

OPINIONS OF A GROUP OF STUDENTS AT ECCI UNIVERSITY ON THE INCLUSION  
OF AN EXCLUSIVE FRAME FOR THE MODERN LANGUAGES PROGRAM

DISSERTATION PROFESSIONAL COURSE

LUCY ANDREA BALLEEN CAMARGO

CAROL VIVIANA ORTIZ ROMERO

ESCUELA COLOMBIANA DE CARRERAS INDUSTRIALES “ECCI”

FACULTAD DE HUMANIDADES

PROFESIONAL EN LENGUAS MODERNAS

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## Contents

List of Figures .....	4
Glossary.....	5
Abstract.....	8
Introduction .....	10
1. Project title.....	13
2. Description of the problem.....	14
2.1. Approach.....	14
2.2. Formulation.....	16
2.3. Systematization.....	16
3. Research objectives .....	17
3.1. General objective .....	17
3.2. Specific objectives:.....	17
4. Rationale .....	18
5. Frames of reference.....	21
5.1. Background .....	21
5.2. Theoretical framework.....	24
5.3. Framework.....	43
5.4. CONTEXTUAL FRAMEWORK.....	51
6. Research Design.....	52
6.2. Research approach.....	52
6.3. Type of study.....	53
6.4. Sources and techniques for data collection.....	54
6.4.1. The survey .....	54
6.4.2. The focus group .....	55
6.4.4. The context .....	59
6.5. Analysis process .....	60
7. Data analysis .....	62
8. Contribution to research.....	189

9. Conclusions ..... 192

10. Recommendations ..... 196

11. Questions for further research ..... 200

References ..... 201

List of annexes ..... 204

## List of Figures

Figure 1 Process for the creation of a website .....	31
Figure 2 Steps for the creation of a website.....	32
Figure 3 Table of participants ages.....	58
Figure 4 Techniques for data collection.....	60
Figure 5 Procedure of the methodology.....	61
Figure 6 General question-General opinion.....	65
Figure 7 Sub-question 1- Interest.....	66
Figure 8 Sub-category 2-Possible contents.....	66
Figure 9 Sub-question 3- Feasibility.....	66
Figure 10 Category listing of general opinions (questionnaire) .....	69
Figure 11 Scheme of general opinion category .....	120
Figure 12 Category listing of interest (questionnaire) .....	124
Figure 13 Scheme of interest category.....	152
Figure 14 Category listing of possible contents (questionnaire) .....	155
Figure 15 Scheme of possible contents.....	169
Figure 16 Category listing of feasibility (questionnaire).....	171
Figure 17 Scheme of fesibility category .....	188

## Glossary

The following concepts are cited as they are important concepts in connection with this research.

All these terms are found throughout this document. According to (WebFinance, Inc.,

Copyright©2013) the significances of each of these words are:

**Accessibility:** Extent to which a consumer or user can obtain a good or service at the time it is needed. Ease of contact with a person or organization.

**Background:** The act of reviewing both confidential and public information to investigate a person or entity's history.

**Blogs:** A website similar to an online journal that includes chronological entries made by individuals. The word blog was derived from the combination of the word web and log. Blogs typically focus on a specific subject (Economy, entertainment news, etc.) and provide users with forums (or a comment area) to talk about each posting. Many people use blogs as they would a personal journal or diary.

**Communication:** Communication is a means of connecting people or places. In business, it is a key function of management--an organization cannot operate without communication between levels, departments and employees. See also communications.

**Email:** Almost instantaneous transfer of text, voice, and/or video messages from one computer or device to another, typically (but not necessarily) over the internet.

**Focus group:** Market research: Small number of people brought together with a moderator to focus on a specific product or topic. Focus groups aim at a discussion instead of on individual responses to formal questions, and produce qualitative data (preferences and beliefs) that may or may not be representative of the general population.

**Frame:** A frame is a movable or non-movable portion of a web page that is either loaded from the same server or a different server to help make navigation easier and to bring other content into the page. For example, this technique is often used with Internet advertising banners.

**ICT:** Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies.

**Intranet:** An intranet is meant for the exclusive use of the organization and its associates (customers, employees, members, suppliers, etc.) and is protected from unauthorized access with security systems such as firewalls. Intranets provide services such as email, data storage, and search and retrieval functions, and are employed in disseminating policy manuals and internal directories for the employees, price and product information for the customers, and requirements and specifications for the suppliers.

**Network:** Communications: A system that enables users of telephones or data communications lines to exchange information over long distances by connecting with each other through a system of routers, servers, switches, and the like.

**Telematic forums:** Wireless communications network supporting remote applications such as utility meter reading from a distance, load shedding, vehicle location, navigation, monitoring, and providing emergency help.

**Usability:** Ease, speed, and intuitiveness in operating or using a device, service, or facility. Usability arises from a combination of well thought-out architectural and design factors, and translates into user's ability to successfully perform tasks and solve problems with customary effort.

**Website:** World Wide Web, which contains documents (web pages) organized hierarchically. Each document (web page) contains text with graphics that appear as digital information on a computer screen. A site can contain a combination of graphics, text, audio, video, and other dynamic or static materials. (Pages:n/p)

### **Abstract**

This research was conducted with the goal of studying the general opinion, the interest, the possible contents and the feasibility on this project according to the 33 (32 students in the focus group and 33 students in the questionnaires) fifth semester students opinion of the evening shift of Modern Languages at ECCI University. Mostly aimed at detecting the position of the students in front of the inclusion of ICT as an aid to the process of formation, on Informational terms, allowing them to know the real environment to which they may face after graduation

Throughout the project makes reference to the frame, the antecedents and the conceptual framework. The methodological design adopted for this study is qualitative, exploratory type of study and two (2) data collection techniques were employed: questionnaire, focus groups and audio recordings (to supporting the focus group), in order to triangulate the information obtained during the investigation, at the same time the categorization of the most common factors according to the information collected which were: General opinion, interest, feasibility and content of the new frame.

We identified that for all students it is very important to have a frame where they can find information about jobs, virtual practice, publications, translation service, grammatical didactic activities in English, among others, and this frame will help students deepen the lexicon to improve communication skills, and have an extracurricular technological tool. In this study, it also was identified that the lack of free time cannot be a factor that prevents students from the



use of the tool and today most students are at the forefront of technology and this space would be useful.

## **Introduction**

Thanks to new trends these days with the use and management of information, websites, the use of Internet, Extranet and Intranet, the outcome is more interaction between users and organizations, generating a mass audience increasing credibility on information, and that through the page that people can publish or sell any article and explore new business opportunities which will enrich the organization and may allow the creation of applications more interactive and easy to use a frame.

This research inquires about the opinion of fifth semester students of the evening shift of Modern Languages at ECCI University on the inclusion of a frame which contains an exclusive website to the program.

This study seeks to inquire students' opinions, because they are an essential part of the program of Modern Languages at ECCI University. Regarding inclusion of innovation on didactics, motivational frame, with exclusive content for language students because students need to be informed promptly and have a tool to support the learning process. Therefore, it was achieved by doing an in-depth analysis of the data collected. This study also explored the feasibility, general opinion and contents students want to find on the Website "Frame".

This issue essentially started because of the need to have a unique website for students, although there are many sites and pages related to the topic, the need for this space is perceived, because either way students usually want to be informed by their own university about relevant information that may assist in their personal development. In order to be informed about more bases and get familiar with the criteria and the approach that the university wants to provide the students with.

In researching an exploratory study, which unveiled the opinions of the 33 (32 students in the focus group and 33 students in the questionnaires) fifth semester students of the evening shift of Modern Languages at ECCI University, According to the four objectives of this research, which are inquiring about the general opinions, the interest the feasibility and the possible contents, in addition to this, three (3) different data collection techniques were employed: questionnaire, focus group and audio recording, this was an informal diagnosis based on the experience of students.

This project was carried out in five months. This is a qualitative exploratory study. It was applied to analyze, investigate and understand the problem in a special context. Then, according to the outcomes from the data it was possible to determine whether the answers were consistent for each instrument in order to increase the objectivity of the analysis of data and obtain the credibility of the facts from its recurrence, that is, to distinguish or differentiate matching tests.

Finally what is sought with this triangulation is to present the results of research, in a logic and unified way.

## **1. Project title**

Opinions of a group of students at ECCI University on the inclusion of an exclusive frame for the modern languages program.

## **2. Description of the problem**

The object of study for this research is to detect whether for students is appropriate and necessary an informative virtual environment that allows them to get to know the possibilities with the study of the modern languages program, and to know the weaknesses of this, according to the students review, thus determining the project as a motivational support for them.

Furthermore, the opinion of a group of students on the inclusion of a portal frame at ECCI directed to members of the modern languages program, this objective also seeks to identify the feasibility of this proposal, the possible contents of the frame and the interest of students. At this point the causes are established for proposing this new site, the possible consequences and the nexus to related topics within the university.

### **2.1. Approach**

The integration of technologies and the revolution of information and communication in the academic context, provide practical solutions and make an institution, part of the innovation, allowing members to have access to important data from anywhere, improving professional skills steadily, expanding the framework of the university at national and international levels, in addition to getting accessibility benefits, new dynamic strategies, improving professional competence and interest of future applicants to the Modern Languages program.

Currently, the website of the ECCI (<http://www.ecci.edu.co>) has several Web services such as academia, programs, registration, Evaluame, Sophia, Arca, virtual classrooms, work site, new applicants , mail, download center, news, corporate welfare, family RI-EFE (Network integration

of ECCI, families and students), research, social projection, program articulation (pedagogical and management process), forums, radio, publishing, information center, gallery, FAQs, complaints and compliments and site map ,moreover to this on the home page the user can see all kinds of information regarding seminars, courses, programs, announcements, schedules and more. (ECCI, 2012, n/p)

Although all this information is very comprehensive, the university does not have a website or a frame dedicated exclusively to the students of modern languages program in which they can access to different kinds of information. The fact that this does not exist, not necessarily generates weaknesses in the program, but there would be additional motivation for the future users. For the sake of creating more advantages over the modern languages program comes this initiative to propose the inclusion in the current website at ECCI University of a website which contains the frame designed for students of modern languages program. This consists of an additional section to the portal such as virtual classrooms or Sophia, showing independent contents, in this case exclusively for students of modern languages program, where they will be able to login with a username and password to access at this frame, it is motivated by the needs of students of increasing their level and staying informed on everything about their program, with interaction of students from other semesters, teachers, members of the administrative department and companies with agreements with the university (It should be noted that, although in this are including other people besides students, this research explores only a section of the population, in this case, fifth semester students of the evening shift of Modern Languages at ECCI University), including all kinds of information regarding the business environment, labor and academic here and around the world.

## **2.2. Formulation**

What is the opinion of the fifth semester students of the evening shift of Modern Languages at ECCI University about the inclusion of a frame which contains an exclusive website to this program?

## **2.3. Systematization**

From the research question the following concrete sub-questions are derived to help fix precisely the development of this project:

- Why may students be interested in this website?
- How feasible do students perceive the development of this website?
- Which web services do students consider this website should include?



### **3. Research objectives**

This project seeks to investigate about the opinion of fifth semester students of the evening shift of Modern Languages at ECCI University regarding the new frame, all of these with the firm objective of answering three main items, the viability of the project, the interest and the possible contents.

#### **3.1.General objective**

Inquire fifth semester students' opinion of the evening shift of Modern Languages at ECCI University on the inclusion of a frame which contains an exclusive website to the program.

#### **3.2.Specific objectives:**

- Explore fifth semester evening shift students' interest of Modern Languages at ECCI University on a Frame which contains an exclusive website to the program.
- Recognize the level of feasibility of the development of the inclusion of a frame which contains an exclusive website to the Modern Languages program.
- Identify the main services of interest to include in the frame for the Modern Languages program.

#### **4. Rationale**

The CNA (in Spanish: Consejo Nacional de Acreditación, Republica de Colombia) to the system called Quality Assurance of Higher Education seeks to increase professional performance strategies in which mentions the importance of developing new technologies and virtual environments as supportive factors. (Consejo Nacional de Acreditación, 2013, n/p)

The initiative for this project was born of the interest to know the general opinions, interest, possible content and feasibility level for an exclusive frame of the of fifth semester students of the evening shift of Modern Languages at ECCI University. Within the objectives for this project are, knowing the general opinion of the students, their interest towards the implementation of this new frame, the contents that students would like to see on the frame, and finally the feasibility from their point of view, it means if this project can be carried out or not.

The authors of this project clearly understand that the introduction of new ICTs (New Information and Communication Technologies) provide greater speed and efficiency to all that is intended to inform and allows agile access, and multiple data options, with greater efficiency, better content and resources. For this reason, this project aims at exploring the proposal of a virtual space in which all members of the Modern Languages program can interact (Taking into account that all contents of the module will be selected by respondents), in favor of improving and strengthening contacts, study strategies and effective business environment.

There are several reasons for selecting this program in this project. First of all, the authors of this document are students at this program. Additionally, as Modern Languages is a relatively

new program the university can receive all kinds of comments and improvements, which can be detected by the surveyed students towards improving the conditions of the program, in addition to knowing, if this is feasible and important project for future users.

On the other hand there are some reasons why fifth semester students of the evening shift of Modern Languages at ECCI University were chosen. Firstly, they are at an intermediate point and they already have a clear process within the university. Secondly, they finish their technical cycle and clearly know the reasons why they want to continue or not in this program therefore this proposal may be an interesting point of discussion. Finally, they have been in the process of the new curriculum after these changes in 2011, and can clearly say what is needed for the program to meet the expectations they had of the university and the program itself, when students began to study modern languages.

For the ECCI community this project can be considered as a starting point for similar developments in each of the programs in addition to increasing interest in learning another language, which is considered very important today, in labor contexts. With regards to the benefits to the university, this project can be considered a distinguishing factor compared to other universities because they generate an additional interest in the program thanks to the facilities which this platform can have in terms of effective information, contacts and support.

Regarding the external community, in this case the companies that have an agreement with the university to labor practices in the modern languages program and all those who want to learn from this project can be found an innovative option to learn all about the program and how

are preparing future professionals to comply with the demands of today's business environment, accessing as well to all information included in this module.

## 5. Frames of reference

In this chapter the aim is to guide the reader on the background, theories, concepts and context of the research. In addition to expanding the skyline of the study, the frame of reference leads to the establishment of new lines and areas of research, providing a framework for interpreting later analysis results successfully. In this project we consider components of the framework:

- Background.
- Theoretical Framework.
- Framework.
- Contextual Framework.

### 5.1. Background

After reviewing documents at various universities related to this research, the more approaching are:

From EAN university:

“Comportamiento de los consumidores en el uso de las Tecnologías de la Información y de la Comunicación (TIC)” by Sandra Milena Rivera, Jorge Enrique Rodríguez García and Andrea Alexandra Castañeda Castro. This project collects issues such as information technology, educational Technology, technological innovations and economic aspects. This is related to the present investigation, mainly because one of its themes is the use of ICT, besides that it takes into account the behavior of users, it means that as this project, the research of EAN University

is a qualitative study that allows to know clear data which lead to the implementation of a Project.

“Las tecnologías de la información y la comunicación (TIC) y el bilingüismo: ventajas competitivas para las pymes bogotanas” by Viviana Calderón Franco, Laura Espinosa Chacón, Mónica Viviana Ortiz; director Luz Alejandra Cerón Rincón. Among the subjects of this research are, teaching English, information technology and communications (ICT) and modernization model for managing organizations. The relation of this research to this project is that the same two points are handled, these are ICT and bilingualism, this also is addressed to a business environment, as this research aims to propose a project that benefits a group of people in a company in this case the University ECCI, with content aimed at business opportunities today.

“Proyecto traducción página web del Museo Nacional de Colombia” by Cruz Guerra Ana Carolina. Between the topics discussed in this document are, translation and interpretation, website content and translation services. the proposal of the authors of this project is directly related with the EAN University, that is taking a different turn to a website or is globalizing a service or an idea in order that more people in the world understand, that it is with the Frame proposed by the authors of this project, those seeking that certain contents of the website of the university are in other languages to assist the professional and academic development of students at the ECCI.

From Universidad de la Salle university:

“Our technology english learning blog an alternative ICT source for EFL learning” by Maria Camila Bejarano, Duvan Sneiner Donato Rodríguez and Juan David Gómez Ruiz. within this document are issues such as educational blogs, information technology and communication (ICT's), educational technology, english as a second language. and BA in French, English and Spanish language. As can be seen in this document from the La Salle University, is linking learning with technology and virtual bibliographical sources, this in relation to the proposal that is being presented presents the importance of ICT in the process of not only learning, but consultation and general.

From La Javeriana university:

“La influencia de las tic en la satisfacción del cliente en el comercio minorista” by Gil Saura Irene. To end this last document Javeriana University, relates that it is a qualitative study, as this asking about satisfaction members of a particular group on the inclusion of technologies, without leaving aside the business approach as in the proposed research seeks to have that kind of laces with companies near the university and agreements in the program of modern languages.

## **5.2.Theoretical framework**

Here the main objective is to obtain and consult previous studies on the topic that is currently underway in the project, or all those sources that are related to the topic of research, so the focus is given to the theoretical framework on perspective of the theories and studies about the importance of the technological tools in the business environment and the benefit of these for users, based on concepts such as ICT, communication, usability, accessibility, web design planning, the knowledge in the network and the evolution of the technological tools in business, these previous studies are basic theories, before this research and may be useful to bring the reader to the topic proposed in this project.

At this point the reader should be asking why the importance of the inclusion in education of new technologies in other languages is not mentioned in the topics of the theoretical framework. When looking at different websites and bibliographic sources all these studies point to the general area of pedagogy , which is not focus of this investigation because as named in the objectives, this proposal is done in order to obtain the views, feasibility, interest and possible contents of a new exclusive frame.

With all of this, it is clear the focus of the theoretical framework of this research, locating in time and space the authors who work in the field, the fundamental ideas in the context that arise and develop. Some of the most relevant theories were:



The document of (Ronald, Marrugo Marrugo, & Puello, 2011) found on the internet, is titled: "Las tics como elemento fundamental para la optimización de procesos administrativos" (in english: "ICTs as a key to the administrative process optimization") and This relates to the proposal in which the technology improves processes, that is, this project seeks to be improved processes to provide effective, timely and important information on the program of Modern Languages at ECCI University and this source clarifies the importance of ICT, speaking it in administrative terms.

Support to administrative processes is the first step towards progress in the organizations representative. As of right decisions that create well-structured strategic plans based on analysis of reports of integration of different areas of the company can consolidate a genuine competitive advantage. This is achieved thanks to the introduction of new Information Technologies and Communications (ICT), specifically represented in the implementation of geographical Information Systems (GIS) and Management Information System (MIS) within the enterprise technology tools. This paper presents the way has been the use of MIS in organizations to support administrative processes, describing the concepts. (Pages 32, 33):

In this section we can infer that the competitive advantages in an organization, in this case the university ECCI, are achieved through the inclusion of new technologies, aiming to generate appropriate strategies and equivalent to the objectives of the company, In this vein, below quoted the mission and vision of the university (ECCI, © 2012 Escuela Colombiana de Carreras Industriales), so see if is in the context affirm this in relation to the organization:

## **MISIÓN**

Somos una Institución de Educación Superior que fundamenta su quehacer en principios de pertinencia, equidad, calidad, eficiencia y transparencia, para formar profesionales íntegros, autónomos, libres, emprendedores, con pensamiento crítico e investigativo, que mediante una propuesta pedagógica interdisciplinaria y flexible, el crecimiento de sus actores y el perfeccionamiento de sus procesos, aplica y genera conocimiento para la innovación, el mejoramiento de la calidad de vida, el desarrollo social y económico del entorno local y global.

## **VISIÓN**

Seremos una Universidad reconocida por su humanismo y su tecnología, con criterios de universalidad en el conocimiento, con programas pertinentes y de alta calidad, líderes en principios y valores al servicio de la formación del capital humano. (Pages: n/p)

(In English: “MISSION. We are a higher education institution that bases its work on the principles of relevance, equity, quality, efficiency and transparency, so we train professional integrity, independent, free, entrepreneurs with critical and investigative thinking that using an interdisciplinary and flexible pedagogical approach, the growth of its actors and the improvement of its processes and generates applies knowledge for innovation, improving the quality of life, social and economic development of the local and global environment.

VISION: We will be a university recognized for its humanism and technology, with criteria of universality in knowledge, to relevant, high quality programs, leadership principles and values in the service of development of human capital”). (Translated by the authors of this project)

As can be seen in the mission, the words efficiency, innovation and global development are found, as well as in the vision cited wanting to be a university recognized for its technology, broadly within the objectives of the university is the continuous technological improvement, which makes this project be consistent in terms of what the university wants to accomplish.

Los aportes de estas nuevas tecnologías son principalmente (Graells, 2008): Fácil acceso a todo tipo de información, Instrumentos para todo tipo de proceso de datos, Canales de comunicación inmediata, Almacenamiento de grandes cantidades de información, Automatización de tareas, Interactividad, Homogeneización y sirven de instrumento cognitivo. (Pages 32, 33):

(In English: “The contributions of these new technologies are mainly (Graells 2008) Easy access to all kinds of information, tools for all types of data processing, immediate communication channels, storage of large amounts of information, automation tasks, Interactivity, Homogenization and serve as a cognitive instrument.”). (Translated by the authors of this project)

The technology around serving a specific community helps to create knowledge through information, the processing of data in a fast and reliable way to accelerate the information in web format, email, instant messaging services, telematic forums, video, blogs, among others, also, of the program of activities, and interaction all in a unique format that makes it understandable to all audiences.

This study was conducted in Colombia, in the city of Cartagena and exposes the way has been the use of MIS (Management Information System) to support organizations in administrative and similar processes. The reason cited herein is that it is directly related to what the authors of this project want ECCI University to know about the benefits of the implementation of new technological resources.

In other text, taken from internet, from (Australian Government, 2013) and this is related to this research in paragraph 10, quoted below:

The MIT (Melbourne Institute of Technology, Melbourne, Sydney Australia) research indicates substantially different outcomes among companies that spend similar amounts on ICT. In other words, ICT is important in contributing to business performance through the way it is used rather than for what it is. Driving the way ICT is adopted, applied and used is a management rather than a technology issue. The study supports research findings reported in leading business journals that, without creative management and understanding of the business context, the potential benefits to be gained from ICT will not be achieved. (Pages: n/p)

ICT investments are profitable for organizations if these are used properly. That means that ICT should be viewed as tools that manage something creatively in a business context, putting this in the case of the ECCI can be analyzed if the university supports the initiative of including this new website is put into the hands of students a tool that manages information on modern languages program in an innovative way carried all contexts of the student. Therefore, providing one motivational factor for students to see this tool as a reason to continue with the university

and the program, by opening it students can have entering the world of the Internet in a more specific and direct way, making contacts, useful interactions and thousands of possibilities for increasing the interest of the community, the university professionals.

One of the articles is titled: "Diseño Web Centrado en el Usuario: Usabilidad y Arquitectura de la Información." (In English: "Web Design User Centered. Usability and Information Architecture") It is related to the research in Chapters 2 " Usabilidad y accesibilidad" (In English: "Usability and accessibility") (Universitat Pompeu Fabra, 2012) and 4 " Diseño web centrado en el usuario" (In English: "Web design focused on the user") (Universitat Pompeu Fabra, 2012), as quoted below:

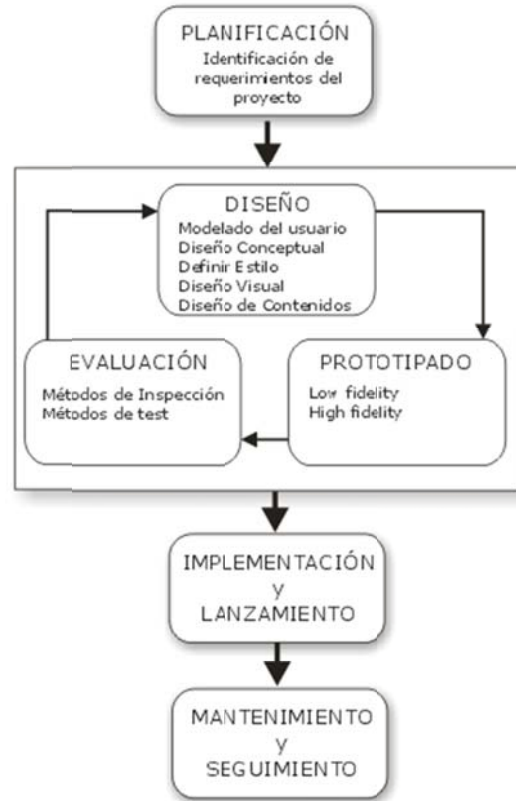
Chapter 2: Usabilidad y accesibilidad (In English: "Usability and accessibility")

Pretender que una aplicación web sea usable independientemente de quién y cómo la use se corresponde más con una visión o enfoque universalista de la usabilidad (en ocasiones necesaria), que con una visión realista y práctica. Esto es debido a que normalmente toda aplicación se diseña con la intención de satisfacer las necesidades de una audiencia concreta y determinada, por lo que será más usable cuanto más adaptado esté su diseño a esta audiencia específica, y por tanto menos lo esté para el resto de personas.(Pages: n/p)

(In English: "Intending that a web application is usable regardless of who and how the use corresponds more to a vision or universalist approach to usability (sometimes necessary), with a realistic and practical view. This is because normally the whole application is designed with the intent to meet the needs of a specific and particular audience, so it will be more usable the more suitable is its design this specific audience, and thus less it is for the rest people"). (Translated by the authors of this project)

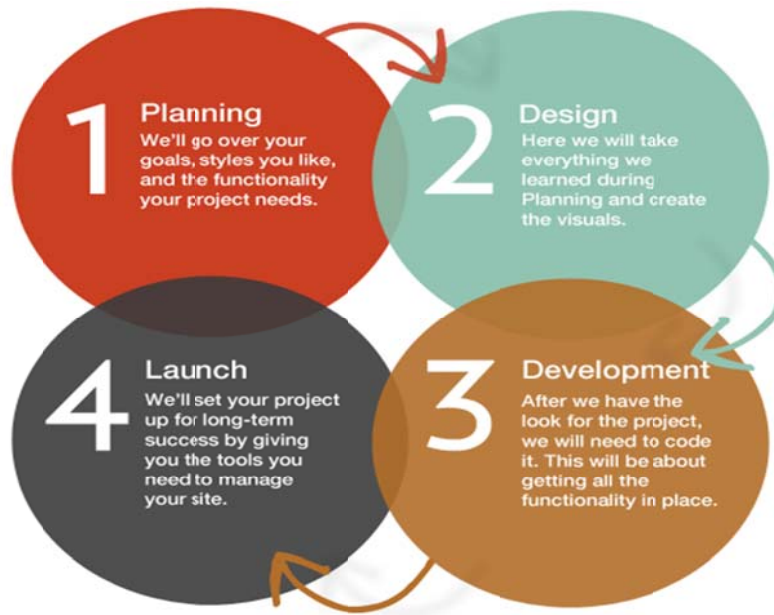
It is important to note that this part of the document is quoted due to the relationship with the segmentation that is being given to the proposed site for students of modern languages. This indicates the importance of a website adapted to a specific audience to make it more usable. Therefore, one of the goals of this research is to know the contents that the respondents would be most interested in and so make it suitable according to the needs of future users. Chapter 4 Diseño web centrado en el usuario (In English: "Web design focused on the user") "El proceso de Diseño Web Centrado en el Usuario propuesto en este trabajo se divide en varias fases o etapas, algunas de las cuales tienen carácter iterativo. Sirva como aproximación el siguiente esquema":

(In English: "The process of Web Centered Design User proposed in this paper is divided into several phases or stages, some of which are iterative. Serve as an approximation to the following scheme:"). (Translated by the authors of this project)



**Figure 1 Process for the creation of a website. (Universitat Pompeu Fabra, 2012)**

For purposes of understanding the figure above, is presented below a figure with similar characteristics at English: (Gowebbaby, 2013)



**Figure 2 Steps for the creation of a website. (Gowebbaby, 2013)**

The final idea of this project is that the new frame must be designed according to the needs of the end user, in this case the fifth semester students of the evening shift of Modern Languages at ECCI University. On the graph shown above, is described the whole process of designing and implementing web sites for this project, only is taking into account the point of planning, because the objectives are focused on developing the initial idea of how it could be the website and not the technology development and deployment. The objectives associated with this phase are:

- Inquire fifth semester students' opinion of the evening shift of Modern Languages at ECCI University on the inclusion of a frame which contains an exclusive website to the program.



- Explore fifth semester evening shift students' interest of Modern Languages at ECCI University on a Frame which contains an exclusive website to the program.
- Recognize the level of feasibility of the development of the inclusion of a frame which contains an exclusive website to the Modern Languages program.
- Identify the main services of interest to include in the frame for the Modern Languages program.

After completing this research and responding to the objectives, the planning phase would be fully resolved approaching this idea to have the clarity of content, the views, users and viability of the project.

The following article is taken from (Begoña Gros Salvat, 2003) and quoted below:

La interacción que se produce en un entorno colaborativo virtual es diferente que la producida en un entorno presencial, cara a cara. Obviamente, se comparte un espacio común, hay un encuentro con los otros pero las características específicas de este espacio está condicionando las formas de relación e interacción. Para que haya un aprendizaje no se trata sólo de intercambiar mensajes, de conversar. Hay que lograr un diálogo que favorezca la elaboración del conocimiento (...). (Pages:n/p)

(In English: "The interaction that occurs in a virtual collaborative environment is different than that produced in a classroom environment face to face. Obviously, a common space is shared,

there is a meeting with the other but the specifics of this space is conditioning forms of relationship and interaction. For there to be learning not just to exchange messages, chat. You have to get a dialogue that promotes the development of knowledge (...).” (Translated by the authors of this project)

As mentioned in the quote, the characteristics of virtual interaction are totally different from those of a face to face environment. This depends on how users use these tools. That is to say, to be given priority in the learning process or whatever the aim to enter this type of platform. It is very important to appoint this issue in this investigation because the objectives of this proposal are designed to get to know the opinion, feasibility, content and interest of a specific group of students to a website that leads to a positive dialogue, collaborative and useful managing to be a complement to the labor market prospects, business and knowledge, different motivations presented in the classroom and making it complementary to these additional information that is provided to bring great benefits, and contributions each other to different environments.

Crook (1996) considera que el estudio del papel del diálogo en el aprendizaje y la observación de los diálogos es fundamental para poder diseñar entornos de aprendizaje que lo favorezcan. Para ello, propone la creación de entornos experimentales que permitan enlazar las teorías sobre el aprendizaje con el análisis de las interacciones. Baker (2003) considera que lo importante es analizar la interacción argumentativa que es un tipo de diálogo en el que se combina la argumentación y la negociación del significado. La argumentación esta formada por los tipos de relación entre la solución de lo que se está discutiendo y las fuentes de conocimiento. Es un

diálogo en el que se combinan los pros y contras de las contribuciones y se requiere un nivel importante de fundamentación durante el proceso de discusión. La negociación del significado se produce durante el proceso de solución del problema, de manera que se genera un espacio entre el problema planteado y su solución.(Bergoña Gros Salvat, 2003, n/p)

(In English: “Crook (1996 ) believes that the study of the role of dialogue in learning and observing the dialogues is crucial to design learning environments that favor . It proposes the creation of experimental environments which link the learning theories to the analysis of interactions. Baker (2003) considers that it is important to analyze the argumentative interaction is a kind of dialogue in which argumentation and negotiation of meaning combined. The argument is made for the types of relationship between the solution of what is being discussed and sources of knowledge. It is a dialogue in which the pros and cons of the contributions are combined and a significant level of substantiation is required during the process of discussion. The negotiation of meaning occurs during the process of solving the problem, so that a space between the underlying problem and its solution is generated.”). (Translated by the authors of this project)

As these authors say, the study of dialogue and the creation of testing environments, helps this is true and understandable. In the case of this research as this brings the dialogue to have truthful, accurate content and effective contacts. At ECCI, this environment can be demonstrated experimentally on the platform "Aulas Virtuales" (In English: virtual classrooms) that gives the user the first-week the choice for using the platform, for activities such as forums and test assessments to know how interactivity works in it. In the planning phase, that is the stage of web design which comprises this research is taken as relationship, the importance of an analysis all the processes within a website and how it benefits the good use of this type of sites. It is clear

that in this project, just being studied planning. It is also clear that there must be contributions in the event that is carried out to take into account during implementation. This is the reason for the inclusion of the importance of the experimental analysis and process that entails so can make the most of this new frame.

In another article (El Universal, 2013) is mentioned in some of its paragraphs:

La experiencia de un usuario frente a una página web depende de muchos factores que influyen directa e indirectamente sobre como visualiza, usa e interactúa con los diferentes aspectos de la misma. En resumidas cuentas, la usabilidad es tan variable según gustos y preferencias existan entre personas. Lo que para un usuario puede llegar a ser sencillo de usar para otro puede parecer engorroso o definitivamente demasiado complejo como para dedicarle tiempo mientras puede hacer otras cosas de forma ágil en internet. Por otro lado, la usabilidad incluye un factor estético que también puede llegar a ser tan determinante como la buena estructuración de un árbol de contenidos. La recomendación es tratar de crear portales que encajen dentro de un perfil universal y que la mayoría de personas puedan ser capaces de experimentar dinámicas tan complejas como las que se dan en internet de forma fácil, sencilla, ágil, natural y sobre todo intuitivamente. (Pages:n/p)

(In English: “The experience of a user from a website depends on many factors that directly and indirectly as visualized, use and interact with the different aspects of it. In short, usability is so variable depending on tastes and preferences exist between people. What one user can be easy to use for another may seem cumbersome or too complex to definitely spend time to do other things

while in a flexible online. On the other hand, includes an aesthetic usability factor that can also become a determinant as well-structured as a tree of files. The recommendation is to try to create sites that fit within a universal profile and that most people can be able to experience such complex dynamics such as those found on the Internet in an easy, simple, fast, natural and mostly intuitively.”). (Translated by the authors of this project)

Regarding this article, it brings up the issue of usability directly connected to one of the objectives of this project. Identify the main services of interest to include in the website. This is because the importance of the article on the convenience of users with a simple interface. In the case of this research are the users who define what kind of content they want to find in this new frame. Clearly is part of the post-planning processes define its design and be structured as the content, but at this point we are seeking to understand how important the choice of content on a website, and organizing them towards any user regardless of their level of experience or studies can easily access this tool and finds attractive.

The following fragment is taken from (Próspero, 2005) and quotes:

Corría el mes de octubre de 1997 cuando Jakob Nielsen, ingeniero de interfaces (diseños de páginas) y hombre máquina de la empresa Sun Microsystems, escribió en su hoy afamada alerta, Alertbox, dos artículos sobre cómo preparar los textos para la web. La simplicidad era el referente de ambos. Desde entonces, Nielsen ha continuado extendiendo su idea de que aunque sea el menos común de los

sentidos, el sentido común es el único que puede acercar a los usuarios a la Red a través de la sencillez y el sentido práctico, factores ambos que Nielsen reunió dentro del concepto de usabilidad.(Pages:n/p)

(In English: “In the month of October 1997, when Jakob Nielsen, engineer interfaces (page layouts) and human machine company Sun Microsystems, wrote in his famous warning today, Alertbox, two articles on how to prepare the texts for the web. Simplicity was the benchmark for both. Since then, Nielsen has continued to extend his idea that even the least common of the senses, common sense is the only thing that can bring users to the network through the simplicity and practicality, both of which met Nielsen within the concept of usability.”). (Translated by the authors of this project)

Within the concept of usability, simplicity and practicality are included as Jakob Nielsen says. This is set to make users of a web site can use this easy form, and that this would be its main attraction without interfering with the quality of the site, this research seeks to find a common factor between the views of future users of what should be the proposed site and should include for students of modern languages program are interested in joining, which is why mention the issue of usability is strictly necessary overtaking the project when it will be plan to deploy.

In this source (Younghwa & Kozar, 2004) the authors found by a study: “This study identified 10 website usability factors with strong psychometric properties through conducting a confirmatory factor analysis. Factors include consistency, navigability, supportability, learnability, simplicity, interactivity, telepresence, content relevance, credibility, and readability.” (Pages: n/p)

These factors coincide with the justification of the project, namely, why it is carried out and this is to allow modern language students to have a unique website in which they can be informed and in touch with the things and people to help draw a projection of professionals in an efficient and simple, with all usability features cited above, that so this site will be really feasible and finally a good investment for the university, it is only in this way, determining the interest for using as it determines to invest in this project.

In the website of the company "Rebuzzna" dedicated to digital marketing, in Palma de Mallorca, Spain is cited article (Rebuzzna, 2012) the following recommendations or notes are included in the final paragraph:

- La evolución orgánica de la web serán plataformas donde el usuario lo tenga todo a mano como un centro comercial pero con mayor interacción y donde la plataforma aprende de los gustos y movimiento del usuario.
- Esta plataforma ha de ser nativa en cualquier tipo de dispositivo ya sea Tablet, móvil o TV.
- El usuario será quien decida la publicidad, el contenido y como desea reproducirlo en el momento que le apetezca.
- En la innovación esta el poder pero siempre pensando en mejorar la calidad de los usuarios.(Pages:n/p)

(In English:

- “The organic evolution of web platforms where the user will have it all to hand like a mall but more interaction and learning platform where tastes and user movement.
- This platform has to be native to any device either tablet, mobile or TV.

- The user will decide advertising, content and how want to play when feel like.
- In innovation is power but always looking to improve the quality of the users.”).

(Translated by the authors of this project)

These items refer to innovation in the user's hands, because are the ones who ultimately decide whether or not to visit a web site, likewise the things that want to see, the management of time and from what place it is useful consult this type of information. Which is why one of the goals of a website, is to be of students for students who know perfectly all needs and what most interests. As noted by the author of this quote, innovation focuses on improving the quality of what users want to see, fortunately the ECCI has virtual platforms for students who have been able to demonstrate such processes along the years, but do not have a web site in other languages , not exclusive to the program, that is when it exists, people might say that there is a distinctive factor and that is innovating at the modern languages faculty.

.

At this point a source is quoted from (Cohen Kareh & Asín Lares, 2009) the book: “Tecnologías de información en los negocios” (In English: “Information Technologies in Business”) of Chapter 7: “Infraestructura de redes en los negocios” (In English: “Infrastructure networking in business “) and the topic is called “Internet en los negocios”(in English: “Internet in Business”), citing in its early paragraphs:

Ya hace algunos años (décadas) que se conocen las redes de cómputo. Las ventajas que brindan, de alguna forma, es tecnología para compartir recursos de cómputo, así como establecer formas de



comunicación en las organizaciones. El surgimiento de estas tecnologías permitió el desarrollo de empresas interconectadas en sus procesos de trabajo, lo que permite a los individuos intercambiar datos en forma electrónica en cualquier parte del mundo, con proveedores, clientes, equipos de trabajo y empresas asociadas; es la creación de esquemas colaborativos de alta productividad. Esto hace que las redes sean infraestructura de tecnología de información primordial de las empresas. (Pages: 167,168 and 169)

(In English: "Some years (decades) ago that computer networks are known. The benefits they provide, somehow, is technology to share computing resources and create communications in organizations. The emergence of these technologies allowed the development of interconnected companies work processes, which allows individuals to exchange data in electronic form anywhere in the silent, with suppliers, customers, teams and associates, is the creation of Collaborative schemes high productivity. This makes the networks be IT infrastructure of information essential in business." ). (Translated by the authors of this project)

The technologies in first line benefits the business world, and in this case the ECCI. Rather than a proposal for students this project seeks to fulfill the research objectives for the university to evaluate the importance of this implementation to the program of modern languages. Which is why this article, which highlights the importance of communication channels globally, characterizing the world of internet is its universality, usability, variety, economy and utility in several areas, involves the best advances in commercial and educational terms.

The following quote is apart from the article "La importancia de la web multilingüe" (In English: "the importance of multilingual web"), and the author (Argulo, 2013) said:

Debemos admitirlo: no estamos solos. En una época en la que viajes, noticias, economía y las culturas de todo el mundo están tan interrelacionadas, no podemos ignorar el hecho de que Internet también es un medio global, intercultural y sí, multilingüe.

Dicho brevemente: ni España es el centro del mundo, ni el español es el único idioma hablado. Por eso, a estas alturas de la globalización, se hace indispensable contar con páginas web que “hablen” a los usuarios en su propio idioma. Pero, ¿por qué se hace tan necesario? Veamos algunas razones: Imagen, mayor difusión y alcance de la información, amortización de la inversión y posicionamiento en buscadores. (Pages. n/p)

(In English: “We must admit, we are not alone. In a time when travel, news, economy and cultures around the world are so intertwined, we can not ignore the fact that the Internet is a global environment, intercultural and yes, multilingual.

In short, neither Spain is the center of the world, nor the Spanish is the only language spoken. Therefore, at this stage of globalization, it is essential to have web pages to "speak" to users in their own language. But why is it so necessary? Here are some reasons: Image, greater diffusion and extent of the information, return on investment, and search engine """) (Translated by the authors of this project)

Clearly, as the author says in the world there are many languages, making important that a website have the option to be found in other languages. Regardless if the end of this is commercial, pedagogical or informational. Among the reasons mentioned by the author are the image that clearly refers to the interest that is shown to the users, the spread and reach of information referring to the number of people who may know of a multi-lingual website, as it is

given the opportunity to understand it in different languages, amortization of investment as it is a bit more than is spent and much than you earn, and finally the search engine positioning because as the author of the article, more languages means more content, and therefore the best search engine ratings assigned to the site.

Finally it is clear that when somebody builds these kinds of websites, it should be aware that the language represents culture. The revision of certain expressions and content is is vital. In the case of the new frame for the program of modern languages at ECCI, this point is extremely important because the information provided goes beyond language, is culturally and how this relates with the whole context.

### **5.3.Framework**

This chapter emphasizes on the importance of the concepts underpinning this proposal, describing them one by one from the focus according to what is being investigated. These concepts are constructed at two moments: first with the definition of the authors consulted and second, with the version on the same group from the opinion of the authors of this project. The concepts chosen by the authors of this research are:

#### **Virtual enviroments:**

Virtual Environment describes a means of delivering computing resources that have been decoupled from physical machinery. A virtual environment can enable the running of virtual

desktops, servers or other virtual appliances. The advantage of a virtual environment is that it can more efficiently utilize physical resources while avoiding costly over-provisioning. (Solarwinds, 2013, n/p)

In this research, a virtual environment is defined as the web site proposed to visualize and interact with environments generated by a computer in real time. It is a virtual environment because it is a mixture of components such as text, graphics, sound, animations and video or electronic links that allow access to different sources of information that exist. In addition, there is a person interacting with others through a hardware that provides the feeling of being together that also gives reliability to information because it is in real-time and the user knows who he is exchanging information with, in this case all about languages students of Modern Languages Program.

**Innovation:**

Innovation generally refers to renewing, changing or creating more effective processes, products or ways of doing things. For businesses, this could mean implementing new ideas, creating dynamic products or improving your existing services. Innovation can be a catalyst for the growth and success of your business, and help you adapt and grow in the marketplace.

Being innovative does not mean inventing; innovation can mean changing your business model and adapting to changes in your environment to deliver better products or services.

Successful innovation should be an in-built part of your business strategy and the strategic vision,

where you create an environment and lead in innovative thinking and creative problem solving.

Some common themes around innovation are:

1. Conduct an analysis of the market environment, your customers wants and needs and competitors. Be open to new ideas and adaptive to change.
2. Develop a strategic responsive plan which includes innovation as a key business process across the entire business.
3. Leadership in innovation. Train and empower employees to think innovatively from the top down. Inspirational leadership and motivation is what drives innovation in business.
4. Connect with customers and employees to generate ideas for improving processes, products and services both internally and externally.
5. Seek advice. Utilise available resources, business advisors, grants and assistance to drive innovation in your business. This may include seeking Intellectual Property (IP) protection for commercialisation of ideas. (The Australian Governments principal business resource, 2013, n/p)

In the case of this proposed innovation is to make something that already exists better and add things that lead to be an added value to the university, in the case of frame that could be defined as an innovative idea because it is true that exist, virtual environments at the University as "Aulas Virtuales" (in English: "virtual classrooms"), but not exclusive to the language program, nor with the contents of this project the authors are proposing.

### **ICT:**

Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information

Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication media.

In the past few decades, ICT have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allow users from all over the world to remain in contact and communicate on a regular basis.

Modern ICT have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.(techterms.com, 2013, n/p)

For this investigation is defined as ICT, those technologies that are required for the management and processing of information, particularly the use of computers and programs that enable a user, feel in a pleasant virtual environment ensuring their stay, in this the proposal made by the authors of the project is based on ICT from the point of view of support and information is opted for this technology because it is the one that is now at the forefront and any user or student in this case can access from a mobile phone, tablet or pc, and from anywhere.

**FRAMES:**

When referring to the Internet, a frame is a movable or non-movable portion of a web page that is either loaded from the same server or a different server to help make navigation easier and to bring other content into the page. For example, this technique is often used with Internet advertising banners. (Computer Hope, 2013, n/p)

And the bibliographic support quoted:

Los marcos, frames en la nomenclatura inglesa, permiten dividir la ventana de un cliente WWW en diferentes secciones, en las que se pueden mostrar, a su vez, documentos HTML independientes. Cada una de estas secciones se comporta como un Nuevo browser, con funciones de impresión, barras de desplazamiento (en caso de que sean necesarias), opciones de recarga, movimiento por el historico de lugares visitados, etc.

Son útiles para incluir, dentro de una misma ventana, una sección fija que contiene los elementos para navegar por una estructura compleja de información, o un logotipo de empresa, de forma que no es necesario replicarlo en el resto de las páinas del servidor. El ejemplo típico es la division de la ventana en dos secciones: la primera ofrece el índice o table de contenidos de un servicio de información, mientras que la otra muestra el contenido de cada enlace del índice. De esta forma, se tiene siempre acceso al índice mientras que los enlaces activados se muestran en la ventana secundaria.(Romero, 1997, n/p)

(In English: “Frames, frames in the English nomenclature allow splitting the window of a WWW client into different sections, which can be displayed, in turn, separate HTML documents. Each of

these sections behaves as a new browser, with functions impression, scrollbars (if necessary), recharge options, movement visited the historical places, etc.

They are useful to include, within the same window, they fixed a section containing the elements to navigate a complex information structure, or company logo, so you do not need to replicate it in the rest of the páinas server. The typical example is the division of the window into two sections: the first provides the index or table of contents of an information service, while the other shows the contents of each link in the index. Thus, we always have access to the index while the activated links are displayed in the child window.”) (Translated by the authors of this project)

In summary, this project defines a Frame as a web page (in this case the new frame proposed by the authors) within a web page (in this case at main page of the ECCI) with all the same features. The authors of this project were proposed it as an exclusive website for the Modern Languages program, which can enter a username and password as in the case of Sophia, Arca or virtual classrooms.

### **Usability:**

Usability is a **quality attribute** that assesses how easy user interfaces are to use. The word "usability" also refers to methods for improving ease-of-use during the design process.

Usability is defined by **5 quality components**:

- **Learnability:** How easy is it for users to accomplish basic tasks the first time they encounter the design?



- **Efficiency:** Once users have learned the design, how quickly can they perform tasks?
- **Memorability:** When users return to the design after a period of not using it, how easily can they reestablish proficiency?
- **Errors:** How many errors do users make, how severe are these errors, and how easily can they recover from the errors?
- **Satisfaction:** How pleasant is it to use the design?

On the Web, usability is a necessary condition for survival. If a website is difficult to use, people **leave**. If the homepage fails to clearly state what a company offers and what users can do on the site, people **leave**. If users get lost on a website, they **leave**. If a website's information is hard to read or does not answer users' key questions, they **leave**. Note a pattern here? There is no such thing as a user reading a website manual or otherwise spending much time trying to figure out an interface. There are plenty of other websites available; leaving is the first line of defense when users encounter a difficulty.

There are many methods for studying usability, but the most basic and useful is user testing, which has 3 components:

- Get hold of some representative users, such as customers for an e-commerce site or employees for an intranet (in the latter case, they should work outside your department).
- Ask the users to perform representative tasks with the design.
- Observe what the users do, where they succeed, and where they have difficulties with the user interface. Shut up and let the users do the talking.(Nielsen, 2012, n/p)

In this research the word "usability" is used to define the easy and efficient access that students may have, the proposed frame if this clearly implements the main goal would be that everyone understand the interface, surf and succeed on the web page without any problem, autonomously resolving any concerns, and recognizing a friendly and understandable design.

**Productivity:**

A measure of the efficiency of a person, machine, factory, system, etc., in converting inputs into useful outputs. Productivity is computed by dividing average output per period by the total costs incurred or resources (capital, energy, material, personnel) consumed in that period.

Productivity is a critical determinant of cost efficiency. (businessdictionary.com, 2013, n/p)

In this case productivity is defined as the performance students can achieve their labor and academic activity if they always are in contact with a website that supports all kinds of requirements languages when are learning, providing information interest and making many of the processes to which the student and employee are facing every day and become more agile in a better way. At this point we can bring as an example a job interview in another language. At this point we can take as an example a job interview in another language, if the proposed frame provides clear information on how this process is the interview can be more productive and the student can be satisfied with the results, and cope in the best way.

#### **5.4.CONTEXTUAL FRAMEWORK**

This research was conducted in Bogota, Colombia, at the University ECCI (In Spanish: Escuela Colombiana de Carreras Industriales), in the department of modern languages, the survey group corresponded to fifth semester students of the evening shift of Modern Languages at ECCI University. In terms of time this project was carried out in five months from September 2013 to January 2014 in which the data collection methods were applied and developed as well as the analysis and pertinent research activities.

In the following section of methodology, the type of research, procedures, sources and data collection instruments, study type and overall methodological design are described more thoroughly.

## **6. Research Design.**

In this chapter the method which was used for this research is described as well as the type of study and techniques of data collection employed in order to address the objectives and give its respective process within the document.

### **6.2. Research approach.**

It makes reference to the strict procedure which describes the steps to development this research. In order to give a logical way, the responses to the objectives and be in accordance with the justification, the frame of reference and description of the research. Qualitative research was used because it is needed to investigate, explore, recognize and indentify general opinion, the interest, feasibility and possible content of a new frame proposed program of Modern Languages University ECCI conceptually, fully describing them in their natural environment, in this research there is consequently an abstraction of properties or variables for analysis using statistical techniques simply reality is studied in its natural context, as it happens, trying to make sense of, or interpret, phenomena according to the meanings they have for the people involved. Qualitative research involves the use and collection of a variety of materials that describe routine and problematic situations and meanings in the lives of people.

The aim of this kind of research is to extract descriptions from the methods of data collection and also recognize this, the meaning that the target group given his experience as defined this through their answers and opinions. (iicab.org.bo, 2005, n/p)

### **6.3.Type of study.**

The type of study is exploratory because they occur normally when the objective is to examine a topic or research problem little studied or that has not been addressed before. That is, when the review of the literature revealed that there are not only researched guides and ideas vaguely related to the problem of study.

Exploratory studies in this case serve to increase the degree of familiarity with relatively unknown phenomena, information on the possibility of carrying out a full investigation into a particular context of real life, investigating problems of human behavior they consider crucial professional given area, identify promising concepts or variables, set priorities for further research or suggest statements (postulates) verifiable. (Técnicas de estudio, 2013, n/p)

This research is an applied, exploratory, qualitative research field, carried to analyze, investigate and understand the problem in a particular context, examining a subject that was not studied before at ECCI University. It is applied because it tries to answer specific objectives that the researcher is presented with the aim to find solutions or suggestions. In this case, it can be applied effectively in contexts or situations, the situation can be defined as the current need for information web site for Modern Languages Program at the ECCI University and is exploratory because the authors of this project are trying to give a first approximation, detecting the opinions of a group of students on a new proposal at ECCI university and so clearly define whether the proposal is of interest, viable and what kind of content are interested in finding future users. (Psicol.unam.mx, 2000, n/p)

Finally, exploratory studies generally determine trends, identify areas, environments, contexts and situations study potential relationships between variables, or set the "tone" of more elaborate and further research rigorous. They are characterized by being more flexible in their approach compared to the descriptive or explanatory studies, correlational, and are more extensive and scattered than these other three types. Also involve a higher "risk" and require great patience, calmness and receptivity by the researcher. (Hernandez Samperi, Baptista Lucio & Fernandes Callado, 2007, pages: 60)

#### **6.4.Sources and techniques for data collection**

The sources of research which were attended, the questionnaire, a type of structured survey with open questions (7) and closed (3) and a focus group, basically these two techniques were chosen because as a qualitative research can determine the information necessary for a formal investigation and also open about the investigation to a clearer analysis of the current status of the problem.

6.4.1. **The survey.** When the survey is verbal, usually use the interview method, and when the survey is written is usually done using the instrument of the questionnaire, as in the case of this research, which is a document with a list of questions open and closed, but structured as it is composed of formal lists of questions addressed to it all respondents alike, which are made to students in fifth semester students of the evening shift of Modern Languages at ECCI University, was elected the same semester, due to equal and

similar characteristics and so the results will be analyzed from the same starting point.

(translated by the authors of this project) (CNcrecenegocios.com, 2012, n/p)

*Annex C. Questionnaires formatting. Page 210*

6.4.2. **The focus group** is a method of data collection that consists in meetings small to medium groups of people with common interests, in which these talk about one or more topics in a relaxed and informal atmosphere, low the conduct of a person skilled in group dynamics. For this research, the focus group is transactional due to it was two groups who participated in a session each one. The steps followed in the focus groups were:

1. It was determined that the focus group would be conducted in two groups of one meeting each one.
2. Defined, the kind of people, fifth semester students of the evening shift of Modern Languages at ECCI University.
3. The chosen people were identified by the request to the coordination of Modern Languages, and of lists the respective firms in these from the assistants.
4. Was performed the formal invitation to participants when the questionnaire was conducted in the first contact with them.
5. Sessions were organized, defining the site was to be his place of classes in class time, developing an agenda:

## Agenda

- Presentation
  - Make the introduction to the project, focus the subject, give indications as raise their hands to participate and ask if there is doubt about the question before it starts the discucion.
  - questions:
    - ✓ Why should this project be carried out? (Responding to the goal of feasibility)
    - ✓ Do you think that the use of this website brings benefits to your work environment? (Responding to the objective of general opinion)
    - ✓ In what situation do you require to access in the website? (response to the target of interest)
    - ✓ Do you think that the lack of time is an obstacle to access this tool, why? (response to the target of interest)
    - ✓ Why believe that the publications and news should not include? (Replying to target content)
  - Conclusions and snacks.
6. The session was conducted, this was done a videotape



[Annex F. Recording of the focus group. Page 215.](#)

7. Development of the report of the sessions: (Hernandez et al. 2007, pages: 224 and 225)

<p><b>Research Method:</b> Focus group</p> <p><b>People surveyed:</b> fifth semester students of the evening shift of Modern Languages at ECCI University - Groups: 5AN and 5BN.</p> <p><b>Implementation date:</b> November 16<sup>th</sup>, 2013</p> <p><b>Number of participants:</b> Group 5AN – 17 people. Group 5BN – 15 people</p> <p><b>Duration of recordings:</b> Group 5AN – 14 minutes 20 seconds. Group 5BN – 20 minutes 19 seconds.</p>
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- 6.4.3. Regarding **the participants**, the authors of this study chose two groups of students, one was 5AN and other 5BN both fifth semester students of the evening shift of Modern Languages at ECCI University, between 19 and 32 years:

Age	Number of Participants (respect to age)
19	3
20	2
21	1

<b>22</b>	3
<b>23</b>	2
<b>24</b>	2
<b>25</b>	1
<b>26</b>	3
<b>27</b>	4
<b>29</b>	3
<b>30</b>	3
<b>31</b>	2
<b>32</b>	1

**Figure 3. Table of participants ages**

[Annex B. Lists of students surveyed. Page 208.](#)

In total, the number of respondents was 33 of which 3 participants did not fill the table of personal information out, so the authors can not verify age, although this is not relevant to the investigation is taken into account to categorize the group not only to be fifth semester students of the evening shift of Modern Languages at ECCI University, but also by age, which can also help the analysis in likes and knowledge and use of technology tools.

6.4.4. **The context** could be defined from three different scenarios. First is the place or universe that was chosen, in this case the ECCI University located in the city of Bogota / Colombia, the reason is because researchers reside this city, and currently studying at this university, then identifying the need or problem to which this research is focused. The second scenario is the Program Modern Languages and finally as a third scenario the type of respondents who were fifth semester students of the evening shift.

6.4.5. Finally **the processes** for data collection began with research on the two techniques of data collection, the questionnaire and the focus group, and can be achieved with these the triangulation of information in a effective way, then these are defined, the authors of this research proceeded to make the methods of collecting information to fifth semester students of the evening shift of Modern Languages at ECCI University whose at the same time authorized the use of its name and all information provided in the development of this project, as a conclusion to these processes the information is analyzed by participants and instruments of collection of information to thus reach conclusions and answer the research objectives.

In summary the process steps were:

- Defining the problem
- Design work
- Data Collection
- Data Analysis

- Conclusions and recommendations

For this research, the authors of this project will make use of primary sources, such as questionnaires and focus group and secondary recordings of the focus group and papers, books and internet sources.

<b>TECHNIQUES FOR DATA COLLECTION</b>		
<b>Questionnaire</b>	Fifth semester students of the evening shift of Modern Languages at ECCI University	Open questions (7). Closed questions (3).
<b>Focus group</b>	Fifth semester students of the evening shift of Modern Languages at ECCI University	Structured, four open questions.
<b>Recordings</b>	Focus group evidences	Structured, four open questions.

**Figure 4 Techniques for data collection**

**6.5. Analysis process**

Below is all the information of the methodological design in a table that displays the main concepts of this chapter includes:

<b>Research method</b>	<b>Qualitative</b>
<b>Kind of study</b>	Exploratory
<b>Collection techniques</b>	Questionnaire
	Focus group
	Video recording
<b>Collection period</b>	Fifth months (data collection, one month)
<b>Participants</b>	33 (32 students in the focus group and 33 students in the questionnaires) Fifth semester students of the evening shift of Modern Languages at ECCI University
<b>Context</b>	Bogota/Colombia, Fifth semester students of the evening shift of Modern Languages at ECCI University
<b>Data collection processes</b>	Defining the problem
	Design work
	Data Collection
	Data Analysis
	Conclusions and recommendations

Figure 5 Procedure of the methodology

## 7. Data analysis

In this qualitative research, two instruments were employed in order to collect the information: the questionnaire and the focus group with its corresponding video as evidence. With these instruments, set forth below, this was made the process of triangulation of information with the aim to determine whether responses are consequent according each instrument used. Increasing the objectivity of the analysis of data and gaining credibility of the facts, from its recurrence; that is, in order to distinguish or differentiate the coincidence of the evidence. Finally, what is sought with this triangulation is to present the results of research, in a logic and a unified way. (EcuRed, 1999, n/p)

The main purposes of analyzing the information in this chapter are:

- Give order to the data; collect all the information of focus group and questionnaires, as well as description of the observations.
- Organize the categories in this case 4: General Opinion, feasibility, interest and content.
- Understanding the context surrounding the data collected
- Describe the experiences of the people studied under his optician, in their language and their expressions
- Interpret and evaluate category
- Explain contexts, situations, events and phenomena. (Hernandez et al. 2007, pages: 289)

As it is known in an investigation, the objective of the analysis is to answer the research questions. In order to facilitate the understanding of these findings, the research questions are presented again:

### ***GENERAL QUESTION***

***What is the opinion of the fifth semester students of the evening shift of Modern Languages at ECCI University about the inclusion of a frame which contains an exclusive website for this program?***

### ***SUB-QUESTIONS***

- ***Why may students be interested in this website?***
- ***How feasible do students perceive the development of this website?***
- ***Which web services do students consider this website should include?***

After reviewing questions and the data collected from 33 interviewees (32 students in the focus group and 33 students in the questionnaires), the authors proceeded to carry out the categorization according with common factors in relation to the research questions which in this case were:

1. General Opinion
2. Interest
3. Feasibility

#### 4. Possible contents

After finding common factors (Categories and sub-categories), the authors proceeded to make the process of triangulation of information as seen in figures (6, 7, 8 and 9) set forth below. This consisted in analyzing for instruments and for participants each category and sub-category and its related questions in the questionnaire and in the focus group, such is the case of the category number 1, which corresponds to the general opinion with its questions (1, 6 and 7) in the questionnaire:

- 1 What would be your opinion if someone proposes a website designed exclusively to modern languages program at ECCI University?*
- 6 In connection with the employment relationship and the acquisition of experience, in what way can help creating this website to your objectives?*
- 7 Do you think that virtual interaction between students brings benefits? Why?*

And in the focus group is the second one (2) as evidenced in the video recording:

- 3. Do you think that the use of this website brings benefits to your work environment?*

This question was chosen after the authors of this project analyzed the questionnaires and found that the point of the employment relationship with this project had not been clear in the questionnaires. The answers to this question as well as the questionnaire were grouped into the same subcategories, in this case in question 6 of the questionnaire because it is the one that



relates directly. Additionally, in the focus group as in the questionnaires, the following colors were defined according to the group:

Group 5AN

Group 5BN

As mentioned previously, in addition of the 4 categories, of each one according to the analysis the researchers decided to find some subcategories according to the students’ responses to make the text more understandable. Then in the following four figures the categories and subcategories are defined from the research questions:

GENERAL QUESTION		
What is the opinion of the fifth semester students of the evening shift of Modern Languages at ECCI University about the inclusion of a frame which contains an exclusive website for this program?		
Questions	Category	Subcategory
In the questionnaire: 1, 6 and 7 In the focus group:2	1. General Opinion	1.1. Positive opinions
		1.2. Negative opinions
		1.3. The proposals
		1.4. The facts

Figure 6 General question-General opinion

SUB-QUESTION 1		
Why may students be interested in this website?		
Questions	Category	Subcategory
In the questionnaire:5,8,9 and 10 In the focus group: 3 and 4	2. Interest	2.1. Interest
		2.2. Not interest

**Figure 7 Sub-question 1- Interest**

<b>SUB-QUESTION 2</b>		
How feasible do students perceive the development of this website?		
<b>Questions</b>	<b>Category</b>	<b>Subcategory</b>
In the questionnaire: 2 and 3 In the focus group:5	3. Possible contents	3.1. New contents
		3.2. Are complete

**Figure 8 Sub-category 2-Possible contents**

<b>SUB-QUESTION 3</b>		
Which web services do students consider this website should include?		
<b>Questions</b>	<b>Category</b>	<b>Subcategory</b>
In the questionnaire: 4 In the focus group: 1	4. Feasibility	4.1. Feasible
		4.2. Not feasible

**Figure 9 Sub-question 3- Feasibility**

A scheme that shows the points considered for the analysis of each category and a general analysis is presented at the end each category (The whole analyzes presented in this chapter was conducted by the authors of this project based on the opinions of students and the research on the subject mentioned in the theoretical framework, glossary, and background). This conclusion includes a speculative final analysis of the authors of this project from the student responses. Also, in each category, the objectives and the research questions that were resolved in each one of them are listed. All with the goal of determining if a good job with the collection of information was done.

Finally, taking into account the importance of multilingualism as cited in the theoretical framework according (Argulo, 2013), the information collected is presented below in two languages, Spanish which was the language in which the information was collected and in English, translated by the authors of this project, with the goal of uniformity existed in the language that is being presented this document and once saw the importance of understanding the information from different languages. The categories are:

1. **GENERAL OPINION:** The general opinion is a judgment that each person can freely express on a particular topic or object, according to their point of view, this category seeks to respond to the general objective, “Inquire about the opinion of the of fifth semester students of the evening shift of Modern Languages at ECCI University on the inclusion of a frame which contains an exclusive website to the program.”.

In addition to the opinions in the questionnaire, in Question 6, were included the responses and the analysis of the focus group corresponding to this category, it means question 2. These questions were included in question 6, because the responses were directly related.

In the table below, a brief summary of the responses of the 33 students in the questionnaires and in the focus group was made. The main points detected by the researchers are set.

<b>CATEGORY LISTING OF GENERAL OPINIONS (Questionnaire)</b>			
<b>Categories</b>	<b>Questionnaire</b>	<b>Questionnaire</b>	<b>Focus group</b>
<b>General Opinion</b>	1. What would be your opinion if someone proposes a website designed exclusively to modern languages program at ECCI University?	<ul style="list-style-type: none"> <li>• The general perception is positive.</li> <li>• It is necessary to the virtual environment at the University.</li> <li>• Similar proposals have been made to the coordination.</li> <li>• It should be a information website.</li> <li>• Should be developed in languages.</li> <li>• It must be easy to use, practical and innovative.</li> <li>• Must be academic and interactive support.</li> <li>• Other universities have this type of frames.</li> <li>• This website, would support continuous learning and reinforcement of communication skills.</li> <li>• It is a boost for the university and the program promotes.</li> <li>• It should have tools and unique and innovative material.</li> <li>• 2 people out of 33 respondents are not clear in how it will develop the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, the use of this website helps the acquisition of fluency, so this is not a bilingual work environment, and in case of be, provides additional support.</li> <li>• Yes, only if chatting and applications of interactivity there grammatical and contextual feedback.</li> <li>• Yes, through this website you can reinforce what you learn at university is a tool accessible from anywhere and saves time.</li> <li>• It is important that students know if the profile that have is appropriate for the job to request a company and who knows as a selection process in another language.</li> </ul>
<b>General Opinion</b>	6. In connection with the employment relationship and the acquisition of experience, in what way can help creating this website to your objectives?	<ul style="list-style-type: none"> <li>• 1 person out of 33 respondents, need to know first the web site to answer this question.</li> <li>• Contribute to practice the language, and interactivity among students.</li> <li>• Can learn conventions, publications and activities of interest.</li> <li>• Labor offers and employment practices.</li> <li>• Consultants chat.</li> <li>• Practices with others students.</li> <li>• Potentiation of communication skills.</li> <li>• Best job opportunities where another language is required.</li> <li>• interuniversity agreements.</li> <li>• Improving the level of English.</li> <li>• Integrating ICT program.</li> <li>• Knowledge of the fields of action.</li> <li>• Experiences of other students.</li> <li>• Improving vocabulary.</li> <li>• Access to companies</li> </ul>	

		<p>interested.</p> <ul style="list-style-type: none"> <li>• 1 person out of 33 respondent, not answered.</li> </ul>	
<b>General Opinion</b>	<p>7. Do you think that virtual interaction between students brings benefits? Why?</p>	<ul style="list-style-type: none"> <li>• One Person did not answer.</li> <li>• It helps if the interaction is in other languages.</li> <li>• If it is a practical website</li> <li>• The interaction should be simple and focused language program</li> <li>• Create belonging to the institution and encourages student participation</li> <li>• People can express more openly</li> <li>• Experiences and knowledge of other viewpoints</li> <li>• Dispels doubts and promotes feedback</li> <li>• Open doors and job opportunities</li> <li>• Allows users to manage the use of the tool and the evolution of student feedback</li> <li>• Helps improve skills for interactivity</li> <li>• Yes, if it is with other universities</li> <li>• One Person answered no, because is not taken the same level among people of other semesters</li> </ul>	

**Figure 10 Category listing of general opinions (questionnaire)**

This category can be divided into four subcategories:

**1.1. Positive opinions** regarding the Project.

**1.2. Negative opinions** about the project

**1.3. The proposals** for the Project

**1.4. The facts**, it means what students think currently happening at the university.

The colored markings identifying the participants are:

Respondents who did not complete personal data

Group 5AN

Group 5BN

**Question # 1.** What would be your opinion if someone proposes a website designed exclusively to modern languages program at ECCI University?

### 1.1. Positive opinions:

In general, the opinions are positive because students feel it is a good idea and can help them in different aspects of the process, personal, and academic labor. Here are the opinions of students presented from different perspectives:

*Respondent No. 1: Bueno Porque sería algo exclusivo para la ECCI aparte que es beneficio para todos.*

*(In English: Good because it would be something exclusively for ECCI and this is a benefit for everyone.)*

*November 6<sup>th</sup> 2013. Questionnaire.*

This response could be inferred that the student believes that the idea of implementing this new website is innovative. When he says that it is something exclusive for the University, he can refer to is not usual at other universities and even in this. These sites would add a differentiating factor to program modern languages. Creating a space, as the student claims, where everyone make benefits. All members of Modern Languages program can interact at this site for potentiate their knowledge and acquire important information. Likewise, it can be corroborate with the opinion of the respondent number 2:

***Respondent No. 2: Creo que sería un ambiente virtual necesario ya que necesitamos el espacio para reconocer más la carrera dentro de la universidad.***

***(In English: I think that it would be a necessary virtual environment, and we need the site to recognize more the program within the university.)***

***November 6<sup>th</sup> 2013, questionnaire.***

In addition to being a benefit and something exclusive, out of this response it can be deduced that in this moment the creation of a website to support the student and professional task of the members of the Modern Languages program is necessary. Besides, this respondent believes that the program has no recognition within the university. That is possibly because he thinks that other programs are more important than the modern languages program. Perhaps he has seen at other universities are additional items that help make their programs known and not here at ECCI. Besides that more spaces that encourage student motivation can be created. Other respondents regarding this issue state:

***Respondent No. 10: Estoy de acuerdo con la propuesta.***

***(In English: I agree with the proposal.)***

*November 6<sup>th</sup> 2013, group 5BN, questionnaire.*

**Respondent No. 6:** *Muy buena seria mi opinión ya que estaría de acuerdo con que se tenga en cuenta también nuestra carrera de un modo más especializado y más aún en aulas virtuales.*

*(In English: Very good would be my opinion because I would agree with having our program been taken into account in a specialized way and even in virtual classrooms.)*

*November 6th 2013, group 5BN, questionnaire.*

This can be understood as if the new frame is created students can consider that the program has exclusive tools that support their requirements considering probably a more striking manner the Modern Languages program, clearly adjusting to ICTs that are currently managing in the university environment and overall business. This student may also refer to that if more attention to the program is provided, and the more resources are given, the results can be positive. Besides that it was important make this tool virtual. Maybe because the student agrees, that technological tools are and highly efficient support currently used. Most students think that this tool would collaborate in most academic factors and with the proper development of language in terms of communication skills that can be acquired, vocabulary, practice and feedback from classroom will provide learning and overall a great virtual place where options develop language or languages that are learning. The following excerpt illustrates this point:

**Respondent No. 3:** *Seria algo adecuado para aquellos que quieran profundizar más en un idioma.*

*(In English: It would be something suitable for those who want to deepen into a language)*

*November 6th 2013, questionnaire.*



This student believes that probably a technological support when somebody are practicing a language collaborates with a better learning and made it comprehensive and productive. Maybe when this student says **deepen**, refers to having more resources in the learning process. Also learn differently and playful the most difficult issues in class or simply acquire more vocabulary.

**Respondent No. 3:** *En mi opinión, me parece muy interesante, ya que nosotros como estudiantes tendríamos la opción de poder interactuar y aprender a través de esta página.*

*(In English: In my opinion, I find very interesting, because we as students would have the option to interact and learn through this page)*

*November 6th 2013, group 5AN, questionnaire.*

When the student says that it is **interesting**, it is possible to infer to it is a new idea and for this reason the outcome might be good and necessary within the university. As well at ECCI there is not a website, which allowing the estudiantas are connected at all times. From this answer it can be inferred that the student consider that traditional learning is not enough. Perhaps students considered that the interaction contributes to the academic processes. Plus this page as many others where maybe the student accessed, are useful and provide successful experiences regarding the contribution generated.

**Respondent No. 6:** *El desarrollo de un mejor aprendizaje y practica en el momento de desempeñar el uso de otra lengua ya no sea solamente en la universidad sino a diario.*

*(In English: The development of better learning and practice at the time of performing the use of another language is not only at university but daily.)*

*November 6th 2013, group 5AN, questionnaire.*

First of all, the student is relating the practice and learning probably because without the first the second is not achieved. Can also note that to speak another language well the student must create environments where the use of this, in many ways, spoken and written be required. By "Daily" the student may mean that being a web tool, it can be accessed from anywhere and at any time of the day, which collaborates on academic work, improving it and making it perhaps more attractive to students.

**Respondent No. 7:** *Es buena idea porque puede estar diseñado en inglés o en francés y eso empaparía más de los idiomas a los estudiantes.*

*(In English: It is a good idea because it can be designed in English or French and soak up it over languages to students. )*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 9:** *Es una excelente idea sería de gran ayuda para el desarrollo y aprendizaje de los estudiantes.*

*(In English: Is an excellent idea would be helpful for development and student learning. )*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 13:** *Pienso que es bueno y que este sea en inglés para que se pueda tener más acceso y contacto que permita practicar lo aprendido.*

*(In English: I think it is good and that this be in English so that it can have more access and contact that allows practice the skills learned. )*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 1:** Buena herramienta para mejorar nuestras habilidades comunicativas.

*(In English: Good tool to improve our communication skills.)*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 3:** Me parece muy interesante y practico ya que los estudiantes de lenguas modernas necesitamos un espacio donde podamos practicar de manera óptima todas las habilidades comunicativas adquiridas.

*(In English: I find it very interesting and practical because students of modern languages need a site where we can practice optimally all the communicative skills acquired. )*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 4:** Es una buena opción ya que esta carrera requiere un aprendizaje autónomo y esto podría brindarnos esta ayuda.

*(In English: It is a good option because this program requires independent learning and this could give us this help.)*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 8:** *Considero un buen proyecto, debido a que, nuestro programa académico es diferente y único, en comparación a los demás necesitamos practicar los idiomas de estudio.*

*(In English: I think a good project, because, our academic program is different and exclusive compared to others we need to practice the language of study.)*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 9:** *Excelente, reforzaría mucho el aprendizaje y sería de gran ayuda para los estudiantes entre otras cosas por la motivación que generaría.*

*(In English: Excellent, lots reinforce learning and would be helpful for students among other things, generate motivation )*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 11:** *Excelente encontrar un espacio donde se brinden opciones de desarrollo en el área de lenguas para nosotros.*

*(In English: Excellent find a site to provide development options in the area of languages for us. )*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 12:** *Me parecería muy interesante y sería un sitio para desarrollar nuestras habilidades comunicativas.*

*(In English: I would find it very interesting and would be a site to develop our communication skills.)*

*November 6th 2013, group 5BN, questionnaire.*

In all of the opinions above, it can be seen that words in common are: Deepen, interact, learn, practice, development, access, contact, improvement, communication skills, autonomous learning, effort and motivation. A possible interpretation of this is that, first of all these positive reviews, are about learning and how this website could help improving all the knowledge acquired in classes. Although the rationale for this project is clear, that this is not a pedagogical project, but informative, and that students are also clarified, they do not put aside the idea that the main contribution that this frame can bring is about learning. Therefore, it can be inferred generally that students see the creation of virtual environments within the ECCI University, and especially within the program of Modern Languages, as an aid to improve communication skills acquired during the entire academic process. Also that all the information include in this new frame is exclusive and important. These for students acquire tools to support and motivate the improvements, which the university can provide with with the creation of these kinds of spaces.

Finally, it can be concluded at this point that students consider this project as an innovative and exclusive option, which not only keeps them informed, but also assists them in their learning process, creates a differential factor of the program of other programs within the university and at ECCI over others institutions of higher education.

## **1.2.Negative opinions:**

Regarding the negative opinions, only two students are not clear about what the benefits could be or what the novelty of this proposal is. Although initially they thought that the idea is interesting, but it was qualified as a negative feedback because the student is not absolutely sure that this new frame should be deployed at the University, the opinions are:

**Respondent No. 17:** *Me parece interesante, pero tendría que saber cuáles son los beneficios y lo nuevo que puede ofrecer la página web.*

*(In English: I find it is interesting, but I would have to know what the benefits are and what the new website can offer.)*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 15:** *Una gran idea pero faltaría resolver cuestionamientos acerca de cómo desarrollar esta propuesta.*

*(In English: Great idea but it would need to make it clear how to develop this proposal. )*

*November 6th 2013, group 5AN, questionnaire.*

Although students believe that this project is interesting and a great idea, it can be understood from their responses that they are not sure on how and why this project would be like. That is, it could be inferred that students do not find the benefits and feasibility of this proposal on the information provided for the authors of this project when the questionnaire was conducted. This may be because the information was not clear or just because students do not find sufficiently necessary to create a site like this.

Although there is evidence of more negative perception, it may be inferred in general, that a person before giving a go-ahead on a project, need to have a concrete plan of action. Besides to have clarity on all development processes and how it are performed. That is why for further research, it is recommended to present the respondents, a blueprint with clear ideas and so prevent such situations where respondents do not have full clarity about who is being asked

### 1.3.The proposals:

In this subcategory, students contributed with ideas that can be taken as inputs for the project because it is a suggestion from someone who studies the Modern Languages program for the same program, some of these were:

**Respondent No. 2:** *Que sería de gran utilidad, que debería ser dinámico y con varias*

*ilustraciones que no solo las entiendan los estudiantes sino todos.*

*(In English: That would be useful, it should be dynamic, with several illustrations that not only students but everyone can understand.)*

*November 6th 2013, group 5AN, questionnaire.*

From this response it could be inferred that the student believes that a website should be attractive, dynamic and easy to use. It may mean that so far the experiences that this student has

had with this type of websites is not very good, because it did not have these characteristics or conversely when interacting on this kind of websites, have had these features and good experiences and that is why he considered it is very important.

**Respondent No. 5:** *Me parece interesante, pero que no sea solo informativo, también de aprendizaje.*

*(In English: I find it interesting, but I wish it not only were informative, but also for learning.)*

*November 6th 2013, group 5AN, questionnaire.*

Likewise, at this point one of the students believes this site should not only fulfill an informative function, but also a teaching one. It can be understood that this student believes that classroom learning is not enough and then suggests that this new frame can support the knowledge acquired in classes and help significantly to improve communication skills that a student of Modern Languages must have.

**Respondent No. 10:** *Me parece una buena propuesta, siempre y cuando el contenido contribuya al desarrollo y práctica de temas de interés entre los estudiantes.*

*(In English: Seems like a good proposal, provided that the content contributes to the development and practice of topics of interest among students.)*

*November 6th 2013, group 5AN, questionnaire.*

Regarding this response it can be said that the student believes that many of these pages contain very tedious and uninteresting issues, leading that the practice of a language does not be effective. Therefore the authors of this project propose that the new website has useful and



interesting content. It really contributes to students' development and allows does not generate gaps of boredom or wasted of time. This response may also depend on previous experience that this student has had with similar websites, which has been found important that these be usable and didactic.

**Respondent No. 14:** *Excelente ya que sería un espacio donde los profesores nos dieran herramientas para practicar y compartir material entre los mismos estudiantes y egresados.*  
*(In English: Excellent because it would be a site where teachers give us tools to practice and share materials between students and graduates.)*

*November 6th 2013, group 5AN, questionnaire.*

This student probably believes that the tools currently provide teachers are not good enough to help the learning of the languages of study in this program. Also this student believes that teachers, graduates and students from other semesters can collaborate with materials for this frame and can interact effectively in this new site. Additionally, this can be taken as an open space for students to practice. This assessment may be due to the fact that this student currently feels that there is a gap in the support of the members of the Modern Languages program in general. This point can be confirmed with the next participant who has a similar opinion:

**Respondent No. 18:** *Sería muy bueno en la medida que presentara apoyo y asesoría en el proceso de aprendizaje y que representara puntos de vista del estudiantes y de la parte docente/directiva.*

*(In English: It would be great to the extent that give support and advice in the learning process and represent views of the students and the teacher and administrative stafft. )*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 5:** *Sería una opción muy viable, siempre y cuando la página tenga una interacción entre la misma y la persona que la consulte teniendo como opción mínimo dos lenguas.*

*(In English: It would be a very viable option, as long as the page has an interaction between the frame itself and the person who consults having at least two languages as options. )*

*November 6th 2013, group 5BN, questionnaire.*

The next student also considers interaction is necessary. It can be because he does not see in the program of Modern Languages evidences of such tools. Besides it is proposed that the site must have at least two languages to communicate with students, which for the authors of this project, is an important issue because it had initially been considered. It can be analyzed that the student believes that practicing a language must have contact with this as much as possible and everywhere, not only in the student or work environment, but also in virtual spaces that support these tasks. Likewise, another student says:

**Respondent No. 7:** *Me gustaría un sitio donde se pueda practicar idiomas y se enfocara a ser didácticas y permita la autonomía en los estudiantes.*

*(In English: I would like a site where we can practice languages and focus to make it didactic and allow autonomy in students. )*

*November 6th 2013, group 5BN, questionnaire.*

In this subcategory we can conclude that students possibly feel that there are currently no dynamic and interactive tools that support learning. Also it suggests that when creating a site of this kind multiple languages must be taken into account. Additionally, it should be an easy-to-use tool so that all members of the program can handle and feel part of a recognized group within the university.

#### **1.4.The facts:**

In this subcategory, opinions about what students considered flaws or improvements within the program and how this new frame can support its development were detected, the opinions are:

**Respondent No. 1:** *Creo que esta posibilidad sería buena, ya que el área o la carrera como tal necesita de un poco más de impulso o promoción; además así ayudaría a estudiantes a su aprendizaje.*

*(In English: I think this would be a good possibility, since the area or the program as such needs a little extra boost or promotion, plus it helps students and their learning.)*

*November 6th 2013, group 5AN, questionnaire.*

In relation to what this student answered it can be understood that he considers the program of Modern Languages is known neither within the university nor outside the university, and that the creation of this site in addition to promoting learning can help people become aware of the program. Maybe the student consider that due this kind of technological tools are so popular, the modern languages program can acquire more strength and also it can motivate current and future students.

**Respondent No. 4:** *Bastante bueno ya que la mayoría de las universidades poseen sitios web exclusivos de las facultades.*

*(In English: Pretty good because most universities have exclusive web sites in faculties.)*

*November 6th 2013, group 5AN, questionnaire.*

Regarding this answer it can be inferred that this student believes that if other universities have this kind of web pages, the ECCI should not be the exception. It can probably be inferred that currently the ECCI does not have specialized web sites for each faculty not at the forefront of other universities and this may be unfavorable to the image of the university.

**Respondent No. 8:** *Estaría de acuerdo porque se necesita profundizar más en las diferentes lenguas que se estén estudiando para así aclarar ideas, temas y conceptos.*

*(In English: I would agree because it is necessary to deepen into the different languages that are being studied in order to clarify ideas, themes and concepts. )*

*November 6th 2013, group 5AN, questionnaire.*

One possible interpretation of this response is that this student believes that there are currently no tools designed to allow these students to deepen their learning and obtain all kinds of useful information in different languages. It also considers that there is a way besides the actual classes that students can clarify any concerns satisfactorily and when needed, perhaps when the student is doing homework or is in a situation that requires speaking in another language. In order to corroborate this idea, other students believe something similar:

**Respondent No. 11:** *Me parece muy bien ya que considero la carrera no tiene otras herramientas en que apoyarse aparte de las clases, así mismo se ha hablado que las clases virtuales sean en inglés.*

*(In English: Sounds good to me because I think the program is not being supported by any other tools apart from the classes, so it has been said that virtual classes could be in English. )*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 12:** *Me parecería muy bien ya que considero que hace falta este sitio dedicado solo a lenguas.*

*(In English: I think it would be very well as I believe is needed this site dedicated only to languages. )*

*November 6th 2013, group 5AN, questionnaire.*

Another important statement regarding the creation of this new frame was:

**Respondent No. 16:** *Seria perfecto, realmente en todos los semestres hablábamos al coordinador de la carrera para diseñar un sitio así. Ojala lo hagan para los próximos estudiantes.*

*(In English: It would be perfect. actually in all semesters talked to the coordinator of the program to design a site like this. Hopefully they do for the coming students. )*

*November 6th 2013, group 5AN, questionnaire.*

This opinion is considered a fact because this student is confirming that it has already done a similar project coordination request. From this it can be understood that this student considered essential to create informative and academic aids to improve overall performance and to respond to business and academically requirements that a student faced daily. In addition it can be also infer that not only a student consider it, because that was a collective request. And the fact that there is such requests, perhaps means this kind of websites are needed

**Respondent No. 2:** *Es importante porque se tiene en cuenta el programa, ya que se visualiza, en mi opinión, que todas las carreras tienen menos importancia que las otras.*

*(In English: It is important because the program is taken into account because, in my opinion it is viewed that all programs are less important than the other ones.)*

*November 6th 2013, group 5BN, questionnaire.*

The last response shows that the student believes that he is not being given the necessary importance to the Modern Languages program. It can also be considered to be very obvious that engineering careers have more space and have more support, affecting the motivational factor on Modern Languages students and probably leaving dissatisfaction.

Among the most mentioned opinions in this subcategory, the students think the program needs more boost and promotion. They also believe that the program has not interesting virtual props. This may be because students of modern language consider that this program is not important as others within the university. Maybe because for other programs, more activities are carried out within the university or have more promotion outside this

**Question # 6.** In Connection with the employment relationship and the acquisition of experience, in what way can the creation of this website help you to achieve your objectives?

### 1.1. Positive opinions:

With regard to this question, two fronts were found, the first relating to the academic part and the second the relationship directly with the labor environment. The responses of the students who found an academic relationship with this question were:

***Respondent No. 1: Porque nos ayudaría a facilitar inquietudes dudas y ante trabajos nos quitaría mayor responsabilidad.***

***(In English: Because it can help us to facilitate doubts and concerns and in front of tasks it takes off most responsibility from us. )***

*November 6th 2013, questionnaire.*

This student may consider, when making his college work, that it could be tedious or find some understandable points that are not handled well, then he considers that this tool may relent and collaborate with the difficulty that any activity is conducted in easier ways. It still does not see it from a business point of view but as something that can bring to his professional projection. These like other academic points of view are considered positive.

***Respondent No. 3: A profundizar en mi léxico.***

***(In English: A deepen into my lexicon.)***

*November 6th 2013, questionnaire.*

Probably this student believes that by improving his knowledge of vocabulary in another language there may be more job opportunities and better results. This is why he think this is a positive aspect, because if he has more vocabulary using these technological tools he can perhaps increase their communication skills.

**Respondent No. 10:** *Contribuye a la práctica del idioma y a un acercamiento a los estudiantes.*

*(In English: it contributes to practice the language and an approach to students. )*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 18:** *Apoyo e integración de herramienta TIC a la carrera y espacio de apoyo conjunto.*

*(In English: Support and integration of ICT tools to the program and supported jointly.)*

*November 6th 2013, group 5AN, questionnaire.*

Moreover, all these reviews these students add the importance of practice and interaction, they probably had successful experiences, which has exchanged ideas and knowledge with people of similar interests, plus work experience probably confirms that the practice is very important to achieve what one wants in a personal and professional level



**Respondent No. 3:** *Podría ayudarnos a tener más conocimiento por parte de otras*

*universidades referente a Lenguas Modernas de la ECCI.*

*(In English: It might help us to have more knowledge from other universities concerning Modern Languages at ECCI. )*

*November 6th 2013, group 5AN, questionnaire.*

This response could mean that this student believes the program of modern languages at ECCI University is not known at other universities or maybe it does not have a good name, which generates dissatisfaction, but also it can be inferred that the student is interested in interaction with other universities through this new frame to add value to its academic and professional projection. The first option was probably generated by comments from people who study this same program at other universities or simply because the student perceives so, as it can also see that this kind of technological aids driving a company name recognition and work thereof.

**Respondent No. 11:** *Ayuda a detectar las falencias de los estudiantes, estar informados de las publicaciones y actividades de interés.*

*(In English: It helps to find the weaknesses out of students, be informed of the activities and publications of interest.)*

*November 6th 2013, group 5AN, questionnaire.*

One possible interpretation of this response is that the student believes that students today have weaknesses in learning other languages and must be detected and resolved and one of the methods for this to be carried out is to be informed and publications of interest, activities that can

complement their learning. This may be because this student has had good experiences with this type of sites which could make things interesting as a student and worker.

**Respondent No. 12:** *A mejorar las habilidades comunicativas.*

*(In English: To improve communication skills.)*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 13:** *A mejorar mi nivel de inglés.*

*(In English: To improve my English level.)*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 1:** *A mejorar nuestras competencias, auditivas y escritas mayormente.*

*(In English: To improve our skills, listening and writing skills mostly.)*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 5:** *En el crecimiento de conocimiento y practica de los visto en la carrera.*

*(In English: In the growth of knowledge and practice seen in the program.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 7:** *Para mejorar el nivel de las diferentes lenguas que se aprenden y tener mejor fluidez conversacional.*

*(In English: To improve the level of different languages which are learned and have better conversational fluency.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 8:** *Permitirá tener otro medio, en el cual practicar y tener interacción con los idiomas es de importancia para reforzar los conocimientos adquiridos.*

*(In English: Allowed to have other means in which to practice and interact with languages is important to reinforce the knowledge acquired.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 12:** *Ayudaría a mejorar nuestras habilidades y competencias comunicativas.*

*(In English: It will help to enhancing our abilities and communication skills.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 9:** *Puede brindar nuevas oportunidades y material para seguir aprendiendo se podrían responder a dudas y tener asesoría por medio del chat.*

*(In English: It can provide new opportunities to continue learning and materials will be respond to doubts and take counseling by chat.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 11:** *Link donde se encuentre ayuda con docentes, puntos o notas importantes a tener en cuenta para el crecimiento individual en la materia.*

*(In English: Link where help is found with teachers notes or important points to consider for individual growth in this area.)*

*November 6th 2013, group 5BN, questionnaire*

With regard to these answers, students listed above, agree that practice and interaction are strong points for learning, perhaps because thanks to technological aids have achieved better results or the absence of these have not been good results. Thus, as from these responses it can be said that probably at this time, students can not see beyond the academic part, that is, consider that the first step before finding employment benefits is to be prepared when the level they need to be able to perform any assignment, therefore it can be inferred that students feel that they are not ready for a real job challenge, and therefore do not see the relationship of this web site with a business environment, however think it is a first step to improve the learning acquired in the classroom.

Instead of the above, students then consider in relation to the labor aspect and the acquisition of experience, this site collaborates with the objectives of students in relation to the business environment as well:

***Respondent No. 2: Que allí se puede fomentar mayor información para el crecimiento de las expectativas.***

***(In English: That there may foster greater information for growth expectations.)***

***November 6th 2013, questionnaire.***

This response can probably mean that the student refers to knowing more about job opportunities may be enhanced interest in accessing this web site. Maybe, because in this frame he can find different offers and interesting job information. Things like this can raise expectations of the students in front of the program and the university, because it is defining a field of action in the work environment. In the same order of ideas, it can be analyzed the

following 4 students who probably see the creation of this new site, as a very good opportunity to find attractive job offers, a lot of information on employment and effective business contacts. All of this may be because these students have had successful experiences on job websites or because it considers the virtual interactivity in the workplace brings more benefits. Besides considering that these sites must be updated all the time and have accurate information to the hand.

**Respondent No. 2:** *Puede ser una gran puerta y oportunidad de trabajo si hay actualizaciones que permitan tener contacto con los entes mediadores del mismo.*

*(In English: It can be a great door and Work Opportunity if there are updates that allow contact with entities of the same mediators. )*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 4:** *Con la oferta de prácticas y empleos.*

*(In English: By offering internships and jobs.)*

*November 6th 2013, group 5AN, questionnaire.*

**Respondent No. 2:** *Ampliar otras posibilidades para prácticas y opción laboral.*

*(In English: Expand possibilities for practice and employment option.)*

*November 6th 2013, group 5BN, questionnaire.*

**Respondent No. 4:** *Informarme acerca de nuevas oportunidades acordes a nuestra carrera.*

*(In English: Inform me about new opportunities according to our program.)*

*November 6th 2013, group 5BN, questionnaire.*

To conclude, it can be seen in the following two responses, students connect the improved management of the languages with the possibility of better employment options, a possible interpretation here is that students believe they can have a very good work option if using skills acquired in this site are occupationally recognized as trained personnel to serve to any responsibility. It can also be understood that these students are currently located or looking for good options because they believe that through their performance, they succeed in accomplishing great goals.

**Respondent No. 6:** *En de pronto obtener una mejor fluidez y en mejorar listening para mejorar el nivel de inglés y así que en un trabajo nos acepten por nuestras habilidades y aptitudes con los idiomas.*

*(In English: In suddenly get better fluency, and improving listening to improve the level of English and in a job so it accept for our abilities and skills with languages. )*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 6:** *Por supuesto, otras lenguas se están implementando a nivel laboral.*

*(In English: Of course, other languages are being implemented at the working level.)*

*November 6th 2013, group 5AN, questionnaire.*

The general relationship of the questionnaires with the focus group is the acceptance of this proposal by the benefits generated both, academic level and occupational level, it means, students probably believe that the new Frame proposed can be a support for its working and professional projection.

And the answers in this category in the Focus Group were:

**Respondent No. 3:** *Bueno yo pensaría que si porque mucha gente de pronto no tiene la oportunidad de trabajar en, o no tiene, no trabaja digamos como asesor bilingüe o de pronto no tiene el desempeño de la carrera como tal, entonces digamos o muchas veces solo se limitan a trabajar y hablar allá y a hablar en la universidad mientras que si de pronto como tal en el frame se puede hacer algún tipo de blog o no se algún tipo de complemento en el cual la persona no se limite solo a tener que hablar simplemente cuando trabaja y a hablar inglés cuando entra a estudiar sino que digamos de pronto tenga la posibilidad de probarlo en cualquier momento que se esté desempeñando ya sea digamos a nivel cotidiano pensaría yo.*

*November 13th 2013, group 5AN, focus group*

Now taking clear that most students agree with the implementation of the new Frame and also seems to them most interesting interaction between students in this type of page, begins to clarify specifically with this question what is the relationship with the labor environment.

This first response in the focus group, expresses that this person probably thinks about the importance of to can or not, be where a student use more than one language. It should be because of the importance to speak in the second language not only in the work or university but

in all possible environments, this also the virtual environment. Highlighting the importance of this frame, this is presented as a supplement for everyday use. The use of this kind of websites can bring benefits because the languages are practiced all the time. All of this maybe means that the student probably refers that if the frame is used properly it can improved the performance of the students. This in conjunction with the survey corroborates the views on the importance of this type of technological spaces. This web site is essential for increasing communication skills of the students and it allows to them be able to target better job options.

**Respondent No. 5:**

*Si lo aporta porque este es un canal de acceso y va a ser más factible para todos, obviamente que le va a ahorrar a uno muchísimo tiempo y cada persona se va a poder comunicar o contactar desde el lugar que este, entonces si sería una buena herramienta en el lugar de trabajo.*

*November 13th 2013, group 5BN, focus group*

Probably what is meant by this student is that through this website can achieve effective business contacts, not just him, but everyone in the program languages that access while saving time can use it in their workplaces because that is accessible from anywhere.

From this we can infer that this student has been able to access different technology tools, from the workplace simultaneously engaged in other activities, besides finding people and contacts, this also collaborate finding new prospects. Like many students say in the



questionnaire in question 6, this student believes that this new frame works effectively in the workplace as it can be used in short periods of time and through this information is effective.

### 1.2.Negative opinions:

Three of the student surveyed feel they need first see the website to be sure that it can support their labor projected. They believe that this project can help to know management technology tools but they do not see a benefit beyond that, also one of the students said that is not interesting because it does not generate monetary returns. The opinions are:

**Respondent No. 1:** *No respondió.*

*(In English: Did not answer. )*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 5:** *Necesitaría ver el sitio para poder aportar.*

*(In English: Need to see the site in order to contribute. )*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 15:** *Tan solo le vería relación a la parte de experiencia y uso de la misma, porque la plataforma me dará una innovadora herramienta tecnológica, más no un servicio que me sea remunerado.*

*(In English: Only it would regard part of the experience and use it, because the platform will give me an innovative technological tool, but not a service that be paid to me.)*

*November 6th 2013, group 5AN, questionnaire*

Of these three answers can be deduced that probably, one of the students is not interested and for that reason did not answer. Someone else does not find sure on how can be development this project and how it can collaborate with the work environment. Finally another student believes that this project is not interesting because he does not see the relation between this and the money that generally has this kind of projects. Students at the time of answering this question in the questionnaire sought to find the direct link to the site with a job opportunity. Perhaps they do not see how this new frame can provide information, and the relation of their perform and some topics to modern languages program with the job opportunities.

In addition to these three students, one student in the focus group considered that:

***Respondent No. 5:***

*Yo lo uso pero no mucho, es decir en un call center pero solamente escrito, a veces entran unas llamadas en ingles pero no las manejo yo específicamente, pero si la parte escrita y la parte de vocabulario. La creación de este sitio no ayudaría tanto en mi labor sino lo que he aprendido aquí en la universidad y pues esa es la idea para no quedarse en un solo trabajo sino avanzar y pues si.*

*November 13th 2013, group 5AN, focus group*

One possible interpretation of this response is that the student believes that currently at work, knowing another language does not very useful, because only used it in some cases. Also, that this new page does not bring more benefits than the knowledge acquired in the university. Maybe he has not had good experiences with this kind of tools. Another interpretation could be that this student believes that this new frame can not reinforce the grammar of a language, so it is not feasible to use this in his employment condition.

### **1.3.The proposals:**

As in the previous question, at this point interesting contributions to the project were found in relation to the responses of some of the students listed below. Contributions towards strengthening social skills in the workplace are: That tool exists to interact and practice, several job opportunities, agreements, supporting materials, consultations through chat, fields of action of the program, exchange programs, publications and finally work. It should focus on communication skills training with the help of teachers in the program.

***Respondent No. 7: El sitio puede tener herramientas para prácticas con otra gente interesada así que las competencias se potencian y hay mejores oportunidades de desarrollo en un empleo.***  
***(In English: The site may have tools to practice with other people interested so that competences are enhanced and there are better development opportunities in employment.)***

*November 6th 2013, group 5AN, questionnaire*

This response says that this student has had experiences of successful interaction, in which practice with others of the same interests collaborated to develop their skills as well as to increase their opportunities to find a job, which is why it probably the student thinks to perform well in a job, interaction and preparation are essential.

**Respondent No. 16:** *La parte de convenios, muchos de nosotros estamos a punto de graduarnos de técnicos y no tenemos ni idea qué opciones tenemos en el campo laboral.*

*(In English: Regarding agreements, many of us are about to graduate as technicians and we have no idea of what options we have in the work environment.)*

*November 6th 2013, group 5AN, questionnaire*

This response probably means that the student has not been successful when looking for professional projection. That means he has not had direct contact with a job opportunity, according to what he is studying. This is why he thinks that in the proposed frame should exist information about job agreements, as well as the opinion below:

**Respondent No. 17:** *Puede que permita conocer más acerca de los campos de acción de la carrera además de saber la experiencia de otros estudiantes.*

*(In English: It may allow us to learn more about action areas of the program in addition to knowing the experience of other students.)*

*November 6th 2013, group 5AN, questionnaire*

These responses agree that it can implement exchange programs, publications and work practices. Besides, this site may have student profiles that can be accessed by the companies that are interested in hiring practitioners. One possible interpretation of these responses is that these students have previously viewed this on other websites, or they consider these possibilities may be more interesting for students who want participate in this project.

**Respondent No. 3:** *Ya que en este sitio web se puede implementar programas de intercambio y publicaciones laborales.*

*(In English: Because in this web site exchange programs and business publications can be implemented.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 9:** *Si se enfoca en entrenar todas las habilidades comunicativas serviría mucho, pues al leer, escribir, hablar y escuchar se adquiriría práctica, adicionalmente empresas interesadas podrían acceder a cierta parte o cierta información de la Web que le pueda interesar.*

*(In English: If it focuses on all communication skills training, would be so useful, for reading, writing, speaking and listening practice would be acquired additionally interested companies could access some information or some part of the Web that they may find interesting.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 10:** *Si hubiera la posibilidad de hacer una práctica sería un apoyo bastante necesario.*

*(In English: If it had the opportunity to do a practice, it would be quite necessary support.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 4:** *Pues yo veía que en la encuesta que ustedes hicieron hace 8 días, hablaban de chat y pienso que es bueno pero también sería bueno como poner unos parámetros en los cuales siempre haya una retroalimentación a medida que se desarrolla una conversación, porque por ejemplo yo trabajaba en un colegio donde podía interactuar con profesores, con hablantes nativos del inglés pero lo que pasa es que uno comete errores y ellos no lo corrigen a uno porque de una u otra forma buscan como entenderlo y también siento que en la clase no hay el tiempo para hacerlo, entonces pienso que si podría ser una herramienta que si tiene unos parámetros claro podría aportarnos para mejorar como nuestra parte gramatical, para que se haga retroalimentaciones, que genere ese espacio.*

*November 13th 2013, group 5AN, focus group*

This student, from a personal work experience, considered feedback in virtual environments is of utmost importance, with which this could be inferred from a bad experience this person believes that work should be a support for the academic level and to have a better performance in his tasks, that is, for this student, in addition to the classroom spaces consider extra support like chat collaborate to perform better in any work.

**Respondent No. 1:**

*Pues sí tiene, no sé cómo convenios por decirlo así con entidades las cuales tengan o puedan informarse mediante ese link que nosotros los estudiantes de lenguas modernas tenemos el perfil adecuado para aplicar a las vacantes, pues si sería muy importante.*

*November 13th 2013, group 5BN, focus group*

From this response it could be said that this student considers important that entrepreneurs know the profile of the students of Modern Languages at ECCI. Perhaps because so far, he has not found that companies are interested on students with this profile or because he has not seen opportunities in different areas related with the program. This is why it gives importance to the labor aspect from the point that this new frame has the option of interaction with the work environment.

**1.4. The facts:**

Here two of the students surveyed believe it is a fact that, due to it is now widely used technology and its constant interaction it facilitates many things. Both in the workplace and in education, students should have a site to practice and learn more about the business projections which can have the program of Modern Languages in the real work environment. Also currently at university there is not much information.

**Respondent No. 8:** *Ya que en la actualidad es muy utilizada la tecnología y con su constante interacción en más fácil el aprendizaje de otra(s) lengua(s).*

*(In English: Since today it is widely used technology and its constant interaction makes learning another language easier)*

*November 6th 2013, group 5AN, questionnaire*

From the response of this student, it is prudent to analyze that thanks to the technological tools available today has achieved many benefits, including improving learning in an easy and accessible way, which means it is handled in an environment where technology is the main support for the challenges that arise daily. From this, it can also be inferred that if this saying is because he believes that most people can agree with this information.

**Respondent No. 14:** *Un sitio para practicar, para poder conocer un poco más acerca de la salidas laborales para nuestra carrera ya que no hay mucha información al respecto.*

*(In English: A place to practice, to learn more job opportunities for our program and there is not much information.)*

*November 6th 2013, group 5AN, questionnaire*

In the latter response it can be considered as a fact that the student believes that there is not much information on the scope which can have a student of Modern Languages talking in work terms. Is real according to this that the knowledge of the job offers which can have this new frame are attractive for most students.



**Question # 7.** Do you think that virtual interaction between students brings benefits? Why?

### **3.1.Positive opinions:**

All participants, listed below, agree with the idea that virtual interaction between students, collaborates great way to improve communication skills and vocabulary. It also helps him to know a lot of interesting information as personal experiences, opinions, socialize solutions for academic problems, answer questions and create ties, allowing students express openly .

Of all the answers below it can be inferred that most students find beneficial interaction between people with the same interests because of the amount of benefits it can bring to their academic development. Also it could be argued that because groups study on-campus classes are large and varied students nice to have different opinions that are added to it, here can be also added that because of the strength of technology and social networking students rely on the virtual information is reliable and beneficial.

***Respondent No. 2:*** *Si porque nuestra carrera es muy dada a la comunicación y así practicamos mejor el conocimiento de los idiomas.*

*(In English: Yes because our program is given to communication and best practice and knowledge of languages.)*

*November 6th 2013, questionnaire*

***Respondent No. 3:*** *Si se construye una oportunidad de intercambio de ideas.*

*(In English: If an opportunity for exchanging ideas is built.)*

*November 6th 2013, questionnaire*

**Respondent No. 3:** *Si porque se tienen experiencias y conocimiento acerca de otros puntos de vista.*

*(In English: Yes because experience and knowledge of other views would be taken.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 6:** *Si, porque las personas se podrían expresar de manera más abierta.*

*(In English: Yes, because people could be expressed more openly.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 7:** *Si, porque hay muchos estudiantes interesados en practicar y ahí esta una opción para comunicar estos estudiantes.*

*(In English: Yes, because there are many students interested in practicing and there is an option to communicate these students.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 8:** *Compartir y escuchar otras opiniones e ideas hace que el aprendizaje sea más interactivo.*

*(In English: Share and listen to other opinions and ideas makes learning more interactive.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 9:** *Si totalmente porque abre el camino para aprender y sobre todo socializar y entre todos dar opiniones y soluciones para el desarrollo del departamento de Lenguas Modernas.*

*(In English: Yes totally because opens the way to learning and socializing and especially among all give opinions and solutions for the development of the Department of Modern Languages.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 10:** *Si, es un espacio practico e importante que permite la interacción de manera sencilla y más enfocada a un grupo específico de personas.*

*(In English: Yes, it is a practical and important space that allows the interaction of easier way and more focused on a specific group of people.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 11:** *Si ya que se despejan dudas, se practica y se aprende de los compañeros.*

*(In English: Yes because doubts are cleared, practiced and learn from peers.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 12:** *Si, mejora las competencias de los estudiantes.*

*(In English: Yes, improving the skills of students.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 13:** *Si porque disipa dudas y promueve retroalimentación.*

*(In English: Yes because dissipate doubts and encourages feedback.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 14:** *Si porque además de practicar, se puede compartir ideas desde un punto de vista distinto acerca de la carrera.*

*(In English: Yes, because besides practicing, you can share ideas from a different point of view about the program.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 15:** *Si, porque se encontrarían personas con los mismos intereses y podrían desarrollar ciertos ideales.*

*(In English: Yes, because people would find the same interests and could develop certain ideals.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 17:** *Es probable, permite que los estudiantes se sientan parte de la universidad.*

*(In English: Maybe, it allows students to feel part of the university.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 1:** *Si, si hay información o conocimiento de todo aquello que involucre la carrera tiene algún beneficio.*

*(In English: Yes, if there is information or knowledge of anything involving the program has any benefit.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 3:** *Si trae beneficios ya que al interactuar en un sitio web ayuda al desarrollo y práctica de todas las actividades comunicativas del idioma.*

*(In English: If it brings benefits as interacting in a website development aid and practice of all language communication activities.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 5:** *Si, porque harían un intercambio de ideas y conocimientos.*

*(In English: Yes, because they would exchange ideas and knowledge.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 6:** *Si, ya que brinda cada vez más socialización entre los mismos.*

*(In English: Yes, as it provides more and more socialization between them.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 7:** *Es necesaria para poner en práctica el conocimiento previo.*

*(In English: It is necessary to implement prior knowledge.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 8:** *Porque tener vínculos con las personas que comparten la misma institución, hará crecer los conocimientos en todos los aspectos.*

*(In English: Because having links with people who share the same institution, will grow knowledge in all aspects.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 10:** *Si, porque se pueden conocer las necesidades desde otros puntos de vista.*

*(In English: Yes, because it can meet the needs from other points of view.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 11:** *Se brinda la oportunidad de compartir, asesorar, ayudar a otro estudiante que lo necesite.*

*(In English: It provides the opportunity to share, advise, assist another student in need.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 12:** *Si porque la interacción con otras personas que hablen el idioma mejora nuestras habilidades.*

*(In English: Yes because interaction with other people who speak the language improves our abilities.)*

*November 6th 2013, group 5BN, questionnaire*

Besides these academic support among students one survey respondent this question directly connect with employment opportunities that can generate talk with people who have similar interests and can contact it with new business projections. The students who answer this, has probably had relationships and effective contacts with the help of technological tools and social media contacts which probably permit him to consider it is a great idea to have this type of interactive spaces.

**Respondent No. 2:** *Si, la relación abre puertas y nuevas oportunidades laborales, académicas, etc.*

*(In English: Yes the relationship opens doors and new job opportunities, academic, etc.)*

*November 6th 2013, group 5AN, questionnaire*

Also the relation between people with interest in common of the Modern Languages program in the University, and the creation of a virtual environment, can generate a sense of ownership and improves communication among students.

**Respondent No. 4:** *Se crea pertenencia hacia la carrera y la institución; además de crear un espacio de participación.*

*(In English: Belonging to the program and the institution is created, and create a space for participation.)*

*November 6th 2013, group 5AN, questionnaire*

In addition to this response it can be said that the student feels no sense of belonging to the program of modern languages, perhaps this is because she has not had much interaction with

everything that involves the program and its process or because they feel by its environment the program and students are not taken into account as they should.

### 3.2.Negative opinions:

Here three of the students consider that this interaction is not very convenient because they just see it as a good method, but need to know the page to really know what benefits can bring to the socialization between students, plus one of considers them to not be ruled under the same knowledge in relation to students from other semesters, fears provide erroneous information or not be of much use and mentions that interaction could be feasible but with other universities.

***Respondent No. 1: Pues beneficios tanto no, sino más bien es un buen método para interactuar con otros compañeros ya sea de mayor grado como de menor.***

***(In English:) Well not much benefits, but rather is a good way to interact with others either higher grade and lower.***

*November 6th 2013, questionnaire.*

This student probably believes that autonomous learning is more efficient than the group and that is why he does not see any benefit in terms of timely interaction between students, sees it more as a method for other opinions but perhaps believes that the process is well as it is currently being.

***Respondent No. 5: No sé, repito nuevamente depende del enfoque que le den al sitio.***

***(In English: I do not know, I repeat again depends on the approach that will provide the site..)***



*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 4:** *No, nos regimos bajo los mismos conocimientos y habilidades académicas, quizás si fuera con otra universidad.*

*(In English: We are not abiding under the same knowledge and academic skills, maybe if it was with another university.)*

*November 6th 2013, group 5BN, questionnaire*

At this time the answer will probably indicate that the students feel at disadvantage to provide some information because this could be wrong. The fear it is maybe it could be that the student is unsure regarding to the level or the correct use of another language and considers more important to check with people of the same level in other universities. This may be because he thinks the University needs to be more known and interact with other academic entities and with this, in the program it can be make different interesting activities.

### **3.3.The proposals:**

The most important by students listed below proposals focused on: Suggestions for topics of study, applications for aid, share knowledge and practice, feedback and finally make it in all the languages (French, English and german). This indicates that there is a big interest in the interaction between students who answered these questions.

**Respondent No. 1:** *Trae beneficios ya que así se pueden ayudar entre estudiantes sugerir temas, pedir ayuda, ayuda motivacional, etc.*

*(In English: Brings benefits because students can help each other by suggesting topics, asking for help, motivational support, etc.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 16:** *Se comparte conocimientos y a la vez se puede practicar con estudiantes de semestres superiores.*

*(In English: Knowledge is shared and at the same time we can practice with students from higher semesters.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 18:** *Si, en la medida que se administre su uso, se retroalimente su evolución.*

*(In English: Yes, as far that its use and evolution have a feedback.*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 2:** *Si es con otras universidades, si permitiría intercambiar conocimientos.*

*(In English: If it were with other universities, it would allow us to exchange knowledge.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 9:** *Si, siempre y cuando se trabaje en una lengua extranjera, porque se estaría haciendo una práctica y entrenamiento continuo.*

*(In English: Yes, as long as work in a foreign language is done, because you would be doing an ongoing training and practice.)*

*November 6th 2013, group 5AN, questionnaire*

In this section, could be said that the students are very interested in implementing this new frame because the proposals are very optimistic about the benefits. It can have the interactivity with people of the same program, with students in other semesters, and even other universities, making feedback and clearly being worked in another language. This could be understood that these students have had contact with these processes and can ensure consistent profits.

### **3.4.The facts:**

Considering the responses of the students in question number 7, in the questionnaire, in this category. It did not find any fact.

**ANALYSIS OF THE CATEGORY.** Concerning the general opinion on the project, the opinions are positive towards this proposal, only a few opinions, a few reviews, 9 in total of the three questions asked in this category to 33 respondents and 32 attending the focus group, are not clear as to be carrying out this project. Maybe they need first to see the site or simply believe that it does not bring benefits. Most students surveyed believe it is a good idea and virtual environments at the university in this moment would be useful, plus they are needed. One of the students during the focus group session and one in the questionnaire commented that had

already proposed to the coordination of modern languages something similar but informally and all other participants confirmed this commentary and also the good reception of the proposal. All agreed that being an exclusive Frame for modern languages program it had to be in several languages, in this case with the languages that the university currently teaches: French, German and English. In addition to the previous observations students also commented on the importance of this site to be innovative and practical, returning to the point of the conceptual framework in this case they are referring to usability, which aims to make the web interface of any site friendly and easy to use. Also all students agreed that this new frame should not only include information, if not, all kinds of activities and tools that support the academic part although this is not the approach proposed by the authors of this project.

Students also wrote and commented in the questionnaire and in the focus group, about other universities which offer language teaching, these ones probably have this kind of web sites and from this can be deduced that these tools support continuous learning and reinforcement the communication skills. Moreover this is a motivational factor for students and applicants to the program of modern Languages at ECCI University, only if this frame has extra innovative material for the program. In conclusion to this point students consider that this new website would promote the ECCI university in terms of program quality. With regard to applications, such as chat, students think that this is effective only if there have a grammatical and contextual feedback. In this proposal is considered to have information that support the academic activity and virtual helps which save time and make it accessible from anywhere.

With regard to the labor part and experience, students consider to talk and have continuous interaction with members of the program and everyone who has access to this tool can benefit in terms of language practice when needed in a real work environment, besides that this web site can be updated all the time with information on labor agreements, publications and activities. At this point several students commented that could be interesting include a working web site with attractive offers not only, Convergys and Halliburton, but companies that can actually place the students in attractive positions and really collaborate to effective business practices, including its work, the administrative and management labors and obviously another language.

Also in regard to the labor sphere, they felt that the integration of ICT improves the level of English to meet the challenges that it must make its activities, making those conducting practices with companies that have an agreement with the ECCI university may enter in this web site all their experiences and learning and so future applicants are better informed, helping to take clear about how can students apply in selection process in another language.

Referring to the benefits it can bring the interaction between students in the proposed site, the students felt that it is important that all conversations in other languages another case would have no sense because it would be something like a personal social network and not a web site that is supporting the learning of communication skills, interaction should be simple and focused only on Modern Languages program, and after that all students of Modern Languages will be motivated to participate in this space and openly express everything related to the program and personal experiences that can contribute to other students in the process, clearing doubts opening

doors to new job opportunities, allow users to manage an evolution with respect to feedback and corrections. Even at this point they expressed the view about inter-university interaction.

It is important to note that at this point there were two interesting personal experiences, the first of a student who comment that he had worked in a school as an assistant bilingual teaching and there were a similar web site, but there was not a continuous feedback , it means had no corrections and recommendations. This kind of things did not allow him to keep a correct process, this is why the student talked about the importance of feedback on the new site. Another student commented that currently works in a company that offers various positions for people with language skills, to work in other countries and it is important that these people know how apply, it means, what about the recruitment process and the types of interviews which are conducted. This student told that many of the people who came to this company could not cope in a good way, because they clearly did not know each process. The students highlighted the importance of having this new site at the university, so that students can enter all the information and experiences.

As a conclusion to this category the authors infer from the responses of students at the moment there is a need to reinforce the lessons learned in the classroom with something interactive and interesting. Students consider that a technological tool, support, accessibility and agility on the information this can be because they have had good experiences with these tools.

Concerning to negative responses, a possible interpretation is that these students consider that they need first to have clear, the proposal or project of the implementation of this new frame to

consider if it is or not beneficial, that is, they do not see immediate gains or perhaps consider that by not handle the same information or knowledge in terms of interactivity, this may generate erroneous information or misunderstood, this may be because they have not had good experiences with projects that have initially shown one way and the result is not as expected.

In relation to employment it could be said that most students see this frame as an opportunity for effective business contacts. Practice and agreements, because now probably they do not believe that the university has enough information to satisfy this point, besides having regular contact with teachers and administrative staff, this may be because there is a dedicated connection with the program and the university, students feel that this is not providing the necessary importance to the program which generates a lack of motivation and there is no sense of belonging with the institution.

With regard to this category, the objective and the research question are presented again below:

*Inquire about the opinion of the of fifth semester students of the evening shift of Modern Languages at ECCI University on the inclusion of a frame which contains an exclusive website to the program.*

*What is the opinion of the fifth semester students of the evening shift of Modern Languages at ECCI University about the inclusion of a frame which contains an exclusive website to this program?*

Below are summarized in a graph, the expressions or words most used by students to define each one of the subcategories:

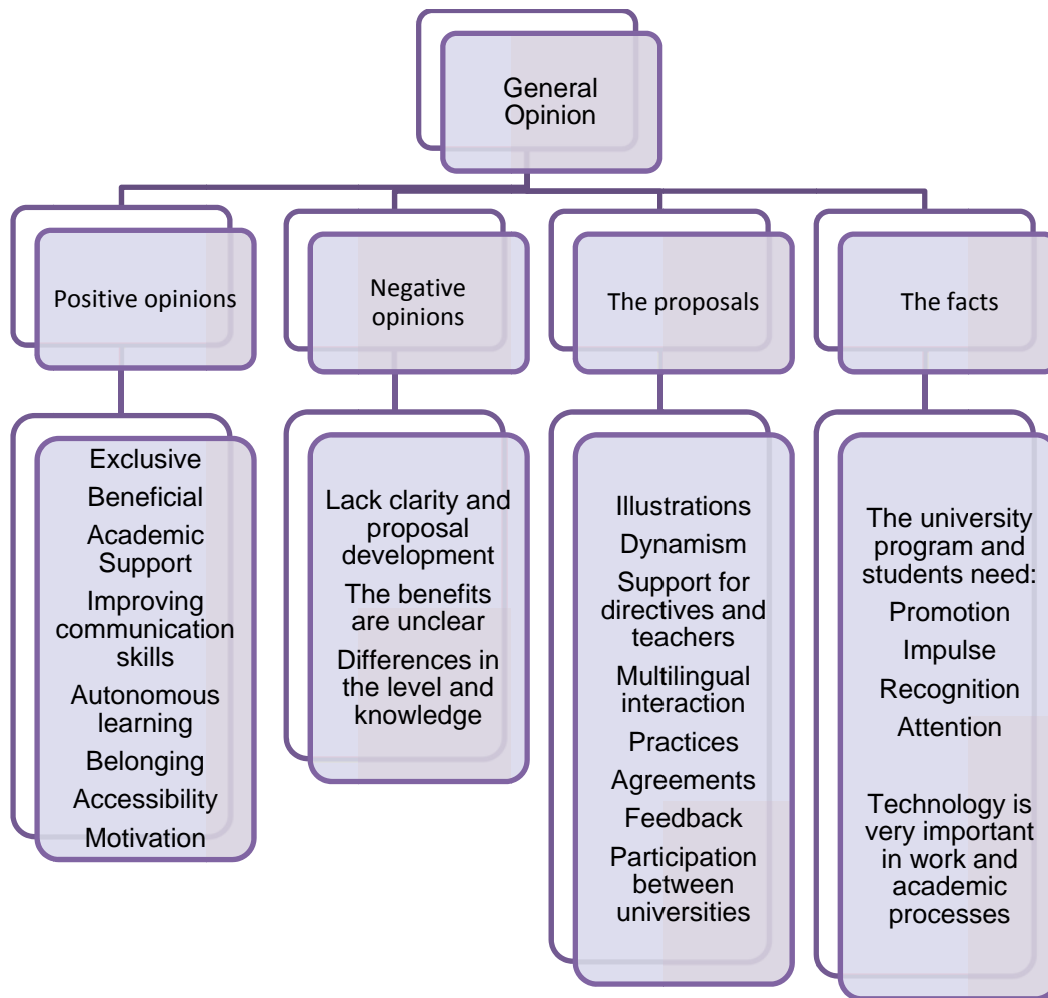


Figure 11 Scheme of general opinion category number one.

4. **INTEREST:** The interest seeks to identify the affinity of a person to an object or a situation, this category responds to the first specific objective, “Explore the interest on this website of the of fifth semester students of the evening shift of Modern Languages at ECCI University”.



The category number 2, which corresponds to the interest is answered by analyzing questions (5, 8, 9 and 10) in the questionnaire:

5. *Do you think that this project is? Appropriate, Urgent, Important, Considerable, Unrealizable, Unnecessary.*
8. *Qualify your participation in this website if it is implemented. Never, Hardly ever, Sometimes, Almost always, Always.*
9. *At what point can you require access to this website? Why?*
10. *Would you like be part of this website providing interesting information, resolving concerns and / or updating information? Why?*

And in the focus group is the (3 and 4) as evidenced in the video recording:

3. *In what situation do you require to access in the website?*
4. *Do you think that the lack of time is an obstacle to access this tool, why?*

These two questions were chosen after the authors of this project analyzed the questionnaires and found that the point of the situations in which the students may require access to this tool and the lack of time to access this new website all relative with this project had not been clear in the questionnaires. The answers to this question as well as the questionnaire were grouped into the same subcategories, in this case in questions 9 and 10 of the questionnaire respectively because these are the ones which relate directly; additionally, in the focus group as in the questionnaires, the following colors were defined according to the group:

**Group 5AN**

**Group 5BN**

In the table below a brief summary of the responses of the 33 students in the questionnaires and in the focus group was made. That is, the main points detected by the researchers, with the aim of bringing the reader which will find in the analysis presented immediately are set after this table.

<b>CATEGORY LISTING OF INTEREST (Questionnaire)</b>			
<b>Categories</b>	<b>Questionnaire</b>	<b>Questionnaire</b>	<b>Focus group</b>
<b>Interest</b>	5. Do you think that this project is? Appropriate, Urgent, Important, Considerable, Unrealizable, Unnecessary.	The following are the number of people for each item: <ul style="list-style-type: none"> <li>• Appropriate 15</li> <li>• Urgent 7</li> <li>• Important 18</li> <li>• Considerable 4</li> <li>• Unrealizable 0</li> <li>• Unnecessary 0</li> </ul>	<ul style="list-style-type: none"> <li>• Any time required to review news, important information and employment opportunities on the program in modern languages.</li> <li>• It is important that the page contains exclusive information for the modern language program to encourage its use.</li> <li>• Must not contain very general or about many things, because it is boring.</li> <li>• Yes because we all do not have the time, because work and study and is a barrier for many people.</li> </ul>
<b>Interest</b>	8. Qualify your participation in this website if it is implemented. Never, Hardly ever, Sometimes, Almost always, Always	The following are the number of people for each item: <ul style="list-style-type: none"> <li>• Never</li> <li>• Hardly ever 1</li> <li>• Sometimes 16</li> <li>• Almost always 14</li> <li>• Always 6</li> </ul>	
<b>Interest</b>	9. At what point can you require access to this website? Why?	<ul style="list-style-type: none"> <li>• What soon as possible</li> <li>• When you want to practice the language and get useful information</li> <li>• When in doubt or need to practice</li> <li>• When required details and to</li> </ul>	

		<p>review important issues with people from other semesters.</p> <ul style="list-style-type: none"> <li>• Any time is good to be aware of: conventions, practices and news</li> <li>• When you need punctual tasks and help</li> <li>• When you need extra distraction and aid</li> <li>• When free time count</li> <li>• Make work and practice</li> <li>• Out of curiosity.</li> <li>• 1 person did not answer</li> </ul>	<ul style="list-style-type: none"> <li>• It depends on the interest and discipline of each person, because thanks to technology these types of tools are accessible and do not require much time. Learning is a sport that if not practiced, not learned.</li> <li>• It is important that the relevance of the information in the website is important that students are interested in accessing.</li> </ul>
<p><b>Interest</b></p>	<p>10. Would you like to be part of this website providing interesting information, solving concerns and / or updating information? Why?</p>	<ul style="list-style-type: none"> <li>• Yes, to make improvements to the project, addressing topics useful, to know other opinions and knowledge and to program evolution</li> <li>• Yes, we all have something new to offer and something new to learn</li> <li>• Participate in this gives a sense of belonging to the University and student growth</li> <li>• Yes, to learn new vocabulary</li> <li>• Of the 33 respondent:</li> <li>• 1 person considers it necessary to see the first website</li> <li>• 1 person answered no, because he not will continue in the program.</li> <li>• 7 people do not have the time, but consider that this is a good project</li> <li>• 1 person did not</li> </ul>	<ul style="list-style-type: none"> <li>• This tool can be linked to "virtual classrooms" as this is not interactive and innovative should be playful and well presented.</li> </ul>

		<p>answer</p> <ul style="list-style-type: none"> <li>• 2 people consider that does not have the required level to do so.</li> <li>• 2 people are not interested.</li> </ul>	
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**Figure 12 Category listing of interest (questionnaire)**

This category can be divided into 2 subcategories, the first, is the students who are **interested** regarding the project, the second is the students who are **not interested** about the project, as in the other categories, the colored markings identifying the participants are:

Respondents who did not complete personal data

Group 5AN

Group 5BN

Although the following two questions are numerical, they do not make this study a quantitative one, because its function is to support the qualitative questions posed in this category.

**Question # 5.** Do you think that this project is?

- |   |
|---|
| <ul style="list-style-type: none"> <li>• <i>Appropriate 15</i></li> <li>• <i>Urgent 7</i></li> <li>• <i>Important 18</i></li> <li>• <i>Considerable 4</i></li> <li>• <i>Unrealizable 0</i></li> </ul> |
|---|

- *Unnecessary* 0

From the responses it can be seen that in total, all students agree that this project should be carried out, not all to the same extent, but none disagreed. about this can infer that students probably need a tool that provides all kinds of important information regarding the program and Modern Languages at the same time support and complement their academic tasks, this, perhaps because the university does not currently have this frame or because they have seen that in other universities exists and works, or perhaps because being so close to the technology they see as the best option.

**Question # 8.** Qualify your participation in this website if it is implemented.

- *Never*
- *Hardly ever* 1
- *Sometimes* 16
- *Almost always* 14
- *Always* 6

At this point it can be seen that only one of the surveyed students, believes that it would be very little access to this page, it may be because they do not have the time or perhaps think that this may not bring benefits to his process and professional projection. On the contrary, the other students would be interested in having access to this new frame, some more than others but maybe all have good expectations for this project, which aims to think that if the new frame is

implemented, most students would join, what makes this feasible, interesting and achievable notion for the University, program, and in general for students.

**Question # 9.** At what point can you require access to this website? Why?

**2.1.Interested:** In this category, the subcategory of interest refers to people who are positive, the creation of this new frame and also consider actively participate, if this is implemented. Within this point, two fronts were found in the positive responses, the first relates to the contribution of this site to the academic and labor part and the activities that can be performed in support of this, the other relates directly to the time available to access to the website.

Responses in relation to the labor environment are:

**Respondent No. 2:** En el momento en que necesite información de **convenios o empleo;** intercambios o información sobre el idioma que más me gusta.

*(In English: By the time that needs information or **employment agreements, exchanges or language information** which I like.)*

*November 6th 2013, questionnaire*

**Respondent No. 9:** En todo momento **no solo en la parte educativa, también en la parte de trabajo y hasta de ocio.**

*(In English: At all times, **not only in the educational part, also on the part of work and even leisure.**)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 2:** *Para, buscar opciones laborales.*

*(In English: For, Search job options.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 4:** *Por curiosidad o en caso de validar algún intercambio o convenio.*

*(In English: Out of curiosity or appropriate validating any exchange or agreement.)*

*November 6th 2013, group 5BN, questionnaire*

One possible interpretation of the responses of these four students is that they are watching the project beyond learning. That is, they are including the potential benefits part of effective business contacts, and possibly see this new frame as a bridge to connect with the world business not only in Colombia but worldwide.

**Respondent No. 3:** *En cualquier momento puesto que me gusta estar enterado de las últimas noticias acerca de lenguas, convenios, prácticas.*

*(In English: anytime because I like to be aware of the latest languages, conventions, practices.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 4:** *Noticias, prácticas, enviar el link a un amigo chat, inquietudes estudiantes de otros semestres.*

*(In English: News, practices, send the link to a friend chat, concerns students from other semesters.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 5:** *Información o nuevas actividades.*

*(In English: Information or new activities.)*

*November 6th 2013, group 5AN, questionnaire*

Regarding the academic part:

**Respondent No. 2:** *Cuando necesite ayuda en la parte académica por distracción o por mantener activa mi vida como estudiante de lenguas modernas.*

*(In English: When I need help in academics or active distraction to keep my life as a student of modern languages.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 6:** *En el momento que sea necesario y pueda compartir ideas.*

*(In English: When it is necessary and can share ideas.)*



*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 7:** *Cuando sea necesario, depende de lo que específicamente se implemente.*

*(In English: When it be necessary, depends on what specifically will be implemented.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 8:** *Para hacer trabajos, buscar temas no entendidos y repasarlos, practicar,*

*etc.*

*(In English: To make tasks, search topics not understood and review them, practice, etc.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 10:** *Cuando requiera practicar el idioma (Inglés, francés) y cuando necesite consultar información que pueda serme útil.*

*(In English: When I needed to practice the language (English, French) and when I need consult information that may be useful to me.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 12:** *Siempre, desde que lo que se presente sea de interés.*

*(In English: Ever since what is present is of interest.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 13:** *Cuando esté haciendo tareas y necesite una ayuda puntual. Cuando quiera practicar otros idiomas (Inglés, francés)*

*(In English: When I'm doing homework and need a specific help when I want to practice other languages (English, French))*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 16:** *Cuando tenga dudas o necesite practicar.*

*(In English: When i have questions or need practice.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 17:** *Dudas*

*(In English: Doubts.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 1:** *Cuando necesite practicar o medir mis habilidades en algún idioma.*

*(In English: When I need to practice or measure my skills in any language.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 5:** *En el momento de interactuar y recordar aspectos importantes y de gran interés en la vida como profesional.*

*(In English: In the moment to interact and remember important aspects of great interest in life as a professional.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 6:** *Siempre, ya que me ayudaría mucho en mis idiomas, en todo, en cuanto a spelling, speaking, listening y demás.*

*(In English: Always, because it would help me a lot in my language at all in terms of spelling, speaking, listening and so on.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 7:** *Para poder estudiar para un examen y conocer más vocabulario.*

*(In English: To study for a test and learn more vocabulary.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 8:** *Toda vez que quiera interactuar y practicar pues es importante tener otro medio para hacerlo.*

*(In English: Every time I want to interact and practice it is important to have other means to do so)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 9:** *Hacer tareas, hablar con compañeros, mirar información de interés, leer, ver videos, subir información.*

*(In English: Do homework, talking with colleagues look relevant information, reading, watching videos, uploading information.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 10:** *En el momento que sea necesario, puesto allí podría encontrar el apoyo requerido.*

*(In English: In the moment necessary, since there could find the required support.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 11:** *Cuando tenga duda acerca del desarrollo de algo, estudiar y aprender más.*

*(In English: When in doubt about developing something, study and learn more.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 12:** *En el curso académico como apoyo.*

*(In English: In the academic course for support.)*

*November 6th 2013, group 5BN, questionnaire*

All these answers agree with the fact that this new frame is a support for all academic activities, plus it collaborates to the development of communication skills. It can be said that students probably need assistance because they believe that they need to learn a language efficiently with different tools, taking into account the interactivity and technology as important factors in the academic development. The authors of this project consider these responses can

divert the main idea which had the implementation, because the idea is to be an informative frame and most students not only this question but along the methods of data collection place a high premium, their academic development, this means that probably the main flaw is not lack of information but the lack of interactive academic aids.

The answers below relate directly to the time students have to access the web site:

**Respondent No. 14:** *En las noches, en los fines de semana porque son los tiempos disponibles para practicar.*

*(In English: In the evenings, on weekends because they are the times available for practice.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 15:** *Lo más pronto posible, porque lo más importante del aprendizaje, es el uso aplicativo enfocado del conocimiento.*

*(In English: As soon as posible, because the most important learning is the application targeted use of knowledge.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 11:** *Los fines de semana ya que es cuando tengo mayor disponibilidad.*

*(In English: On weekends because that is when I have higher availability.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 18:** *Fines de semana y posterior egreso del horario académico.*

*(In English: Weekends and after discharge from the academic schedule.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 3:** *Fines de semana, porque la mayoría de tiempo se trabaja y se estudia.*

*(In English: Weekends because most of time working and studying.)*

*November 6th 2013, questionnaire*

**Respondent No. 1:** *En las noches es el único espacio libre que se podría tener el acceso y la dedicación.*

*(In English: In the evenings it is the only space that could be accessed and dedication.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 3:** *Se puede requerir en los tiempos libres ya que sería ideal practicar en este espacio.*

*(In English: It may require in free times and it would be ideal to practice in this site.)*

*November 6th 2013, group 5BN, questionnaire*

These students may believe that free time can be dedicated to increasing knowledge and to be informe. Moreover that these activities require time, it can be use in a better way with the aim

of organize other activities like work and family. In addition to the questionnaires, this same question was made in the focus group and one of the responses was:

**Respondent No. 6:** *Digamos que el acceso a esta página específica de lenguas modernas sería cuando hay noticias enfocadas solo a nuestra carrera porque a veces uno entra a la página y uno ve todo tan difuso que uno de lenguas modernas no sabe a dónde dirigirse exactamente, entonces si hay un sitio donde solo esta lo que nos interesa a nosotros pues es más fácil, digamos que pues esa sería una de las razones para entrar a la página*

*November 13th 2013, group 5AN, focus group*

According to the response from this student it can be inferred that the interest depends on the type of information found on the page. This statement is probably because he has not had good experiences with these sites and believes that information should be most and point for users seeking access to this type of platform.

**Respondent No. 2:** *A mí se me hace pues que una de las razones para también ingresar a la página, es que como dije anteriormente sería encontrar información que nos sirva para, pues para aprender más y también se me hace que sería muy interesante pues tener como noticias de trabajo que vayan relacionados con nuestra carrera, sería muy bueno porque es algo que uno no lo puede encontrar en todo lado entonces sería algo como más exclusivo para nosotros y me gusta.*

*November 13th 2013, group 5AN, focus group*

This student as some respondents considered that the part of work information is very important, it could be because they currently feel they do not have this kind of information at the university and that students need to project better in the work environment.

## 2.2. Not interested

***Respondent No. 1: No contesto***

***(In English: Did not answer)***

***November 6th 2013, questionnaire***

When not answered a question can be assumed to the respondent is not interested in the topic, which is why this response could be negative because there is no clarity on who should respond or does not have any interest.

**Question # 10.** Would you like to be part of this website providing interesting information, solving concerns and / or updating information? Why?

## 4.1. Interested

***Respondent No. 1: Obviamente si me gustaría haría parte de nuestro sentido de pertenencia hacia nuestra universidad y hacia nuestro crecimiento estudiantil.***

***(In English: Obviously I would like to share our sense of belonging to our university and to our growing student.)***



*November 6th 2013, questionnaire*

**Respondent No. 4:** *Si porque todos hacemos parte de una sola gran familia lenguas modernas.*

*(In English: Yes, because we all be part of one big family modern languages.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 3:** *Si la verdad es interesante ser parte de un proyecto el cual ayude a evolucionar el programa de lenguas modernas.*

*(In English: Yes the truth is interesting to be part of a project which will help develop the program of modern languages.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 8:** *Por pertenecer a la universidad y por ser parte del programa académico y por adquirir, conocimiento, vocabulario y experiencia.*

*(In English: For belonging to the University and be part of the academic program and acquire knowledge, vocabulary and experience.)*

*November 6th 2013, group 5BN, questionnaire*

From these responses can be said that students need to feel that they are included in something; that is, the desire to be recognized and be joined may be because they currently feel excluded and probably believe that the university can give more recognition to the creation of this site. Besides that they can join with more and build a strong group

**Respondent No. 6:** *Probablemente lo consideraría.*

*(In English: probably consider it.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 2:** *Si. Porque creo que el dinamismo o información que puedo aportar puedo ayudar a algunos.*

*(In English: Yes Because I think the dynamism or information I can provide, I can help some people.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 8:** *Si, pues si yo comparto mis inquietudes y respondo la de los demás la mutua interacción resultara en conocimiento.*

*(In English: Yes, because I share my concerns and answer others' mutual interaction will result in knowledge.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 9:** *si, obvio porque considero que todos tenemos información importante que brindar y algo nuevo para aprender.*

*(In English: yes, obviously because I think we all have important information and provide something new to learn.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 10:** *Si. Porque me gustaría que este espacio se fomentara entre los estudiantes con temas cotidianos y de utilidad.*

*(In English: Yes Because I like that this space be encouraged among students with daily and utility topics.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 15:** *Si, podría ayudar a muchas personas y podría nutrir un buen proyecto.*

*(In English: Yes, could help many people and could improve a good project.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 17:** *Si, es conveniente para que otros estudiantes tengan diferentes expectativas.*

*(In English: Yes it is appropriate for other students have different expectations.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 18:** *Si.*

*(In English: Yes.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 1:** *Si, la comunicación y la información contribuyen a un buen desarrollo y ambiente universitario.*

*(In English: Yes, communication and information contribute to good development and university environment.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 6:** *Si, ya que es fundamental para el estudiante de lenguas modernas.*

*(In English: Yes, because it is essential for the student of modern languages.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 7:** *Si, para poder probarlo y que se implemente.*

*(In English: Yes, to prove it and to be implemented.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 9:** *Claro, expresar ideas, transmitir las a otros podría servir para algo.*

*(In English: Of course, to express ideas, pass them on to others might be good for something.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 11:** *Si, para ayudar a otros.*

*(In English: Yes, to help others.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 12:** *Me gustaría más participando cuando ya esté realizado.*

*(In English: I would like more engaging when it will be already made.)*

*November 6th 2013, group 5BN, questionnaire*

From these responses it can be inferred that students are probably excited about having a web site where they can interact and share ideas and information in general, resolving doubts and conveying important ideas. This may be because they have had good experiences when interacting because by sharing ideas they feel they are learning more as well as enriching their vocabulary or because being connected with many people creates opportunities, contacts and interesting information.

#### 4.2. Not interested

**Respondent No. 5:** *Necesitaría ver el sitio para poder aportar.*

*(In English: I need to see the site in order to contribute.)*

*November 6th 2013, group 5AN, questionnaire*

One possible interpretation of this is that this person has not had good experiences with projects that have been proposed. Perhaps has not met his expectations and that is why it is more important to consider see a preview first, or maybe be clear that going to try the project and once it have it clearer the student can give his opinion. Other opinion that may be in the same manner is:

**Respondent No. 5:** *No, no tengo conocimiento sobre este proyecto.*

*(In English: No, I have no knowledge about this project.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 11:** *No, ya que considero mis conocimientos estar en formación y no deseo dar una información errada pero si me gustaría tener acceso a la página.*

*(In English: No, as I consider my knowledge to be in training and do not want to give the wrong information but I would like to access the page.)*

*November 6th 2013, group 5AN, questionnaire*

Apparently this student believes that exchanging information with people in other semesters is not a good idea because the level is different and this can affect the process, rather than benefit it. Probably this student has had contact with people of similar interests, knowledge better or worse, and the result has not been satisfactory, maybe anyone would think this is good because you learn more but maybe this student considers the transmission of knowledge in this way is a little complicated.

**Respondent No. 16:** *No, porque ya voy a concluir y no pienso continuar en la universidad.*

*(In English: No, because I will finish and I will not continue at the university.)*

*November 6th 2013, group 5AN, questionnaire*

This student believes that if he does not continue at the university, he would not mind being part of the project. This may be because he believes that he has chosen the wrong program, or because he had a bad experience with the processes of the university. The student refrains because maybe, it means that this new site may be unnecessary, and the creation of this does not solve anything in the status of the program within the university.

**Respondent No. 4:** *No, no es de mi interés.*

*(In English: No, it is not of my interest.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 12:** *No.*

*(In English: No.)*

*November 6th 2013, group 5AN, questionnaire*

This short and concise answer shows that ultimately these two students are not interested in actively participating in the new website, perhaps because they have not had good experiences with this type of technological tools or because they have no time. With respect to the topic of time, below are presented the responses agree that this could be the biggest obstacle to not participate in the new frame:

**Respondent No. 2:** *Si me gustaría, pero lamentablemente no tengo el tiempo necesario para hacerlo ya que no dispongo de tiempo.*

*(In English: Yes I would like but unfortunately I do not have time to do it since I do not have time.)*

*November 6th 2013, questionnaire*

**Respondent No. 3:** *No! Por tiempo.*

*(In English: No because of time!)*

*November 6th 2013, questionnaire*

**Respondent No. 1:** *Si, pero tendría que contar con el tiempo y lamentablemente en el momento no lo hay.*

*(In English: Yes, but I would have to have the time and unfortunately at the moment there is not time.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 3:** *Me parece bastante interesante, pero lo difícil sería la falta de tiempo.*

*(In English: I find it quite interesting, but the difficulty would be the lack of time.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 7:** *No, tengo mis asuntos aunque el proyecto es bueno.*

*(In English: No, I have my business although the project is good.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 13:** *El proyecto me parece interesante pero tengo muchas obligaciones (No tiempo).*

*(In English: The project seems interesting but I have many obligations (No time))*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 14:** *No respondió.*

*(In English: Did not answer.)*

*November 6th 2013, group 5AN, questionnaire*



**Respondent No. 2:** *En el momento no cuento con el tiempo.*

*(In English: In the moment I do not have time.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 10:** *No, Motivos de tiempo*

*(In English: No, because of the time)*

*November 6th 2013, group 5AN, questionnaire*

One of the main reasons for refusing to be part of this project is the lack of time, this may be because students have several obligations such as work and study and considered that contributing to this new frame would be a new requirement which does not want to do, or maybe do not see it so important to leave other activities that have scheduled. Because most of the students in the questionnaire responded that time was the main obstacle to not being part of this project, the authors of this study looked at students in the focus group if indeed the Time was an obstacle and these were the responses:

**Respondent No. 2:** *Yo creo que sí, porque así como hay muchas personas que tienen tiempo libre que a lo mejor podrían examinar más detalladamente la página, hay personas pues que el tiempo es cortado, es mínimo y que pues por esta razón la facilidad que tienen para aprender, pues es, o sea les toma más tiempo y es más difícil, entonces si es una barrera que pues que existiría para muchas personas pero pues para otros no.*

*November 13th 2013, group 5AN, focus group*

From this answer can be inferred that the student believes that the use of time is crucial to develop many activities. The student refers to learning is easier when you have the time to practice, this can be inferred that maybe he sees that his classmates who have more time, have best advances. It may also be that this student feels, that the lack of time is directly involved in the sharpness of the ideas and how he is absorbing the learning.

Instead students cited below consider interest depends on each person to have the autonomous learning, ie if someone have the time for leisure should be to study, practice and consultation of information of interest, this can say can say that these students have had the opportunity to manage time effectively and have obtained good results or perhaps fellow students who have good average and also have obligations have shown that discipline weighs more than time.

**Respondent No. 7:** *Yo creo que también si es relativo según la persona porque actualmente podemos acceder a una página de internet desde el celular y todos pues la mayoría estamos conectados la mayoría del tiempo en Facebook, whatsapp o twiter y la página se puede acceder desde internet a la página de la universidad y pues no sería un impedimento por ejemplo en mi caso.*

*November 13th 2013, group 5AN, focus group*

**Respondent No. 2:** Yo creo que eso pues es muy personal y de acuerdo al interés que tenga cada persona porque pues cuando uno necesita consultar una página se toma el tiempo necesario, así como por ejemplo para acceder a una red social, gasta uno tiempo y puede hacerlo simultáneamente, entonces veo que no es el tiempo algo malo.

November 13th 2013, group 5BN, focus group

**Respondent No. 4:** Eso ya va mas como en la cultura personal, como decía el, eso es mas en lo que yo quiero y en lo que yo me enfoque, como él decía hay que toma el tiempo para meterse al Facebook y chatear todo el día, y ahí desperdician todo su día, como hay gente que realmente quiere aprender, y quiere tener conocimiento, y quiere ayudas y quiere cosas, ósea el tiempo no es obstáculo, es la disponibilidad de las personas frente a lo que ustedes están proponiendo.

November 13th 2013, group 5BN, focus group

**Respondent No. 7:** Comparto la misma opinión, y pues considero que es más autonomía de la persona, tener disciplina como con el tiempo y practicar, y como el inglés es un deporte, si uno no practica pues no va adquiriendo las habilidades.

November 13th 2013, group 5BN, focus group

**Respondent No. 8:** Pues creo que ahí también estaría ligado, digamos en la relevancia que tenga la información de la página, porque si yo sé que no voy a encontrar, grandes o cosas o como buena información, simplemente como que la voy a obviar de mi tiempo, entonces si yo sé que van a haber como cosas chéveres o me van a hacer importantes entonces puede que yo tome un tiempo,

*así no tenga mucho en la noche o en la mañana y la miro haber como que tipo de cosas o qué tipo de información me puede suministrar.*

*November 13th 2013, group 5AN, focus group*

**Respondent No. 8:** *De pronto a nivel de sugerencia podría ir ligado como un, como las materias virtuales que estamos viendo, entonces pues como dicen los compañeros, es el tiempo que uno como a nivel personal se tome para, no sé bien sea recibir todo lo que ustedes quieran poner en la página, sería muy bueno, ósea sería más como de aporte para uno mismo, en vocabulario, en conocimiento.*

*November 13th 2013, group 5BN, focus group*

**Respondent No. 3:** *Pues que eso depende de que tan interesante pues ustedes implementen esa herramienta o ese objeto virtual de aprendizaje, porque uno digamos con aulas virtuales que aburrimiento entrar porque eso ahí solamente son links y ya, en cambio si la hacen más lúdico más bonito, mejor presentada, que sean cosas que sirvan, vocabulario, todo eso, si puede ayudar, entonces eso depende de lo que ustedes vayan a hacer.*

*November 13th 2013, group 5BN, focus group*

From these responses we can infer that a person takes the time to check something, if this is interesting, namely, if for students learning and practice are important, they will take the time to improve these aspects. Not only what is important is interesting, according to the answers of

these students what encourages to give it the more time to consult such websites is how usable and striking are. Perhaps pictures, activities and novelty, make students to have time to be informed and be satisfied with what they are seeing on a website.

**ANALYSIS OF THE CATEGORY:** With regards to this category, most of surveyed people believe that the proposal that the authors of this project are proposing is appropriate and important, followed by the urgent and considerably options in question number five in the questionnaire. In the same question had placed two additional options that were unrealizable and unnecessary and no student of the 33 respondents in the questionnaire felt that one of these items was an option. In addition to this, according the answers in question eight in the questionnaire, students consider participate in this web site if it is implemented, none answered that they would never participate.

Regard to the question: “When may you require access to this tool?” of the questionnaire, respondents believe that at all times and as soon as possible, and mention specific cases, when required practice, consult specified and important information, if there is doubt or require details on how is the process of students in higher semesters. When specific data are required, when have the time and for curiosity. Besides the academic information, students in their responses also discussed the point of university and working arrangements, because this information can be requested at any time and this is of interest.

When consulted, if students participate as active members providing important information and all that is required, 14 people from the 33 in the questionnaire respondents felt that they are not interested, they do not have the time but feel it is a good project. They do not have the

required level or because they simply do not care, mostly because they lack of time, others believe that improvements can be made to participate and provide important information and knowledge about personal experiences and how they have evolved in the program. Also students believe that each person has something new to tell and likewise something new to learn, so giving a greater sense of belonging to the university and the program of Modern Languages. In general, learning new vocabulary and having many tools to improve skills and academic vocabulary in other languages.

Because most of students responded that it was because of their lack of time in the focus group, we asked again if the biggest obstacle was time and answered that if it could be considered a barrier but that depends on the discipline and the interest of each person , and thanks to technology such sites are accessible from anywhere and on any device without requiring a lot of time because like any sport, the language if it is not practiced, it can not learn which is why it is also important that the site web is striking and very clear and concise information, plus some of the students say that this tool could be linked to "Virtual Classrooms" and thus make their use continuous and is given the importance it deserves.

Finally to end this category the authors conclude that the overall interest of the students in front of the project is good because the great majority consider it important and appropriate. Besides that if this new frame is implemented, it would use with frequency. This may be because they feel that the university does not currently have this type of websites in the Modern Languages program and those are necessary, plus the interest it arouses and motivates students. With regards to time it may require access; students opted for working contacts and academic reinforcement. The students consider that the creation of this new website can be the most

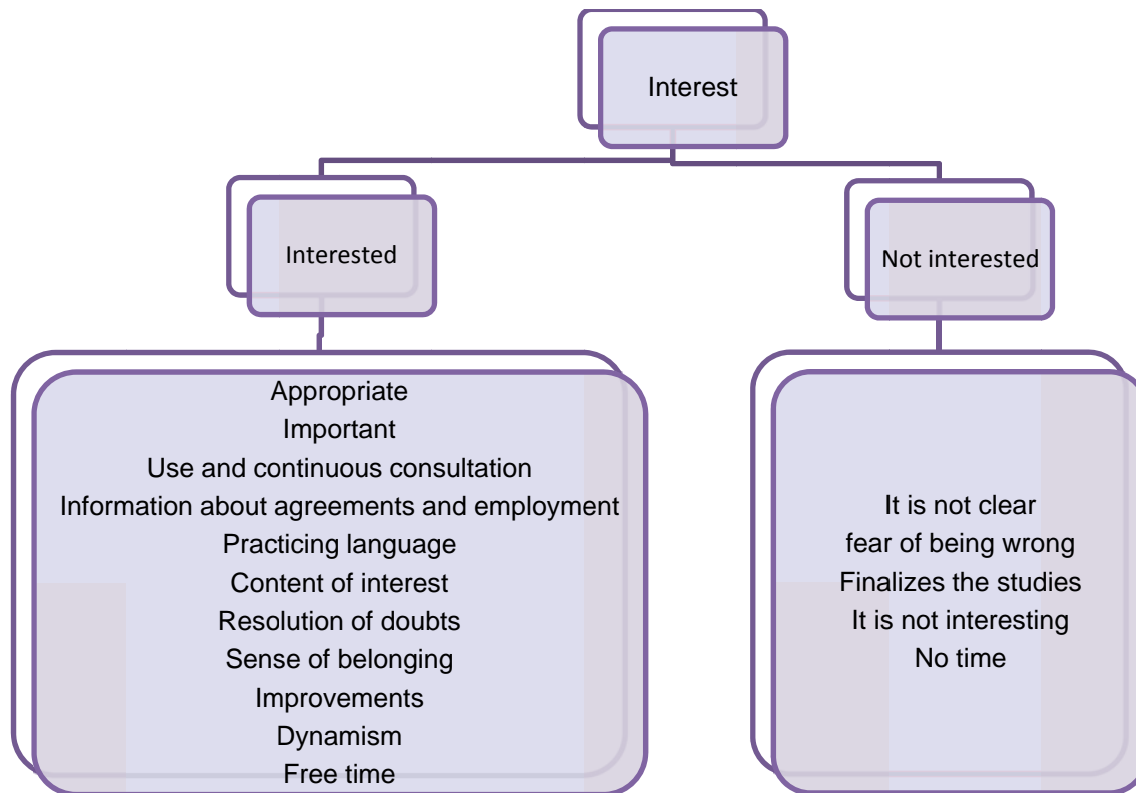
important to their projections as professionals and that if the university counts on this, it could probably be clearer for companies and other universities the modern languages student profile.

With regards to this category, the objective and the research question are presented again below:

*Explore the interest on this website of the of fifth semester students of the evening shift of Modern Languages at ECCI University.*

*Why students may be interested in this website?*

Below are summarized in a graph, the expressions or words most used by students to define each one of the subcategories:



**Figure 13 Scheme of interest category**

3. **POSSIBLE CONTENTS:** The category of possible content seeks to answer one of the research objectives, which is "Identify the main services of interest to include in the website". In this category the contents, which were proposed in the questionnaire by the authors of this project are: Chat, news, general information, activities, publications, agreements, information about embassies and exchanges, translation services for companies and virtual practices. Additionally the questions here inquires about additional contents which could interest to the group respondent.

The category number 3, which corresponds to the possible contents with its questions (2 and 3) in the questionnaire:



5. *What do you consider should include this website? (Mark with an X where you think they are convenient): Chat, News, General information, Activities, Publications, Agreements, Information about embassies and exchanges, Translation services for companies, Virtual practices.*
6. *In addition to the options listed above, what else should include this website?*

And in the focus group is the question 5 as evidenced in the video recording:

*5. Why do you believe that the publications and news should not include?*

This question was chosen after the authors of this project analyzed the questionnaires and found that the news and publications were the items in which students had less fixed to include on the page. The answers to this question as well as the questionnaire were grouped into the same subcategories, in this case in question 2 of the questionnaire respectively because this is the one relates directly, additionally, in the focus group as in the questionnaires, the following colors were defined according to the group:

Group 5AN

Group 5BN

In the table below, a brief summary of the responses of the 33 students in the questionnaires and in the focus group was made. The main points detected by the researchers, with the aim of bringing the reader who will find in the analysis presented immediately after this table.

<b>CATEGORY LISTING OF POSSIBLE CONTENTS (Questionnaire)</b>			
<b>Categories</b>	<b>Questionnaire</b>	<b>Questionnaire</b>	<b>Focus group</b>
<b>Possible contents</b>	2. What do you consider this website should include? Chat, News, General information, Activities, Publications, Agreements, Information about embassies and exchanges, Translation services for companies and Virtual practices	The following are the number of people for each item: <ul style="list-style-type: none"> <li>• Chat 23</li> <li>• News 16</li> <li>• General information 19</li> <li>• Activities 23</li> <li>• Publications 11</li> <li>• Agreements 28</li> <li>• Information about embassies and exchanges 32</li> <li>• Translation services for companies 28</li> <li>• Virtual practices 24</li> </ul>	<ul style="list-style-type: none"> <li>• Instead, news is a support for multiculturalism information in another language.</li> <li>• Yes there should be news as au pair because according to statistics Colombian are the best in the world and that should be disclosed to recognize the importance of knowing other languages in this work.</li> </ul>
<b>Possible contents</b>	3. In addition to the options listed above, what else should this website include?	<ul style="list-style-type: none"> <li>• Grammatical didactic activities in different languages</li> <li>• Culture of other countries</li> <li>• Job opportunities</li> <li>• Links to the virtual practice of listening, pronunciation and everything related to language learning.</li> <li>• Blogs to practice and share ideas</li> <li>• Training and planning cultural events</li> <li>• monitoring tests on line and off line</li> <li>• Segmentation of the contents per</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to know about the exchanges and experiences of other students, as are the processes and requirements that must be met.</li> <li>• Are important, what happens is that often people do not take the time to review this information.</li> <li>• In the work and educational environment should be very specific and important things.</li> </ul>

		semester. <ul style="list-style-type: none"> <li>• Forums</li> <li>• Information for graduates</li> <li>• Glossaries</li> <li>• Language Level Assessments</li> <li>• Video calls to talk to s</li> <li>• trangers</li> <li>• Music</li> <li>• Debates</li> </ul>	
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**Figure 14 Category listing of possible contents (questionnaire)**

This category can be divided into 2 subcategories: First, the **new contents** regarding the project; second, the contents are **complete**, as in the other categories, the colored markings identify the participants:

Respondents who did not complete personal data

Group 5AN

Group 5BN

**Question # 2.** What do you consider should this website include? (Mark with an X where you think they are convenient):

- |   |
|---|
| <ul style="list-style-type: none"> <li>• <i>Chat 23</i></li> <li>• <i>News 16</i></li> <li>• <i>General information 19</i></li> <li>• <i>Activities 23</i></li> </ul> |
|---|

- *Publications 11*
- *Agreements 28*
- *Information about embassies and exchanges 32*
- *Translation services for companies 28*
- *Virtual practices 24*

In this response can be said that most students are interested in information about embassies and exchanges. This may be because when a person is learning other languages is interested in travelling, experience other cultures and learning the language in the country where this is the native language, so perhaps are interested in knowing this information. The second option with the most points was two actually: agreements and translation services. Students may have chosen these options because they believe that it is a very important project from the beginning of their studies and perhaps see these options as an opportunity for effective business contacts. By contrast the options with lower scores were the publications and news, perhaps students consider that these points are not as important as others. In the focus group, the authors did consult if the students were in accordance with these options and the answers were:

**Respondent No. 7:** *Pues yo creo que si deberían incluir noticias porque nosotros no estamos bien informados sobre muchas ofertas laborales que son noticia actualmente, por ejemplo, muchas personas no saben que la mejor Au Pair alrededor del mundo es la Au Pair colombiana y esa es una noticia en la cual pues nosotros deberíamos enfocarnos, las personas de lenguas modernas, sobre todo las mujeres porque las Au Pair mujeres que viajan y se reconocen como las mejores en*

*el mundo, salen de Au Pair Colombia que es la mejor agencia que hay acá y esa oferta aplica para los estudiantes de lenguas, porque en realidad somos nosotros el foco que necesita esa empresa.*

*November 13th 2013, group 5AN, focus group*

**Respondent No. 8:** *Pues yo opino también igual que mi compañero, David, no porque digamos es muy importante saber más o menos acerca de los intercambios y de las experiencias que puedan tener algunos otros compañeros de la carrera que de pronto fueron, compartieron, hicieron cosas, pues aprendieron y de pronto eso puede servir también como retroalimentación para nosotros, que podemos hacer, que no debemos hacer y digamos como hacerlo más fácil, como podría ser el proceso pues más fácil para nosotros, entonces pienso que eso es importante en la página.*

*November 13th 2013, group 5AN, focus group*

From these two responses can be said that these two students, focus their interest on the experience it may have a person abroad and how, through this new frame can do, than their peers and people with the same interests and the known obtain full information about the processes and the overall experience. This we can infer that they feel uninformed as to the information that may be of interest, and therefore see the need to publications news and the ones in the frame, maybe believe that if this information be timely published more students can access many opportunities abroad. Another student sees it from the point of view of employment:

**Respondent No. 4:** *Yo podría de pronto opinar ahí que de pronto el propósito o el que personalmente tome era como más de laboral, mas ámbito educativo, que de pronto no estar uno así con la extensión de noticias, o de farándula o de cosas así, ha de ser que ya sean noticias laborales, si cosas que sean muy puntuales y muy importantes, si, de pronto por ese lado lo tome yo.*

*November 13th 2013, group 5BN, focus group*

From this it can be said that this student believes that information should be of interest, labor, which is what currently students require and should be clear and concise and not include on the contrary news and long and useless posts, maybe he believes this because he considers that where information is clear the processes are efficient and the information is punctual and important.

**Respondent No. 3:** *Por el contrario, ósea yo pensaría que deberían publicar todo tipo de noticias, todo tipo de cosas porque relativamente leyendo todo ese tipo de artículos ya sea de New York, de Australia de cualquier otro lado del mundo que se hable inglés, eso lo ayuda antes a uno, ósea yo pensaría por el contrario que si sería bueno encontrar eso.*

*November 13th 2013, group 5AN, focus group*

**Respondent No. 6:** *Pues no tanto que no sean importantes y que no se deban incluir, si no que muchas veces uno no se toma el tiempo para hacer lecciones extensas, es eso, pero no es que no sea importante.*

*November 13th 2013, group 5BN, focus group*

One possible interpretation of these last two responses is that students might be interested in the information in a language other that is not extensive because possibly not have much time or just interested in concise issues and things that contribute to cultural knowledge.

**Question # 3.** In addition to the options listed above, what else should include this website?

### 3.1.New contents

**Respondent No. 2:** Trabajo para personas bilingües.

(In English: Working for bilingual people.)

November 6th 2013, questionnaire

**Respondent No. 4:** Ofertas laborales.

(In English: Job opportunities.)

November 6th 2013, group 5AN, questionnaire

**Respondent No. 9:** Links o páginas relacionadas a el aprendizaje, novedades sobre trabajos de la carrera.

(In English: Links or pages related to learning news about Jobs in the program.)

November 6th 2013, group 5AN, questionnaire

**Respondent No. 10:** Ofertas de empleo.

(In English: Job Offers.)

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 12:** *Considero que trabajos ofertados por empresas.*

*(In English: I think jobs offered by companies.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 17:** *Experiencias de otros estudiantes en cuanto a los intercambios. Ofertas de empleo relacionado.*

*(In English: Experiences of other students in terms of trade. Offers of employment related.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 11:** *Vínculos laborales con el programa.*

*(In English: occupational links with the program.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 12:** *Una base de empleos.*

*(In English: A database of jobs.)*

*November 6th 2013, group 5BN, questionnaire*

Some of the students agree that the job offers should be included in the new frame, this may be because they believe that occupationally be located, helps students to be motivated on the program who are studying or because if they have more information about that students are able be encouraged and be sure that there are job opportunities for students of Modern Languages. In



addition to the labor issue at this point as in many predominate in this analysis, academic support, the opinions are:

**Respondent No. 4:** Ayudas académicas.

*(In English: Academic Supports.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 18:** Servicio de tutorías y monitorías online y offline de temas críticos en el proceso enseñanza y aprendizaje de una segunda y tercer lengua.

*(In English: Service tutorials and online and offline monitoring tests of critical issues in the teaching and learning of a second and third language process.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 1:** Asesor o tutor.

*(In English: Advisor or tutor.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 10:** Un tutor especializado.

*(In English: A specialized tutor.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 2:** Juegos de interacción en otros idiomas para jugar entre dos o más personas.

*(In English: Games of interaction in other languages to play between two or more people.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 3:** *Podría haber algo respecto actividades referentes al idioma inglés.*

*(In English: There could be something about activities related to the English language.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 5:** *Actividades, cultura de otros países, etc.*

*(In English: Activities, culture of other countries, etc.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 13:** *Permitir formación y planeación de eventos culturales.*

*(In English: Allow training and planning of cultural events.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 6:** *Blogs donde las personas puedan hacer practica y compartan ideas.*

*(In English: Blogs where people can ask and share practical ideas.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 9:** *Blogs o cualquier forma de producir texto y expresar ideas, opiniones.*

*(In English: Blogs or any way to produce text and express ideas, opinions.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 8:** *Cada una de las anteriormente mencionadas adaptadas al idioma que estemos viendo por semestre.*

*(In English: Each of the above adapted to the language that we are seeing this semesters.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 11:** *Evaluaciones que determinen las falencias de los estudiantes y los temas que el estudiante debe reforzar.*

*(In English: Evaluations to determine the weaknesses of the students and the subjects that the student should be strengthen.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 14:** *Foros, información de egresados, glosarios.*

*(In English: Forums, alumni information, glossaries.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 15:** *Alguna forma de entretenimiento en la cual el estudiante una mayor conexión entre la herramienta y su conocimiento.*

*(In English: Some way of entertainment in which the student a greater connection between the tool and knowledge)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 16:** *Podría ser otro tipo de práctica virtual tal vez con más énfasis en el listening y la pronunciación.*

*(In English: It could be another type of virtual practice perhaps more emphasis on listening and pronunciation.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 3:** *Plataformas virtuales las cuales ayuden a la práctica y desarrollo de los idiomas.*

*(In English: Virtual platforms which help the practice and development of languages.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 6:** *Video llamadas para hablar con extranjeros para así obtener más vocabulario y un mejor listening.*

*(In English: Video calls to talk with foreigners to get more vocabulary and listening.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 7:** *Podcast, juegos, canales musicales, chat interactivo, foros, blogs, debates.*

*(In English: Podcast, games, music channels, interactive chat, forums, blogs, debates.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 8:** *Enlaces o vínculos que permitan reforzar las habilidades o conocimientos adquiridos en las clases.*

*(In English: links that reinforce the skills or knowledge acquired in class.)*

*November 6th 2013, group 5BN, questionnaire*

For these students the most important thing is probably to find playful and interesting activities to enrich their knowledge, and that these can help what they have learned at the university in person, it could be that maybe, time or intensity does not permit learn languages

completely because to learn two or three languages at the same time is difficult, the study period is less and need activities to promote learning in a dynamic way so that this does not become tedious or monotonous, is why they come up with ideas all based on interactivity, and playful learning together because they need to make learning efficient and actually learn what they should in the short time they have with.

### 3.2.Complete

**Respondent No. 1:** *Todas a mi parecer ya están.*

*(In English: All in my opinion are already.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 3:** *No!*

*(In English: No!)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 1:** *Creo que está completo los temas sugeridos.*

*(In English: I think it is complete the suggested topics.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 7:** *Nada.*

*(In English: Nothing.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 2:** *En el momento no se me ocurre.*

*(In English: At the moment I do not know.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 5:** *Ninguna.*

*(In English: Nothing.)*

*November 6th 2013, group 5BN, questionnaire*

Finally in this category, these students believe that the content is complete, perhaps at the moment they were there were no other items, or maybe they found what they were looking at a new dedicated website for the program of modern languages.

**ANALYSIS OF THE CATEGORY.** The category of contents, not only meets one of the objectives of this project, but also sought to know if the students agree with the contents proposed by the authors of this project and all additional contents which students may suggest. In the case of the services proposed by the authors of this project, the items that were approved in their majority included in the new product were: information about embassies and exchanges, agreements and translation services for companies; on the contrary, the less interest to students were publications and news, that is why for the focus group, the question of why it should not include these two items on the new website was contemplated, but the students responded that on the contrary, it is very important, that perhaps at the moment there were more attractive options, but the news that support the multicultural information that should have on other countries

besides the knowledge of the language, which can also be very important information for the working and educational environment, meet specific news and publications.

Another question in this category, invited students to review and suggest content for the new website, and the most striking were grammatical didactic activities in different languages, culture of other countries, job opportunities, links to the virtual practice of listening, pronunciation and everything related to language learning, blogs to practice and share ideas, training and planning cultural events, monitoring tests on line and off line, segmentation of the contents per semester, forums, information for graduates Glossaries, language Level Assessments, video calls to talk to foreigners, music and debates. As can be seen all the options for students, aimed at the development and learning of languages without leaving aside the work environment and all the important information about other countries, or anything that might interest the Modern Languages program.

Concluding it may be inferred from all student responses in this category that for content, there are two foci, the first is the work in which students may believe that the university does not have the necessary information for students of Modern Languages be satisfied with the decision they took, so suggest that this new frame count with all labor information, effective business contacts and experiences of other students here in Colombia and other countries, this is mostly because maybe they do not have clarity of scope to apply upon completion of the program. The next focus is the academic front, it could be that students feel there are gaps in their learning process and as mentioned above studying two or more languages the issue of time is paramount and at the moment they may not have and this is why it requires that the frame proposed activities are playful and interactive, so that can be made from anywhere and are enjoyable to use.

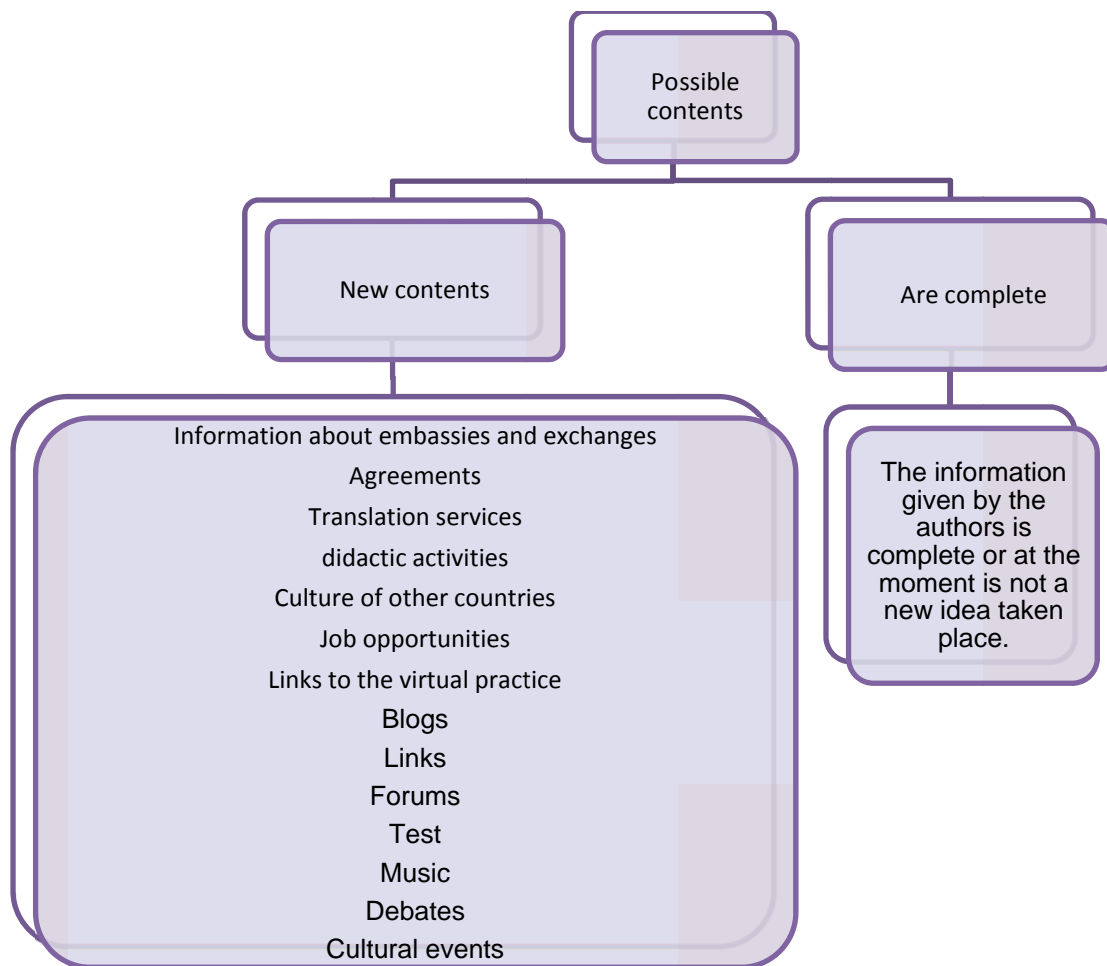
With regard to this category, the objective and the research question are presented again below:

*Identify the main services of interest to include in the website.*

*Which web services should this website include?*

It can be said that the objective was fulfilled because the purpose and the research question are complete, why? Because the content from two different points are identified, the first when the authors of this project suggested some topics in which students probably had the opportunity to know they was being proposed, and from this to the next question sought to investigate a more direct opinion, managed to propose interesting items which can be helpful if the university decides to carry out the project.





**Figure 15 Scheme of possible contents**

4. **FEASIBILITY:** the category of viability meets the objective: "Recognize the level of the feasibility of the development of this website.". This category seeks to understand if the project researchers are right about the proposing, if this should be or do not, and the opinions that arise on this point.

The category number 4, which corresponds to feasibility with its question 4 in the questionnaire:

**5. *Dou you consider that this project can be carried out? Why?***

And in the focus group is the question 1 as evidenced in the video recording:

**1. *Why should this project be carried out?***

This question was chosen after the authors of this project analyzed the questionnaires and found that it needed depth at how feasible saw students, the implementation of this project. The answers to this question as well as the questionnaire were grouped into the same subcategories, in this case in question 4 of the questionnaire respectively because this is the one relates directly, and it is the only one in this category; additionally, in the focus group as in the questionnaires, the following colors were defined according to the group:

Group 5AN

Group 5BN

In the table below a brief summary of the responses of the 33 students in the questionnaires and in the focus group was made. That is, the main points detected by the researchers, with the aim of bringing the reader which will find in the analysis presented immediately after this table are set.

CATEGORY LISTING OF FEASIBILITY (Questionnaire)			
Categories	Questionnaire	Questionnaire	Focus group
Feasibility	4. Dou you consider	<ul style="list-style-type: none"> <li>• Yes it is feasible,</li> </ul>	<ul style="list-style-type: none"> <li>• At the university there</li> </ul>

	<p>that this project can be carried out? Why?</p>	<p>because it is a good initial idea, and the program languages currently do not have this, it is an added value.</p> <ul style="list-style-type: none"> <li>• It is an innovative proposal</li> <li>• 2 people think that depends on the approach and this is not staff for this purpose</li> <li>• Must formally apply to the University and justify its use</li> <li>• Yes, this is possible because it exists in other universities</li> <li>• Yes, if it is support financially at ECCI.</li> <li>• Yes because the University should invest more in improving and inclusion of new tools.</li> <li>• Yes it is an easy tool to install and does not generate high costs</li> <li>• 1 person think it is a long-term, large economic investment but they can achieve.</li> <li>• Yes, to promote the department</li> <li>• Centralization of faculty.</li> <li>• Yes and this is a commitment of the University, to ensure support for students</li> <li>• Yes, the university has the resources and virtual spaces must be complimented</li> </ul>	<p>is no support in the labor area as there is in other universities, ie, informational support for agreements and what students want, at this time only the company Convergys is known, creating a sense of frustration .</p> <ul style="list-style-type: none"> <li>• It is important to be aware of other opportunities with good working conditions.</li> <li>• Although students do not have much free time, this website being virtual, is collaborating with the autonomous learning.</li> <li>• Yes, to get information, clear and specific on the program of Modern Languages.</li> <li>• Current page of the University is not at the forefront with ICTs.</li> </ul>
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Figure 16 Category listing of feasibility (questionnaire)

This category can be divided into 2 subcategories: Students who believe that it is **feasible** and who consider it is **not feasible**, as in the other categories, the colored markings identifying the participants are:

Respondents who did not complete personal data

Group 5AN

Group 5BN

**Question # 4.** Do you consider that this project can be carried out? Why?

#### 4.1.Feasible:

***Respondent No. 1:** Si, porque es algo que nos va ayudar a todos los estudiantes, en beneficio de todos.*

*(In English: Yes, because it is something that will help us all students the benefit of everybody.)*

*November 6th 2013, questionnaire*

From this response can be inferred that, when a project benefiting a larger community, is viable because this positive aspects are providing not only by a person but to many. It makes the project more feasible, as says the student below, who probably thinks that the fact that it interest everyone does the proposal realizable:

***Respondent No. 10:** Considero que es viable y que es de interés general.*

*(In English: I think it is feasible and that is of general interest.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 2:** *Si, porque es necesario para el cambio de pensamiento en los estudiantes hacia su propia carrera ya que muchos no la toman en serio.*

*(In English: Yes, because it is needed to change thinking in students towards their own program and that many do not take it seriously.)*

*November 6th 2013, questionnaire*

This answer it could be said that this student has peers in their environment, from whom perceived lack of interest and that is why he considers that if carried out the implementation of the new frame can be achieved perhaps there ownership of part of the students to the program of Modern Languages and the University.

**Respondent No. 17:** *Puede que sí, es una propuesta innovadora que permite que los estudiantes se sientan identificados con la carrera.*

*(In English: Maybe, it is an innovative approach that allows students to feel identified with the program.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 14:** *Si ya que ayudaría a impulsar el área de lenguas modernas.*

*(In English: Yes, as it would help to impulse the area of modern languages.)*

*November 6th 2013, group 5AN, questionnaire*

Likewise these students also believes the program needs to be more known inside and outside of the university and the implementation of new technologies can make this possible, can be

inferred then that this student believes that everything that is promoted by technology means is known and interesting.

**Respondent No. 1:** *Si, porque sería de gran ayuda para los estudiantes, profesores, y la carrera.*

*(In English: Yes, because it would be helpful for students, teachers, and the program.)*

*November 6th 2013, group 5AN, questionnaire*

Maybe when this student speaks support, it refers to the members of the Modern Languages program, can be found in this frame all kinds of interesting information to provide benefits to teaching, learning and administrative their processe.

**Respondent No. 2:** *Si, porque es una herramienta "Fácil" de montar y no genera mayor costo.*

*(In English: Yes, because it is an "easy" tool to assemble, and does not generate greater cost.)*

*November 6th 2013, group 5AN, questionnaire*

From this, it can be said that maybe this student has had experience with the implementation of technology tools, or has experienced similar processes of implementation, allowing him to claim that by not incurring large costs and investment in different resources this project is feasible easy to implement and use, also an opinion may be due to he works on this type of informative web sites and feels usable and feasible. Below there are some similar opinions that support this:

**Respondent No. 9:** *Si, hay gente capacitada tanto en tecnología e informática como en lenguas modernas, falta el apoyo de la parte administrativa.*

*(In English: Yes, there are people skilled in technology and informatics and modern languages, lack of support from the Admin. area)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 3:** *En mi concepto si podría llevarse a cabo, siempre y cuando la ECCI lo apoye económicamente para salir a la luz pública.*

*(In English: In my opinion it could be done as long as the ECCI support it financially to go out into public view.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 18:** *Si en la medida que reciba apoyo por las directivas pero que su administración se conjunta con la comunidad.*

*(In English: Yes, as it receives support by the directives but his administration be together with the community.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 3:** *Si se puede llevar a cabo ya que la universidad cuenta con los recursos y aparte de eso tiene espacios virtuales los cuales necesitan de un complemento para nuestro programa.*

*(In English: Yes it can be carry out as the university has the resources and apart from that has virtual spaces which need a compliment to our program.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 11:** *Si me parece que con apoyo de la universidad crear esta plataforma sería fácil y viable.*

*(In English: Yes I think that with the support of the university to create this platform would be easy and feasible.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 13:** *Si, porque la universidad debe invertir más en el mejoramiento e inclusión de nuevas herramientas en pro de mejorar.*

*(In English: Yes, because the university needs to invest more in improving and adding new tools towards improving.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 9:** *Si claro, porque es una ayuda enorme para los estudiantes y para la universidad.*

*(In English: Yes of course, because it is a huge help to students and to the university.)*

*November 6th 2013, group 5AN, questionnaire*

Unlike students already mentioned, this student believes that even if it can be carried out, he has a totally different perception. These technological projects require large investment of resources that make that the creation of this frame takes place in a long-term. This student has probably been involved in expensive technological projects or someone has told him it is hard and long or maybe it is a perception without bases.

**Respondent No. 8:** *Es un proyecto a largo plazo pues este tipo de proyectos requiere gran inversión económica pero si se podría lograr.*



**(In English: This is a long term project as these projects will require substantial financial investment but could be achieved.)**

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 4: Si es posible ya que muchas universidades poseen plataformas de este tipo.**

**(In English: Yes, is possible, since many universities have such platforms.)**

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 2: Si es viable, en otras universidades lo están implementando.**

**(In English: Yes it is feasible, in other universities are implementing it.)**

*November 6th 2013, group 5BN, questionnaire*

Clearly these two students agree on the fact that this project exists in other universities and can be carried out in the ECCI, this may be because they have heard of these platforms in other institutions or have friends with the same interests, who have commented this kind of web sites and possibly consider that the University can have it without any problem.

**Respondent No. 5: Tal vez se pueda llevar a cabo, depende del enfoque que le den.**

**(In English: Maybe it can be carried out depends on the approach given.)**

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 15:** *Si, porque de una idea base puede estructurarse este proyecto. Hay que tener en cuenta que es una página web, por ende sería solo el enfoque del contenido por parte del personal de Lenguas Modernas.*

*(In English: Yeah, because from a basic idea can be structured this project should be borne in mind that it is a web page, therefore only would be approach to content by the staff of Modern Languages.)*

*November 6th 2013, group 5AN, questionnaire*

These students believe that if the project is done right, may be feasible, it probably means it has to be interesting for students to generate interest to use it, this may be because he has seen very good websites that can be used easily, and are very useful or because he has seen some that are not very good and believes that such sites should not be developed and perhaps considers it so important to be careful with the content.

**Respondent No. 6:** *Si, últimamente los tiempos están cambiando a diario y sería bueno implementar esto en la universidad.*

*(In English: Yes, lately times are changing daily and it would be good to implement this in the University.)*

*November 6th 2013, group 5AN, questionnaire*

When this student talk about that times are changing, probably means that now is the technology that allows that a company be on the forefront and allow its users to have all the useful information available and easy to understand, especially when speaks of an educational organization that must aim at a didactic and uniform learning.

**Respondent No. 7:** *Si, porque realmente es una herramienta que hace falta por ejemplo los chats solo en ingles ayudaría mucho a la práctica.*

*(In English: Yes, because it really is a tool that is needed such as chats, only in English will help a lot in practice.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 12:** *Si, porque hace falta esto en la universidad delimitado por carreras.*

*(In English: Yes, because it is needed at the University delimited by programs.)*

*November 6th 2013, group 5AN, questionnaire*

**Respondent No. 5:** *Si, porque sería de mucha utilidad para la centralización de la facultad e interés de personas bilingües.*

*(In English: Yes, because it would be very useful for the centralization of faculty and interest of bilinguals.)*

*November 6th 2013, group 5BN, questionnaire*

From these responses we can infer that students feel that they lack the technological support to the program of Modern Languages and probably this can be a very good option if done well for each program, this desire for improvement may be because these students have sense of belonging to the University and are interested to be recognized, that same well, professionals can be seen in an excellent way.

**Respondent No. 16:** *Puede llevarse a cabo pero si todos los estudiantes de la carrera hacemos una solicitud formal y justificada a la universidad.*

*(In English: It may be carried out but if all students in the program make a request formal and justified to the university.)*

*November 6th 2013, group 5AN, questionnaire*

It could be said that this student is clear that to carry out a project, it must formally be presented and suggested. It may be considered that this student sees that viable project if the process properly followed, it could be because he knows how they are processes in a company or because he believes that there must be a consensus for a project to be carried out.

**Respondent No. 1:** *Si la universidad debe velar por lograr que los estudiantes mejoren sus habilidades y esa herramienta ayuda a mejorar.*

*(In English: Yes, the university must ensure achieving students improve their skills and this tool helps to improve.)*

*November 6th 2013, group 5BN, questionnaire*

From this response can be understood that the student believes that perhaps it is the responsibility of the university to have students gain better knowledge, being so, that the implementation of such websites can help students to improve their skills and perhaps make this feel satisfied with the university and the program. Similarly more students below express their thoughts:

**Respondent No. 7:** *Si, porque la institución necesita implementar herramientas tecnológicas para que se alcance un nivel de inglés superior y la autonomía del estudiante.*

*(In English: Yes, because the institution needs to implement technological tools for a higher level of English is reached and student autonomy.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 4:** *Si, es una buena opción para esta carrera.*

*(In English: Yes, it is a good choice for this program.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 6:** *Si, ya que por un medio virtual se puede colaborar aún más a los estudiantes para tener mejor habilidades en cuanto a los idiomas.*

*(In English: Yes, because for a virtual media can collaborate even more students to have better skills in terms of languages.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 10:** *Si, puesto que sería una herramienta de apoyo.*

*(In English: Yes, time as it would be a support tool.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 11:** *Si, por miles de necesidades de graduados.*

*(In English: Yes, for thousands of graduates needs.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 12:** *Si, porque sería un valor agregado para los estudiantes.*

*(In English: Yes, because it would be an added value for students.)*

*November 6th 2013, group 5BN, questionnaire*

**Respondent No. 8:** *Claro que sí, debido a que nuestro programa se diferencia a los demás, por los idiomas de estudio.*

*(In English: Sure, because our program is different from others, for language study.)*

*November 6th 2013, group 5BN, questionnaire*

In addition to the opinions in the questionnaires on the feasibility of the project, in the focus group, under the same question students expressed the view:

**Respondent No. 1:** *Bueno principalmente porque efectivamente en la universidad no existe ese apoyo a la parte laboral y más que todo en nuestra carrera que la vemos que es como algo que está un poquito olvidado a comparación de otras carreras, como mecánica automotriz o ingeniería, entonces sí me parece un apoyo en el cual nos pueden informar y acerca de que uno a veces va a coordinación a coordinación y profe que hay de los nuevos convenios, mire nosotros queremos, y pues realmente lo único que hemos visto es convergys y pues desde nuestra área y desde mi propia experiencia personal, porque estuve 4 meses en convergys, yo en lo personal me sentí frustrada en esa empresa, entonces para mí no fue un aporte y especialmente a la carrera tampoco lo vi, pues porque bueno el nivel tampoco daba para hablar en inglés, pero tampoco es que se vea mucho ese énfasis en ingles todo el tiempo a la final tu escribes como cayo porque la llamada no te da espera de decir, será que aquí debe ir el verbo to be en esta oración o no, entonces en ese caso sí me parece bastante importante para nosotros que siempre peleamos infórmenos de más cosas y de todas las alternativas que tenemos, me parece adecuado.*

*November 13th 2013, group 5AN, focus group*

When the student finish the comment, the authors of this project consulted all students present at the focus group sesión: Are you agree whit the opinión of your peer about job opportunities? and everyone say ¡YES!

One possible interpretation of this response is that the student believes that one of the weaknesses of the program of Modern Languages at the ECCI is that there is not enough employment information for students to choose their working projection, and this creates a sense of abandonment which weakens the program and possibly generate that students do not have extra motivation, learning to study at this university, this can be perceived by the unconformity possibly manifested by their peers or because the student perceives the situation so currently.

**Respondent No. 2:** *Bueno pues yo pienso que más que en el ámbito laboral, podemos profundizar en todo el conocimiento pues que muchas veces no alcanzamos por tiempo por inconvenientes a ver aquí y muchas personas pues que trabajan y estudian, así como hay personas que tienen mucho tiempo libre, entonces sería bueno que en este, pues en este espacio hubieran temas que de verdad pues no ayuden a mejorar las falencias que tenemos por nuestra propia cuenta.*

*November 13th 2013, group 5AN, focus group*

In contrast to the previous answer this student believes which more that employment options, it is most important academic feedback, which can not be taken in classes, because the short time intensity, then see this website as an option for better tools and improve their communication

skills, perceives this, perhaps because he feels that what he has learned so far is not enough to succeed in the professional field. Likewise the following students think from academic point of view, it may be because they believe there gaps in learning the language or because they believe something more interactive can help them improve their communication skills and have a better performance in the real working world, these are:

**Respondent No. 1:** *Porque ayudaría en el proceso de la adquisición de una segunda lengua y ayudaría a practicar al estudiante, a desarrollar las habilidades que ha obtenido durante el proceso.*

*November 13th 2013, group 5BN, focus group*

**Respondent No. 2:** *Me gustaría que se llevara a cabo porque hay personas interesadas de pronto en adquirir mucha más información sobre la carrera como tal y no está bien especificada en la página de internet, pues por esa razón pues pienso que sería muy importante crear ese link y hasta para los mismos estudiantes crear una página, un link en una segunda lengua, pues para aprovechar y mejorar el conocimiento que tenemos.*

*November 13th 2013, group 5BN, focus group*

**Respondent No. 3:** *Es necesario porque pues actualmente no hay un lugar para estudiantes de lenguas modernas donde puedan, se pueda interactuar, ósea muchas veces hacen falta páginas especiales para que se pueda chatear al menos entre nosotros y con un extranjero, y pues realmente la tecnología que usa actualmente la institución no está a la vanguardia pues con los Tics que se están manejando en este momento.*



*November 13th 2013, group 5AN, focus group*

**Respondent No. 4:** *Yo diría que es una herramienta de complemento para nosotros que estamos estudiando y para los que inician como decía Kathe, para tener esa interacción no solamente con la carrera cuando estamos aquí sino continuamente, esa interacción con otras personas, esa interacción con extranjeros, como decía, con noticias, todo en inglés, entonces yo creo que eso es como un aporte muy importante para nosotros para crecer en el idioma, para aprender más, es una ayuda, una herramienta fundamental.*

*November 13th 2013, group 5AN, focus group*

#### 4.2. Not feasible:

**Respondent No. 3:** *No, no hay personal lo suficientemente motivado para tal fin.*

*(In English: No, no people motivated enough for this purpose.)*

*November 6th 2013, questionnaire*

Of the 33 people surveyed, one student believes that the project is not feasible in the absence of human resources for this purpose, this can be said that this student probably thinks that the university does not have the necessary staff employed to carry out such projects or perhaps the student realizes that at the moment resources should be directed to other projects in order to benefit the university.

**ANALYSIS OF THE CATEGORY.** At this point, most students felt that it is a feasible project, among the most mentioned reasons, is feasible because it is a very good idea and today the university does not have this that would give added value to program and that such tools exist in other universities, is an innovative approach which can formally propose to the university, justifying its use by connecting all students, in addition to these reviews also comment that may be considered only if the university supports the idea financially. , Which would be very good, as is the task of the university invest in continuous improvement and the inclusion of new tools to help the student progress, considering that these applications are no great costs and are easy and fast in their development and installation, working with the centralization of Modern Languages program and giving a good use of the technological resources of the university.

In addition, the focus group one student commented that it is a feasible project because it supports the work environment, as in other universities, for example, said the student, it would be very interesting to have job offers in addition to the company Convergys, and have agreements with companies that can give students the confidence that they can practice the knowledge acquired throughout the academic process with favorable working conditions, due to the fact that only one company is known within the conventions the program is frustrating . Another of the points is that if there is this new website , students have little time to do extra activities can enter easily and quickly to this type of tool to autonomous learning and collaboration , with clear information in Modern Languages Program and finally allowing the university be in the forefront of this ICT. Although it is feasible for the majority, 2 of the 33 students respondent in the questionnaire, say that that be carried out depends on the proposal made to the university, besides that there is no staff for this project and 1 of them felt that it is a

good project but probably this can be delayed in done, in large part by the economic investment that can be big.

Finally, the authors conclude in this category from the point of view of students, these are mostly in accordance with the proposed project on the inclusion of a new frame can be carried out, Because first consider that the university needs, that is, perhaps feel that is not paying enough attention to the program, second are perceived that is not giving employment information and academic necessary for the proper development of students and third believe that ECCI University, is responsible for the students to feel good, and that can provide additional spaces as a means of feedback and reinforcement to anything seen in class, with respect to all this we can say that students feel some dissatisfaction with the program and maybe some ICT implementation can help to increase the sense of belonging among students with the program and the university.

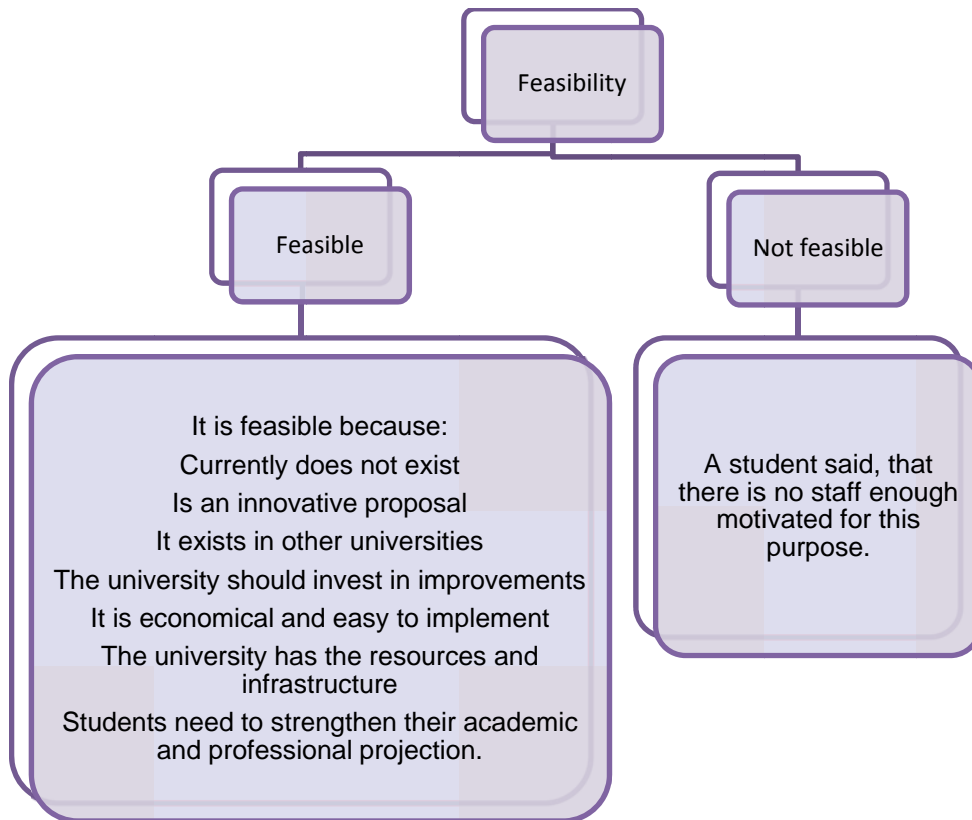
With regard to this category, the objective and the research question are presented again below:

***Recognize the level of the feasibility of the development of this website.***

***Just how feasible is the development of this website?***

It can be said that the objective was fulfilled because the purpose and the research question, were answered satisfactorily from the point of view of the students, and positively, this means

that the questionnaire and the focus group were formulated correctly and allowed the authors of this project knew the views of students in front of the feasibility of the proposal.



**Figure 17 Scheme of feasibility category**

## 8. Contribution to research

This chapter comes from the need of researchers, by bringing readers the main theme of the project, which is the proposal for implementation of a website. This chapter is divided into two parts, the first is the contribution made by the authors interviewing two engineers who know the subject thoroughly speaking in technological terms, and the second is the prototype developed by the authors of this project of the new website for the modern languages program. The first part of this contribution has three steps:

- Starting from an analysis of the topic of the project and that is why the authors decided to interview two engineers who know the subject thoroughly.
- Were posed a set of questions to engineers who collaborate to focus and to introduce readers with the project. The questions were:

1. **Describa el estado actual de la página principal de la ECCI en cuanto a diseño y tecnología**
2. **¿Qué mejoras le haría?**
3. **Describa el estado actual de la plataforma de aulas virtuales, Sophia y Arca**
4. **¿Qué mejoras le haría?**
5. **¿Cuánto es el porcentaje, según su opinión de páginas multilingües? y ¿qué tan importante es que se puedan visualizar en más de dos idiomas?**
6. **Si se habla de desarrollar un sitio web informativo en idiomas, en un entorno universitario, como debería presentarse? y ¿cuál es el proceso para su desarrollo e implementación?**
7. **¿Cuál es el costo y tiempo aproximado de este proyecto?**
8. **¿Cuántos administradores debe tener un sitio web de este tipo?**
9. **¿Qué tan seguro puede ser?**
10. **¿Qué volumen de personas puede ingresar al mismo tiempo?**
11. **¿Considera que es viable e importante?**

**In english:**

- 1. Describe the current state of the main page of the ECCI in terms of design and technology**
- 2. What improvements would you make to the website?**
- 3. Describe the current state of the virtual classroom platform, Sophia and Arca**
- 4. What improvements would do to these?**
- 5. How much is the percentage, by review of multilingual pages? and how important is that it can be displayed in more than one language?**
- 6. If you talk about developing an informational website on languages, in a university setting, as it should appear? and what is the process for development and implementation?**
- 7. What is the approximate time and cost of this project?**
- 8. How many administrators must have a website like this?**
- 9. Is it safe a website like this?**
- 10. What volume of people can enter at the same time?**
- 11. Do you think that is feasible and important?**

- Finally, the evidence of the interviews from two engineers were recorded, and the more relevant responses were.

[\*Annex H. Recording of the contribution to research. Page 219.\*](#)

To clarify a bit this contribution is worth remembering that as mentioned in the theoretical framework web design has four phases, these, planning, developing and launching the implementation. This project is giving scope to the planning phase because it asking about opinions, interest and content, but in reality it is not carrying out a software development project, which is why two experts were consulted who more could clarify the issue to readers and future researchers.

Finally the second part of research consisted in designing a prototype of this new frame, based on the opinions of students, (Nielsen, 2012) theory on usability, and the two engineers surveyed, the results can be seen in:

[\*Annex G. Sketch of the website project. Page 216.\*](#)

## 9. Conclusions

After analyzing the opinions and viewpoints that are enclosed in this research project, we were able to get clear answers to the problem formulation through triangulation of information obtained by two methods which are defined: questionnaire and focus group (audio recording), derived from a qualitative study in which the opinions of 33 fifth semester students of the evening shift of Modern Languages at ECCI University (32 students in the focus group and 33 students in the questionnaires), considering the importance of including a university website at ECCI, explored it can be concluded that, with the data collection methods, different opinions both positive and negative of these students were obtained, which according to their own opinion and own arguments. Following there are the most important findings which the authors infer from the responses of students:

With respect to the general opinion of students, it can be said that:

- Currently the inclusion of a exclusively new frame is a need to promote the achievement of effective information and reinforce the lessons learned in the classroom with something interactive and interest, students may consider that a technological tool, make the information manageable, accessible and agile.
- As for the few negative responses, students consider first need to have clear the plan or layout of the project to consider it beneficial or evaluate as can aid this in their professional life, that is, they do not see immediate gains or perhaps consider that by not handling the same information or knowledge in terms of interactivity, this may generate erroneous information or misunderstood.



- According to employment it could be said that most students see this frame as an opportunity for effective business contacts, practice, agreements and undertakings concerned, because now probably they do not believe that the university has sufficient information to satisfy this point, besides having regular contact with teachers and directives, this may be because there is a dedicated connection with the program and the university, students feel that this is not providing the necessary importance to the program which generates that does not exist motivation and there is no sense of belonging with the institution.

About the interest of students, it can be said that:

- The overall interest of the students in front of the project is good, because the great majority consider it important and appropriate, besides that if implemented it would be used frequently. This may be because they feel that the university does not currently have this type of websites in the Modern Languages program which is necessary, plus the interest it arouses and motivates students. With regard to time it may require access, students opted for working contacts and academic reinforcement, which means that at this time consider that this is the most important to their projections as professionals and that if the university count on this could probably be clearer, the student profile that handles modern languages and scope which can be applied, in addition to simultaneously analyze the factor of free time and their effective use can generate better results with the use of technology tools or ICT.

According to the possible contents of the new frame according students opinion, it can be said that:

- There are two foci, the first is the work in which students may believe that the university does not have the necessary information for students of Modern Languages be satisfied with the decision they took, so suggest that this new frame count with all labor information, effective business contacts and experiences of other students here in Colombia and other countries, this is mostly because maybe they do not have clarity of scope to apply upon completion of the program. The next focus is the academic front, it could be that students feel there are gaps in their learning process and as mentioned above studying two or more languages the issue of time is paramount and at the moment they may not have and this is why it requires that the frame proposed activities are playful and interactive, so that can be made from anywhere and are enjoyable to use.

And finally, about what students think about the feasibility of this project:

- Students are mostly in accordance with the proposed project on the inclusion of a new frame can be carried out. First because they consider that the university needs, that is, perhaps feel that is not paying enough attention to the program, second it is perceived that the program is not giving enough employment and academic information for the proper development of students and third they believe that ECCI University is responsible for the students to feel good, and that can provide additional spaces as a means of feedback and reinforcement to anything seen in class, with respect to all this we can say that

students feel some dissatisfaction with the program and maybe some ICT implementation can help to increase the sense of belonging among students with the program and the university.

Overall, the students surveyed believe it is a good idea that the Modern Languages program in general should be informed of everything that is of interest to staff, teachers, administratives, students, including companies involved. In addition to this new website collaborates with improving the level of students academically at the same time to interact with many people with interests in common, they were proposed many issues and recommendations that will be discussed in the next chapter and also, most importantly be able to meet all objectives of this research.

## **10. Recommendations**

Here, the recommendations based on this research are presented, some based on the criterion of the surveyed students and other on the criteria or in the opinion of the researchers in order to help with future research:

### **From the authors of this project, for the students and potential users of the new frame:**

- ICTs should be used properly, in order to correctly access the knowledge and full potential offered by technology and at the same time to avoid falling into addictions and issues that do not contribute to a person as a professional.

### **From the surveyed students, for the University:**

- Students should be informed all the time about the selection processes in bilingual positions because these have different steps to normal jobs.
- It is important that the university has agreements with several companies, which provide benefits to students; because now the perception is that it only works with two companies in the labor market (Ambitious Job opportunities).

### **From the surveyed students, for the project or proposal:**

- If the project were carried out, not everything should be relied on what students say because it involves many factors, there must be a person who manages and approves the content, this position can take a person from the Modern Languages program and can be a degree option, there must be a motivation or incentive for people who manage the website.
- The order should be very strict, because if everybody participates, the information may not be accurate and clear. Feedback access to the website should be monitored and organized, there must be a coordinator.
- Program graduates of Modern Languages could participate in this website,

**From the authors of this project, for the university:**

- The perception of the authors of this project relative to the responses of the students surveyed, is that in general, these do not feel totally comfortable with the program because they perceive they have shortcomings in terms of the information given to them and the academic level they have to date, clearly not because the university does not provide good classes but because of the time intensity is not enough, according to them and see this new website as an opportunity for improvement. This is why the authors

recommended to the university create spaces where students can learn more about the languages and to have important and timely information at all instances.

- In the case of this project were carried out in order to save resources and give a very good use of already existing, the project could be developed as a graduation project by students of systems engineering program with the support of students of modern languages and program marketing and advertising.

**From the authors of this project, for future research:**

- To make this project better results, it can be used the methods of collection in addition to students, teachers, members of the administrative and management department, the companies with agreement, aspiring to modern languages program, and graduates .
- The time when such an investigation is made should not be less than six months due to their complexity and the need for thorough investigation required. It is also important to note that the sample in this case was limited despite that the number of students surveyed with respect to the total in the program was not little.
- There must be considerable number students per semester because perceptions are very different and so the investigation is nearer to the accuracy of the results.

- There must exist for an investigation of this type more than two techniques of data collection, members of this group recommend observation and informal interview, this in order to supplement the investigation.

## **11. Questions for further research**

Now the the questions suggested by the authors of this project for future research are presented:

- Could be publish this new website in more languages?
- What could motivate students to participate in this project?
- Why are only surveying students?
- Is this project only feasible for students of modern languages?
- Can a project of this nature benefit the university versus other educational institutions?



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**List of annexes**

Annex A. Consent Form.	205
Annex B. Lists of students surveyed.	208
Annex C. Questionnaires formatting.	210
Annex D. Completed questionnaires.	212
Annex E. Focus Group formatting.	213
Annex F. Recording of the focus group.	215
Annex G. Sketch of the website project.	216
Annex H. Recording of the contribution to research.	219

**ANNEX A. CONSENT FORM.**

Bogotá, 6th November 2014


**TO WHOM INTERESTS**

We have been invited to participate in research about the proposal for the inclusion in the current website at ECCI university of a frame which contains the website designed for students of modern languages program.

We have been informed about the project proposed by the students Lucy Andrea Ballen and Carol Ortiz. We have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

List and signatures of participants:

**5AN Group**


**ECCI**  
 Escuela Tecnológica  
 Su institución universitaria.

Cod. Materia		SGJ	Curso			
120.5.2		5.5N	88730			
Carrera		Salon				
L/M		Salon				
HECTOR F. SIANBADI						
No.	Codigo	Nombre	35%	30%	40%	Def.
1	20112120104	ADRIANA MARCELA CRUZ TOBAR				
2	201112120159	ANDREA DEL PILAR ROMERO COGUA				
3	20112120156	BAYRON GIOVANNI GOMEZ CRUZ				
4	20112120093	CINDY LORENA DELGADO TUTA				
5	20112120156	CLARA TAMAYO GALIANO				
6	20112120100	DANIEL MAURICIO GARZON BELTRAN				
7	20112120127	FABIAN ANDRES MEJIA GAVIRIA				
8	20112120074	GWYNETH ALEXANDRA DIAZ ULLA LOBOS				
9	20112120136	IVAN SANTIAGO SIERRA MALAYER				
10	201112120155	JALITZA ALEXANDRA PEREIRA ORTIZ				
11	20112120117	JONATHAN ALEXANDER CARDENAS FIGUEROA				
12	201112120117	JUAN DAVID BOHORQUEZ RODRIGUEZ				
13	201112120177	KAREN JOHANNA GUTIERREZ MORENO				
14	20112120037	KAROL NEY CASTRO MARTINEZ				
15	201112120104	LUISA FERNANDA ROMERO NUÑEZ				
16	20112120125	LUZ ADRIANA SIERRA MALAYER				
17	20112120112	LUZ EDILMA HERNANDEZ RODRIGUEZ				
18	20112120054	MICHAEL ALEXANDRO SOLANO PERAZA				
19	20112120034	SANDRA JULIANA RIVERA GALLEGO				
20	20091120023	SINDY JOHANNA VENTIS ROMERO				
21	20121120022	WALTER SCHNEIDER NIETO MORA				

**5BN Group**


**ECCI**  
 Escuela Tecnológica  
 Su institución universitaria.

Cod. Materia		SGJ	Curso			
120.5.4		5BN	88737			
Carrera		Salon				
L/M		Salon				
Focus Group: KELLY PASTA MECUR						
No.	Codigo	Nombre	35%	30%	40%	Def.
1	20112120083	CAROLINA MUÑOZ MURCIA				
2	20112120095	DEISY GALIANO ZARAZA				
3	20112120038	DIANA MARCELA GONZALEZ LOPEZ				
4	20112120068	DIANA MARCELA VARGAS ROJAS				
5	201112120130	DIANA SLANDY RAMIREZ MARENTES				
6	20101120139	JHONN ELIECER GIRALDO VARGAS				
7	20101120047	JOSE LUIS BIL OCHOA LUNA				
8	20091120154	JULIETH APONTE SILVA				
9	20121120154	JULIETH ALEXIS ACERO GARCIA				
10	20112120049	JULIETH SUJANA RODRIGUEZ FONSECA				
11	20112120062	KATHERIN VIVIANA CARO BERNAL				
12	20121120078	KELLY JOHANNA CASTRO MERCADO				
13	20121120148	LINA MARIA VIVIANA ACERO GARCIA				
14	201112120181	LIBETH VIVIANA HERNANDEZ CARRERA				
15	20112120078	LUIS GABRIEL GONZALEZ SIERRA				
16	20112120025	LUISA FERNANDA URIBELO BUITRAGO				
17	20112120057	MARIA ALEXANDRA DUGDE GUTIERREZ				
18	20112120053	NATALIA ESTEFANIA SALINAS ANGEL				
19	20102120000	PAOLA CATERINE GALINDO ACERO				
20	201112120164	ROSMELY BELTRAN BERMUDEZ				
21	2010112120060	SANDRA MILENA CASTAÑEDA MOLINA				
22	201112120106	VALENTINA CASTAÑO ESCOBAR				
23	201121212029	VIVIANA LOYANO TOVAR				
24	2011212120092	WILMAR FERNANDO GOMEZ LOPEZ				
25	20112120120	YEISON YAHIR QUIMBAYA LOPEZ				
		ROSELY BALTAN BELMORDEE				
		Diana Vargas Lojas				
		Marian Ayala Gonzalez				
		Catolico moyo				

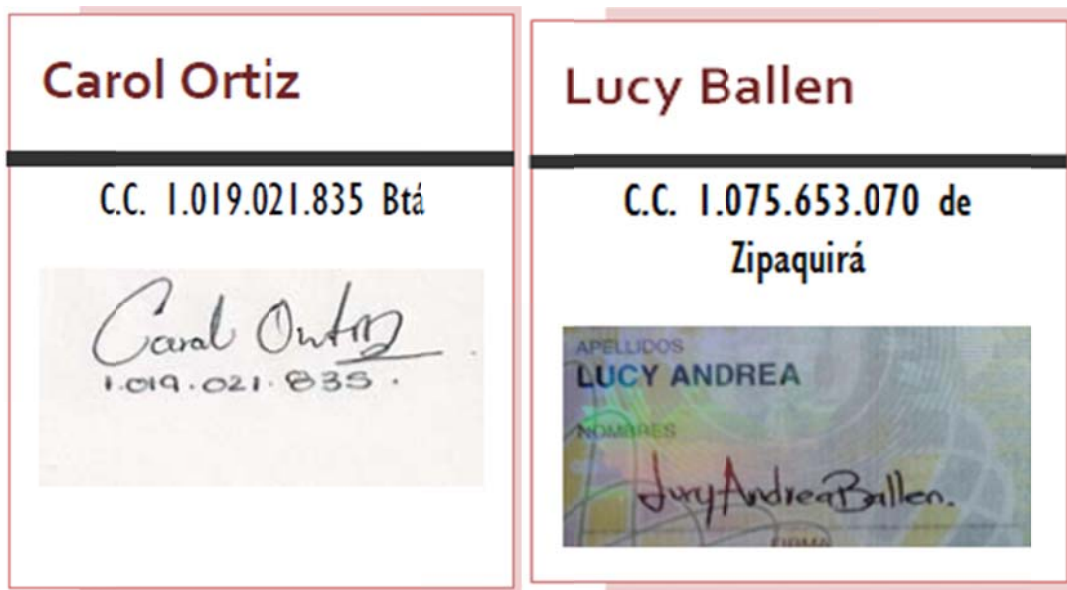
### Statement by the researchers taking consent

We have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

1. Consciously respond to the questionnaire responses, this is physic delivered to, on November 6, 2013
2. Reply consciously to the focus group responses, the session is recorded, on November 13, 2013

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability.

I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.



**ANNEX B. LISTS OF STUDENTS SURVEYED.**

**5AN Group**



Encuesta

			<b>Curso</b>	
			88730	
<b>Cod. Materia</b>	<b>SGU</b>	<b>Intercambio de Cursos</b>	<b>Carrera</b>	
120.5.2	5AN	Intercambio de Cursos	LM	
<b>Ducente</b>			<b>Salon</b>	
HECTOR FABIAN BADILO				

No.	Codigo	Nombre	10%	20%	40%	Def.
1	20112120104	ADRIANA MARCELA CRUZ TOBAR				
2	20111120159	ANDREA DEL PILAR ROMERO COGUA				
3	20112120366	BAYRON GIOVANNI GOMEZ CRUZ				
4	20112120003	CINDY LORENA DELGADO TUTA				
5	20112120256	CLARA TAMAYO GALEANO				
6	20112120100	DANIEL MAURICIO GARZON BELTRAN				
7	20112120127	FABIAN ANDRES MEJIA GAVIRIA				
8	20112120074	GINNAI EXANDRA DIAZ ULLA LOBOS				
8	20112120138	IVAN SANTIAGO SIERRA MALAVER				
9	20111120155	JALITZA ALEXANDRA PEREIRA ORTIZ				
11	20112120111	JONATHAN ALEXANDER CARDENAS FIGUEROA				
12	20111120112	JUAN DAVID BOHORQUEZ RODRIGUEZ				
10	20111120177	KAREN JOHANNA GUTIERREZ MORENO				
11	20112120037	KAROLD NEV CASTRO MARTINEZ				
12	20111120104	LUISA FERNANDA ROMERO NUÑEZ				
13	20112120125	LUZ ADRIANA SIERRA MALAVER				
14	20112120112	LUZ EDILMA HERNANDEZ RODRIGUEZ				
15	20112120054	MICHAEL ALEJANDRO SOLANO PERAZA				
16	20112120014	SANDRA ULIANA RIVERA GALLEGU				
17	20091120023	SINDY JOHANA VENTIS ROMERO				
18	20121120020	WALTER SCHNEIDER NESTO MORA				



5BN Group



Cod. Materia		SGJ	Curso		88737	
120.5.4		5BN	Carrera		LM	
Encestia		Docencia	Salon			
Focus Group.		KELLY PAOLA MORA				
No.	Codigo	Nombre	50%	30%	40%	Def.
1	20112120083	CAROLINA MUÑOZ MURCIA				
2	20112120095	DEISY GALEANO ZARAZA	<i>Deisy Galeano Zaraza</i>			
3	20112120038	DIANA MARCELA GONZALEZ LOPEZ	<i>Diana</i>			
4	20112120068	DIANA MARCELA VARGAS ROJAS				
5	20111120130	DIANA SLANDY RAMIREZ MARENTES	<i>Diana</i>			
6	20101120139	JHON ELIECER GIRALDO VARGAS				
7	20101120047	JOSE LUSBIN OCHOA LUNA				
8	20091120134	JULIETH APONTE SILVA				
9	20121120154	JULIETH ALENIS ACERO GARCIA				
10	20112120049	JULIETH SUJANA RODRIGUEZ FONSECA	<i>Julieth</i>			
11	20112120062	KATHERIN VIVIANA CARO BERNAL				
12	20121120078	KELLY JOHANA CASTRO MERCADO				
13	20121120146	LINA MARIA VIVIANA ACERO GARCIA				
14	20111120181	LIZETH VIVIANA HERNANDEZ CARRERA				
15	20112120076	LUIS GABRIEL GONZALEZ SIERRA				
16	20112120025	LUISA FERNANDA URREGO BUITRAGO	<i>Luisa</i>			
17	20112120057	MARIA ALEJANDRA DUGUE GUTIERREZ	<i>Maria Alejandra</i>			
18	20112120051	NATALIA ESTEFANIA SALINAS ANGEL				
19	20102120030	PAOLA CATERINE GAUNDO ACERO	<i>Paola</i>			
20	20111120064	ROSMERY BELTRAN BERMUDEZ				
21	20101120080	SANDRA MILENA CASTAÑEDA MOLINA	<i>Sandra</i>			
22	20111120106	VALENTINA CASTAÑO ESCOBAR				
23	20112120059	VIVIANA LOZANO TOVAR				
24	20112120092	WILMAR FERNANDO GÓMEZ LÓPEZ	<i>Wilmar</i>			
25	20112120120	YEISON YAIR QUIMBAYA LÓPEZ	<i>Yeison</i>			
		ROSMERY BELTRAN BERMUDEZ	<i>Rosmery B.</i>			
		Diana Vargas Rojas				
		Marian Ayala Carance	<i>Marian</i>			
		Carolina Mora	<i>Carolina</i>			

**ANNEX C. QUESTIONNAIRES FORMATTING.**



ESCUELA COLOMBIANA DE CARRERAS INDUSTRIALES "ECCI"  
 FACULTAD DE HUMANIDADES PROFESIONAL EN LENGUAS MODERNAS  
 BOGOTÁ  
 2013

This questionnaire is done in order to solve three concerns, viability, possible contents and interest towards a new website exclusively to modern languages program. The following questions are open (7), closed (3). Please answer them as clearly as possible and does not omit anything that you consider is very important.

1. What would be your opinion if someone proposes a website designed exclusively to modern languages program at ECCI University?

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2. What do you consider should include this website? (Mark with an X where you think they are convenient):

- Chat
- News
- General information
- Activities
- Publications
- Agreements
- Information about embassies and exchanges
- Translation services for companies
- Virtual practices

3. In addition to the options listed above, what else should include this website?

---



---



---

4. Do you consider that this project can be carried out? Why?

---



---



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5. Do you think that this project is?

- Appropriate
- Urgent
- Important
- Considerable
- Unrealizable
- Unnecessary

6. In connection with the employment relationship and the acquisition of experience, in what way can help creating this website to your objectives?

---



---



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7. Do you think that virtual interaction between students brings benefits? Why?

---



---



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8. Qualify your participation in this website if it is implemented.

- Never
- Hardly ever
- Sometimes
- Almost always
- Always

9. At what point can you require access to this website? Why?

---



---

10. Would you like be part of this website providing interesting information, resolving concerns and / or updating information? Why?

---



---

Name: \_\_\_\_\_.

Age: \_\_\_\_\_.

Occupation: \_\_\_\_\_.

Phone number: \_\_\_\_\_.

**ANNEX D. COMPLETED QUESTIONNAIRES.**

Additional file, hyperlink in this folder: [Questionnaires.](#)

## ANNEX E. FOCUS GROUP FORMATTING.



ESCUELA COLOMBIANA DE CARRERAS INDUSTRIALES "ECCI"  
FACULTAD DE HUMANIDADES PROFESIONAL EN LENGUAS MODERNAS  
BOGOTÁ  
2013

### Agenda

- Presentation
- Make the introduction to the project, focus the subject, give indications as raise their hands to participate and ask if there is doubt about the question before it starts the discucion.
- questions:
  1. Why should this project be carried out? (Responding to the goal of feasibility)
  2. Do you think that the use of this website brings benefits to your work environment? (Responding to the objective of general opinion)
  3. In what situation do you require to access in the website? (response to the target of interest)
  4. Do you think that the lack of time is an obstacle to access this tool, why? (response to the target of interest)

5. Why believe that the publications and news should not include? (Replying to target content)

- Conclusions and snacks.

**ANNEX F. RECORDING OF THE FOCUS GROUP.**

Additional file, hyperlink in this folder: [Focus\\_group\\_Evidences](#)

**ANNEX G. SKETCH OF THE WEBSITE PROJECT.**





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- français
- Español

Ja! iSi!  
Oui! YES!

Login and Password



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- ACTIVITIES

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Test  
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- Agreements
- Embassies and exchanges
- Culture of other countries
- News
- General information
- Publications

**ANNEX H. RECORDING OF THE CONTRIBUTION TO RESEARCH.**

Additional file, hyperlink in this folder: [Contribution to research Evidences](#)