILL REQUIRE HELP:	
		“Sí, se puede practicar, pero siempre es buena la ayuda de alguien más.” (s24)	
		STUDENTS BELIEVE THEY ARE ABLE TO WORK INDIVIDUALLY FROM WHAT IS LEARNED IN CLASS:	
		“Por lo aprendido en clases.” (s25)	
2	EXPOSURE TO THE LANGUAGE BEYOND THE CLASSROOM		
2a	EXPOSICIÓN AL INGLÉS COMO LENGUA EXTRANJERA		
2a1	¿Cree usted que tiene la posibilidad de practicar lo que ha aprendido en clases fuera del Instituto DUOC?		
2a2	SS ARGUMENTS	YES (s1, s3-s6, s9, s11, s12, s14, s16-s19, s21, s22, s24, s25, s27)	NO (s2, s7, s8, s10, s13, s15, s20, s23, s26, s28, s29)
		STUDENTS BELIEVE THEY CAN PRACTICE ENGLISH READING MATERIAL RELATED TO THEIR JOBS/CAREERS:	STUDENTS DOUBT HOW PREPARED THEY ARE TO SPEAK ENGLISH OUTSIDE THE LEARNING INSTITUTION
		“Sí, en mi trabajo ejemplo los manuales [...]”(s3)	“Quizás no lo estoy suficientemente preparado.” (s2)
		“[...] es parte de mi negocio por lo que practicaré sí o sí.” (s5)	“Me encuentro en un nivel muy básico de conocimiento.” (s8)
		“Sí, en el trabajo hay ocasiones en la cual llegan clientes extranjeros.” (s6)	“No, ya que no me siento capaz de poder conversar ya que me cuesta.” (s13)
		“Para ejercer con mi profesión.” (s19)	STUDENTS DON'T FIND THE CHANCE TO SPEAK THE LANGUAGE IN THEIR SURROUNDING ENVIRONMENTS:
		“Sí, sobretodo si se quiere traer algo del extranjero, como maquinaria, partes de vehículo, etc.” (s24)	“El entorno no lo permite o no es el adecuado.” (s7)

		STUDENTS FIGURE THEY COULD HELP PEOPLE IN EVERYDAY LIFE WITH THEIR ENGLISH KNOWLEDGE:	“No mucho, ya que no hay muchos lugares.” (s20)
		“Sí, porque no falta a quién uno pueda ayudar con los conocimientos que uno aprende.” (s4)	STUDENTS AGREE THEY’VE LEARNED ENOUGH TO COMMUNICATE BUT DON’T THINK THEY WILL BE DOING SO FOR PERSONAL REASONS:
		“No necesariamente en trabajo, también ayudar a familiares.” (s25)	“Solo por perspectiva propia.” (s15)
		STUDENTS SEE THE CHANCE TO USE THEIR ENGLISH SKILLS WHEN SPEAKING TO FRIENDS FROM ENGLISH-SPEAKING COUNTRIES:	“Tengo los conocimientos pero no podré establecer conversaciones.” (s10)
		“Tengo amigos de UK, EEUU, y otros países donde el ingles es fundamental [...]” (s5)	STUDENTS BELIEVE THEY WILL USE ENGLISH IN THE FUTURE DEPENDING ON THE CAREER ROUTE THEY TAKE:
		STUDENTS HAVE PREVIOUSLY USED ENGLISH IN EVERYDAY LIFE AND ARE CONFIDENT ENOUGH TO DO IT AGAIN:	“Más bien esto depende de los planes a futuro y las áreas de trabajo.” (s23)
		“Sí, porque lo he hecho y me ha resultado bien.” (s11)	STUDENTS BELIEVE THE PRACTICE THEIR LEARNING INSTITUTION PROVIDES IS ENOUGH:
		“Ya he hablado con otras personas.” (s14)	“Por que siento que practicando en [la institución] basta [...]” (s26)
		“[...] he aprendido y aplicado el ingles que aprendí allá afuera.” (s17)	STUDENTS FIND THEY’VE LEARNED MUCH ENGLISH BUT NOT ENOUGH TO SPEAK ON THEIR OWN:
		STUDENTS BELIEVE THEY HAVE THE NECESSARY TOOLS TO COMMUNICATE WITH OTHERS:	“Porque sé bastante ingles, pero no lo suficiente” (s28)
		“Tenemos las herramientas necesarias [...]” (s16)	
		“El ingles desarrollado es bueno, tanto como para hablar o practicar afuera.” (s21)	
		“Sí, porque varias expresiones y el uso correcto de los tiempos se puede aplicar en comunicarse con alguien extranjero o para exponer a los demás.” (s22)	
		“Sí, porque nos han entregado las herramientas necesarias para poder hacerlo.” (s26)	
3	USE OF ENGLISH PROFESSIONALLY		
3a1	¿Cree usted que el Inglés es una herramienta que necesitará en su futuro laboral?		
3a2	SS ARGUMENTS	YES (s1-s7, s9-s14, s16-s29)	NO (s8, s15)
		STUDENTS BELIEVE THEY WILL ALREADY HAVE AN ADVANTAGE IN THEIR JOBS BY HAVING ENGLISH SKILLS IN THEIR RESUME:	STUDENTS BELIEVE THEIR ENGLISH PRACTICE IN THEIR FUTURE JOBS WILL BE SCARCE:
		“Me servirá para el curriculum y mi desarrollo laboral.” (s2)	“No es mucho lo que lo voy a practicar.” (s8)

	<p>“Para tener más posibilidades.” (s11)</p>	<p>STUDENTS DON’T HAVE PROSPECTS OF LEAVING THE COUNTRY BUT BELIEVE GENERAL ENGLISH KNOWLEDGE IS STILL A TOOL TO BE USED:</p>
	<p>STUDENTS REALIZE THAT ENGLISH KNOWLEDGE IS A REQUIREMENT IN FINDING JOBS CURRENTLY:</p>	<p>“No proyecto algo internacional, pero en general se puede utilizar.” (s15)</p>
	<p>“[...] es básico hoy en día.” (s4)</p>	
	<p>“Puede existir la posibilidad que en un futuro empleo, mi jefe desee que las personas de su empresa dominen el idioma.” (s19)</p>	
	<p>“Yo creo que sí, ya que es una herramienta básica.” (s20)</p>	
	<p>“[...] Uno aspira a más y saber inglés es fundamental en cualquier trabajo.” (s25)</p>	
	<p>“En todas partes necesitamos inglés aunque sea básico.” (s29)</p>	
	<p>STUDENTS BELIEVE THAT ENGLISH WILL HELP THEM IN CREATING NETWORKS WITH FOREIGNERS IN THEIR FUTURE JOBS:</p>	
	<p>“Desarrollo Network Marketing inglés comunica y une a muchos países.” (s5)</p>	
	<p>STUDENTS BELIEVE ENGLISH WILL MAKE THEM A MORE COMPLETE PROFESSIONAL:</p>	
	<p>“El inglés hace a un profesional más completo.” (s6)</p>	
	<p>“El inglés es una barrera de entrada para muchos puestos de trabajo.” (s7)</p>	
	<p>STUDENTS ARGUE THAT THEY WILL NEED ENGLISH CONSTANTLY FOR THEIR JOB:</p>	
	<p>“En la actividad laboral siempre es necesario.” (s12)</p>	
	<p>“Es muy necesario en [mi carrera].” (s14)</p>	
	<p>“Sí, porque mi área mi carrera usa inglés todo el tiempo.” (s17)</p>	
	<p>“Porque en algún momento me tocará pedir [materiales] al extranjero.” (s28)</p>	
	<p>STUDENTS SEE THE IMPACT OF ENGLISH’S GLOBALIZATION IN THEIR FUTURE JOBS:</p>	
	<p>“Ya que el inglés se está usando mucho y estea siendo parte de la vida cotidiana.” (s9)</p>	
	<p>“Sí, ya que es el idioma internacional.” (s13)</p>	
	<p>“todo el mundo conoce el inglés.” (s21)</p>	

		STUDENTS SEE THE POSSIBILITY OF LEAVING THE COUNTRY IN SEARCH OF WORK AS INCREASED BY THEIR ENGLISH KNOWLEDGE	
		“Abre un mundo inmenso al trabajo internacional.” (s16)	
		“Sí, para futuros clientes [...] pero a nivel nacional no mucho.” (s24)	
		“[...] sobretodo en mi carrera, además del salir al extranjero a trabajar.” (s26)	
		“[...] el campo laboral es muy amplio, pudiendo trabajar en el extranjero.” (s27)	
		STUDENTS OBSERVE THAT ENGLISH KNOWLEDGE OPENS DOORS IN THE WORKPLACE:	
		“Porque permite una mejor oportunidad de trabajo, viajes, representar instituciones.” (s18)	
		“Sí, porque abre más puertas, genera mejores posibilidades de trabajo al dominar este idioma.” (s22)	
3a3	¿Cree usted que el Inglés es un factor que incidirá en mejorar su calidad de vida en el futuro?		
3a4	SS ARGUMENTS	YES (s3-s14, s16-s22, s25, s27-s29)	NO (s1, s2, s15, s23, s24, s26)
		“Todos los conocimientos, ya sean básicos o no, sirven en el día a día.” (s4)	“No creo que el idioma afecte mi calidad o forma de vida.” (s1)
		“Abre las puertas a otros países y oportunidades.” (s5)	“Ya que hay más factores para mejorar la calidad de vida.” (s2)
		“Saber inglés da la confianza para buscar trabajo en cualquier parte sin temores.” (s6)	“Pero puede ser un factor relevante.” (s26)
		“Al tener una buena base de inglés permite abrir nuevas puertas, y así ser más autorrealizado.” (s7)	
		“Es bueno porque me da más posibilidades para lo laboral.” (s8)	
		“Para la obtención de trabajos, lectura o viajes.” (s12)	
		“Sí, ya que esta herramienta abre las puertas de trabajo en el extranjero.” (s13)	
		“Sí, porque quiero irme a vivir al extranjero.” (s17)	
		“Sí, no solo en lo laboral sino también en lo cultural.” (s19)	
		“Porque el inglés abre muchas puertas, beneficios en el trabajo.” (s20)	
		“[...] buen trabajo en el futuro.” (s21)	
		“Sí, porque puede significar vivir en el extranjero.” (s22)	
	“Para poder desenvolverme mejor el lo personal.” (s25)		

		“Sí, porque hoy el inglés es una herramienta fundamental por ejemplo en el ámbito laboral.” (s27)	
		“Porque planeo vivir en el extranjero.” (s28)	
3a5	¿Cree usted que saber Inglés le permitirá obtener una mejor remuneración?		
3a6	SS ARGUMENTS	YES (s3-s7, s9, s10, s12-s21, s23-s29)	NO (s1, s2, s8, s11, s22)
		STUDENTS BELIEVE ENGLISH KNOWLEDGE WILL ALLOW THEM TO GET TO BETTER-PAYING JOBS:	STUDENTS DON'T THINK ENGLISH KNOWLEDGE COULD LEAD TO BETER PAY; IT CAN ONLY SERVE AS HELP IN OTHER AREAS:
		“Ya que hay muchas empresas que lo piden como requisito.” (s3)	“Sólo puede servir como ayuda.” (s1)
		“Sí, porque son conocimientos básicos los que uno tiene que saber.” (s4)	“Pero me ayudará en un desarrollo personal.” (s11)
		“Es lo que piden algunas empresas.” (s15)	STUDENTS BELIEVE ENGLISH KNOWLEDGE COULD LEAD TO BETTER JOB OPPORTUNITIES BUT IT WON'T MEAN BETTER PAY, NECESSARILY
		“Mejora mi currículum [...]” (s21)	“No, yo creo que dará más oportunidades de trabajo, no así de mejores ingresos [...]” (s22)
		“a mayor capacitación, mayor es la probabilidad de aumento en la remuneración” (s5)	
		“Sí, porque seré un profesional más completo.” (s19)	
		“Si hay puesto de trabajo que piden tener conocimiento de inglés, en empresas grandes.” (s24)	
		“Ya que, ahora se busca mucho que el trabajador sepa inglés.” (s25)	
		“[...] se necesita gente que sepa hablar el idioma.” (s26)	
		“Sí, porque hoy en día es un plus que buscan las empresas.” (s27)	
		STUDENTS BELIEVE THAT IN COMPARISON TO OTHER APPLICANTS TO FUTURE JOBS, THEY WILL BE CONSIDERED IN HIGHER ESTEEM FOR THEIR ENGLISH KNOWLEDGE:	
		“Saber inglés me hace un profesional de mayor categoría con respecto al que no sabe.” (s6)	
		“Siempre es un plus.” (s23)	
		STUDENTS FIND THAT SPECIFICALLY IN THEIR CAREERS, ENGLISH IS A VERY HELPFUL TOOL:	
“En [mi carrera] es un plus que ayuda bastante.” (s14)			
STUDENTS FIND THAT ENGLISH KNOWLEDGE COULD ALLOW FOR OPTIONS IN STUDYING ABROAD, WHICH COULD LEAD TO BETTER PAY WHEN THEY EVENTALLY WORK			

		“Sí, porque si estudio en el extranjero me irá mejor.” (s17)	
		STUDENTS BELIEVE THEIR ENGLISH KNOWLEGDE COULD LEAD TO FINDING A JOB IN A FOREIGN COUNTRY:	
		“Porque podría optar a un trabajo en otro país.” (s18)	
		STUDENTS BELIEVE THEY’LL BE ABLE TO CLIMB THEIR CAREER LADDER WITH THE HELP OF THEIR ENGLISH KNOWLEDGE:	
		“Sí, ya que permite llegar más lejos.” (s20)	
3a7	¿Cree usted que el Inglés es una herramienta útil para cursar estudios posteriores?		
3a8	SS ARGUMENTS	YES (s1-s29)	NO
		STUDENTS OBSERVE THAT ENGLISH IS USEFULL IN IMPROVING THEMSELVES AS PROFESSIONALS:	
		“Sí, porque si uno quiere hacer profesión sirve.” (s4)	
		“Si quiero certificarme tengo que saber.” (s14)	
		STUDENTS HOPE THAT ENGLISH KNOWLEDGE COULD LEAD TO STUDYING ABROAD:	
		“Claro, como para estudiar en el extranjero y capacitarnos con compañías mundiales.” (s5)	
		“[...] es base para poder abrir puertas en el extranjero.” (s7)	
		“Me abre la posibilidad de salir del país y desarrollarme.” (s11)	
		“Estudios en el exterior.” (s15)	
		“Sí, porque puede permitimos realizar cursos en el extranjero [...]” (s22)	
		“Por si quiero estudiar en el exterior como E.E.U.U.” (s26)	
		STUDENTS EVALUATE THE ENGLISH TAUGHT AS A GREAT BASE TO CONTINUE STUDIES:	
		“Ya que [se] enseña una muy buena base.” (s13)	
		STUDENTS VALUE THEIR ENGLISH LEARNED AS LEADING TO MORE LEARNING	
		“[...] abre muchas puertas y conocimiento.” (s16)	
	IN FURTHER STUDIES, STUDENTS BELIEVE THEY’LL HAVE BETTER ACCESS TO UNDERSTANDING THE MANY LEARNING SOURCES THAT ARE ORIGINALLY OR ONLY IN ENGLISH:		

		“Sí, ya que mucha información está en inglés.” (s20)	
		“Todos los libros y documentos de mi carrera salen primero en inglés.” (s21)	
		“Porque pueden haber libros en inglés” (s25)	