ENGLISH CLUBS' ABSENTEEISM IN THE BACHELOR IN ENGLISH LANGUAGE TEACHING PROGRAM AT UNIMINUTO

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CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS UNDERGRADUATE BACHELOR PROGRAM OF ENGLISH LANGUAGE TEACHING BOGOTÁ, 2018

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CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS UNDERGRADUATE

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NOTE OF ACCEPTANCE

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THESIS DIRECTOR

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JUROR

DEDICATION

TO:

God to enlighten us and guide us on the road, fill us with strength and love to move forward, because without him, none of this would be possible.

Our parents because with their great effort, understanding, dedication and love, they supported us so that we could fulfill our biggest dream: To be teachers.

Our tutor Mg. Blanca Lucia Cely because with her great knowledge, experience, dedication and love, supported us on the road and gave everything of herself so that this project came forward.

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In the first place, we give infinite thanks to God for giving us the strength and courage to complete this important stage of our lives.

Second of all, we thank our parents because they have always been the pillar of our lives and they have always supported us unconditionally.

Last but not least, we thank Mg. Blanca Lucia Cely Betancourt for trusting in our project, guiding us, helping us and giving us all her knowledge, dedication and time so that the development of this project was possible.

Abstract

English clubs are a strategy implemented by some institutions with the aim of strengthening communicative skills in the English language, promoting interculturality and working as a complement to face-to-face classes. This allows students to interact with a native speaker and deepen their knowledge of the foreign culture at no additional cost. However, apathy and constant non-attendance to these spaces is sometimes evident.

For this reason, it was necessary to inquire about the perceptions and attitudes that students from the Bachelor English Language Program have about the English clubs that are causing the non-attendance to these extracurricular spaces; given their value in learning English, they would be wasted. This investigation was developed into a qualitative research design with a descriptive approach.

After making an analysis of the data collected, it was found that the lack of methodology, time, use of physical spaces and lack of methodological resources make the students lose interest in the English clubs and got demotivated.

Key words: English Club, non-attendance, methodology, motivation, time, physical spaces

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Chapter I Introduction

The following research is based on the non-attendance of students from the Bachelor in English Language Teaching Program to the extracurricular spaces "English Clubs" offered by UNIMINUTO. English clubs are important because they not only contribute to the learning of the English language and improve the communicative skills, but to the interculturality, that refers to the knowledge of foreign cultures. To analyze this problem, it was necessary to determine the perceptions that students have about the English clubs that were influencing the absence of the clubs. To know student's perceptions about English clubs, there were applied questionnaires with open and close questions and focus groups with students from the last semesters of the language program.

After data collection, the information was analyzed according to the pre-established categories that let us know the causes for English club's absenteeism: methodology used by the teachers in charge of the English clubs, the lack of technological resources used to do the classes, the time in which English clubs are developed and the physical spaces available to do the English clubs. It is important to mention that these pre-established categories were defined according to our own experience as students attending to the English clubs, this research demonstrate our initial hypothesis about students' absenteeism in English clubs.

As sample, participants of the last semesters of the English program were taken, taking into account their knowledge of the subject and their critical position, for each instrument a group of students participated in a voluntary way expressing their perceptions about the English clubs, in order to identify student's attitudes in the English clubs, there were implemented class observations to know student's behavior in the English clubs. These observations were

participatory observation taking into account all the students attended to the English clubs with the same person.

This investigation came from the interest of knowing the causes of the alarming lack of assistance to English clubs during the periods of 2015-2016. This allowed identifying some aspects for which the students felt discouraged to attend. In the professional field, we inquire about the non-attendance to these spaces, since they are additional spaces to the face to face classes without any cost. If this is a space to improve the speaking skill, we are concerned to know why these spaces are being wasted.

The objectives of this research are to define students' perception and attitudes towards English clubs to determine the causes of absenteeism in the Bachelor in English Language Teaching program at UNIMINUTO. According to the findings, students did not attend to the English clubs because the foreign assistants do not have an appropriate pedagogy and didactics to follow the activities, other reasons are the lack of technological resources to make the activities more attractive and interesting, time and places to develop the English clubs, also play an important role in the attendance.

There are five chapters in this paper. In chapter I, the statement of the problem, the research question and the research objectives are presented. In chapter II, the literature review and the theoretical framework are shown. In chapter III, the methodology used for the investigation is exposed. Here is shown the paradigm, the approach, the setting, the participants and the instruments employed in this study. In chapter IV, the need analysis and the data analysis are done with the used of the 3 instruments and categories applied. Finally, in chapter V, it is presented the conclusions, implications, limitations and the further research.

Statement of the problem

English Clubs have been created as a strategy for developing communicative competences and promote the interculturality. Castro (2016) affirms that: "English Clubs are undoubtedly an effective strategy in the practice and development of the communicative competences of the English language, since from its practice the construction and expression of ideas in a daily context is possible". Therefore, English clubs can work as a tool for students to interact in a real context using the second language not only as a language, but as a mean of communication and sharing of cultural aspects.

It is important to mention that, the Ministry of Education created the National Bilingualism Program in 2004, as a strategy for training more competitive citizens who are able to interact in society at a global level. The Program concentrates on the training of pre-service English teachers, the training of educators in the area in service in the official sector, and the intensive use of means to serve the purpose of the project. One of those means is the English Club; therefore, the Bachelor in English Language Teaching program at UNIMINUTO implemented it in 2012, as an extracurricular space to foster students' communicative competences within a real context. In addition, English Clubs are useful to strengthen the communicative competence.

In order to promote English communicative competences on students, from 2012, UNIMINUTO has had different assistants[1] from Japan, England, Africa, Australia and United States. Observing a format of attendance recording that the languages program has registered during the last years, it is noticed that student's attendance in English clubs started decreasing

drastically. Those are the results of English Clubs' attendance taken from the different teacher assistants at UNIMINUTO since 2015.

The absenteeism during the period (2012-2017) to those English Clubs has generated uncertainty among English professors and assistants because of students' lack of commitment for English Clubs' attendance. Students are not taking advantage from those spaces. According to The Ministry of education, all pre-service English teachers should obtain at least a B2 level (intermediate-advance)when getting graduated .So, the university is spending resources unnecessarily when bringing native speakers for giving English Clubs , for instance, most of students are not attending to those spaces in which they can improve the communicative competences increasing their level at English.

According to the coordinator of the program, due to the absenteeism to English Clubs, the attendance to them was taken as mandatory by teachers, in this way English class attendance became part of a percentage of the final grade in the subject: Anglophone Language and Culture. It is a very worrying situation because since English Clubs were implemented in 2012, this problem has increased; it means that in the program, it has been a constant situation that has concerned teachers and administrators of the program.

Analyzing the English club's attendance recording of the program, it was found that there were two foreign assistance coming from U.S.A in the first semester of 2015. Assistant N.1 leaded English clubs for basic, immediate and advanced levels. It shows that 20 students out 90 from basic level, attended to the English clubs; regarding the total number of students of intermediate level (60 students approximately), they obtained a figure of 12 students out of students who attended the English clubs. Finally, about the total number of advanced level (30

approximately) student's attendance, illustrated a sharp decrease of (7) students who attended the clubs. Comparing with the attendance during the second semester of 2015, it was evidenced that the number of students attending to the English clubs of the three levels were similar to the first semester.

According to students' attendance to the English club leaded by assistant N.2, it was noticed that there was a meaningful change of the number of basic, intermediate and advanced level students' attendance. It evidenced that the number of basic level student's attendance started to dramatic fall obtaining a result from (24) to (14) students out of 85. However, the number of intermediate level student's attendance fell gradually to (13) students out of 55. Regarding to the number of advance level student's attendance decreased slightly from (7) to (6) students out of 30.

As well as previous results, in the period of 2016-1 "Assistant N.1", it evidenced the attendance in 6 levels. In level1, students' attendance gradually reached an amount of (27) out of (70) attendees. Taking into account the basic level (2), students attendance was (11) students out of (70) attendees. Furthermore, in the intermediate level (3) student's attendance increased a little bit with (19) students out of (70) attendees. In level (4), the result were exactly the same as level 3.Accrding to level 5, it suddenly increased to (40) students out of (70).Finally, level 6 showed a dramatic fall with (14) student out of (70) attendees.

In addition, in the period of 2016-2 "Assistant N. 2", it can be seen that students were classified in 6 levels as well as the assistant mentioned before. In level 1, attended (17) students out of (47). In level 2, it decreased a lot with (5) students out of (47).In level 3, it gradually increased with (11) out of (60) students. In level 4, the result was almost the same with (11)

students out of (47). In level 5, (10) students out of (47) attended the English clubs. Finally, level 6 showed a dramatic fall with (9) students out of (47).

As it can be seen, student´s absenteeism in English clubs has been low and it decreased as students advanced in their process of learning. Bearing in mind, our own experience as students of the Bachelor in English Language Teaching Program that attended to the English clubs during our classes, noticed the low attendance of our classmates, even for us, sometimes it was boring and time wasting because of the methodology used by the assistant, the absent of technological resources and meaningful activities. On the other hand, there were not free and conformable classrooms to do the activities. That is why we decided to investigate about students' perceptions and also the attitudes towards English clubs to know the causes of absenteeism.

The benefits of this research study will be useful for teachers and assistants to have better insights about students' perceptions and attitudes towards English Clubs, and in this way try to implement different strategies to motivate students to attend to those Clubs. Students will be benefited in the sense of developing communicative and intercultural competences increasing their level at English. Finally, it also can be useful for other universities where they have English Clubs spaces because they can know about the factors that can influence the attendance and in that way propose new strategies to make English clubs more attractive and interesting.

Research question

What are student's perceptions and attitudes about English clubs in the Bachelor in English Language Teaching Program at UNIMINUTO during the second period 2017?

Research objectives

General objective

To define student's perceptions and attitudes towards absenteeism in English clubs in the Bachelor in English Language Teaching Program at UNIMINUTO

Specific objectives

1. To identify strengthens and weaknesses of the English clubs in the Bachelor in English Language Teaching Program at UNIMINUTO according to students' perceptions and attitudes.

2. To explain causes related to absenteeism in English clubs according to the students' perceptions and attitudes.

3. To make some suggestions in order to improve English Clubs' quality and foster attendance.

Chapter II Theoretical Framework

Literature review

The aim of this literature review is to analyze and identify how have the concepts of absenteeism, attitudes and perceptions been seen and studied in the educational field with the purpose of having a deeper understanding of them. In addition, those studies are relevant for us because of the research designed employed by the authors and the different ways to look for absenteeism factors within different contexts. Through the instruments proposed in those studies, we could collect the data needed to make the suggestions for improving absenteeism factors and at the same time fostering English Clubs' attendance.

We found 6 international research studies directly connected to the research topic "Absenteeism". The remaining 3 studies are based on attitudes and perceptions towards different topics related to the educational field. Those studies are organized according to their importance for our research study. During the investigation, no national study related to this study was found, which is why there are none included in this text.

Crespo's study. (2012) "Causes of absenteeism in university students and its effects in the academic performance." explains the reasons involved in absenteeism at university. For this study, a qualitative paradigm (Focus Group) and quantitative (questionnaire) have been used. The results confirm the importance of the factors related to the proximity of exams, the teachers' methodology and the social commitments (p.15). Also, they highlight the importance of variables related to physical, motivational and emotional factors of students. In addition, they emphasize that absenteeism is directly related to low academic performance. This study provided good .models in terms of questionnaires and questions formulated. Furthermore, there were employed

2 of the instruments employed in this study, therefore, it had many useful ways to collect and represent the data.

Besides this, Totten (2015) "Student Attitudes toward Attendance and Student Evaluation" observes that the lack of attendance increases during the evaluation time. When analyzing students' attitudes and perceptions, he takes into account factors regarding students' motivation, time of the day and the boredom in the class (p. 9). He proposes a one-page questionnaire based on the aspects mentioned before; with the aim of knowing which factors are influencing students' absenteeism. As result, it was found that students have job pressure, so, they prefer classes in the morning, Furthermore, in evaluation time, and they have many projects. Then, they are stressed and busy. This study was a model to follow, from here, they were taken some model questions, the way to structure the text and how to analyze the results found.

On the other hand, Álvarez& Lopez (2011) "El absentismo en la enseñanza universitaria: un obstáculo para la participación y el trabajo autónomo del alumnado" emphasize on aspects like: autonomous learning, commitment and the responsibility in the management of the learning process. They use a questionnaire called CAU (Cuestionario de Absentismo Universitario) whose purpose is to collect data about the causes why students do not go to tutorials, classes and exams (p.49). It was concluded that some classes are not attractive for students. Also, students manifested that tutorials were not useful to improve their knowledge and according to the exams, it was found that, students did not attend because of the difficulty of the subjects. This study was a guide because of the type of study (descriptive). Then, it contained many relevant variables necessaries for this study. Also, it is really complete when presenting the conclusions according to each variable, reason why, it was taken as a model to develop the final chapter (conclusions, results).

In addition, Gracia'sstudy (2007) "Absentismo entre los estudiantes de Teoría Económica. "associates students' absenteeism and low grades or results. It is a study based on a previous study called "Students' results" (p. 233). Therefore, she shows how those aspects are related to each other through a quantitative analysis. Taking into account the results, she affirms that the absenteeism can be reduced using better techniques for creating a better environment and changing teachers' methodologies. This study was useful because it is based on strategies and measures to prevent absenteeism and what aspects to address to improve this problem.

Macarena (2008) "¿Porqué los alumnos no asisten a la clase y no se presentan a los exámenes?"additionally argue that student´s absenteeism depends on the availability of materials, students' attitudes and the university model. In this study, they state that the teacher's role is really important for reducing the absenteeism. They implemented methodological and assessment aspects like content, teachers' attitudes and aptitudes, teacher planning and student circumstances (p.14). This study is important and very useful because, in the first place ,it contains similar categories to this study with the methodology and secondly, it is done in a reflexive way, so that this is a study with well-argued results and in an experiential way since the teaching role

From another perspective, Gonzalez (2016) "Absentismo y abandono escolar una situación singular de la exclusion educativa." further suggests that student´s absenteeism has been studied as a simple phenomenon. Therefore, she indicates that are more factors which are causing absenteeism such as social status, students 'characteristics, classroom environment , social relationships and the curriculum (p. 11). She affirms those factors are both related to the students and the institution, so as internal and external factors are crucial to understand the absenteeism. This study helped researchers to use the two terms of perceptions and attitudes, since when referring to them, they are included both internal and external phenomena. As the author points

out, in order to determine these factors, it is necessary to investigate in a deep and orderly way. In addition to including factors that are both observable and non-observable.

The following studies are based on attitudes and perceptions towards different educational aspects. They are considered important to mention because despite they are not directly related to the research topic, they can be used as models of the research designs which are taken from attitudes and perceptions.

Sánchez (2008) "Perception and attitude of training teachers towards educative inclusion" establish demographic variables (gender, age, type of degree) and teachers and students variables (training, learning, academic performance, emotional development) in order to analyze training teachers' perceptions and attitudes towards inclusion (p.12). Also, they took into account classroom variables (didactic strategies, content and classroom discipline) using a quantitative approach. It was useful for this study because it showed a way to determine different variables and in this way, classify and find different categories to analyze.

Moreover, to make a complete analysis of the data; Koutroba (2012) "High School Students' Perceptions of and Attitudes towards Teacher Power in the classroom." additionally employ a complete questionnaire based on the degree of the consent of student's attitudes/reactions towards teachers' didactic power within the classroom. They applied a questionnaire which comprises 40 close-ended questions with pre-coded replies: 5 of which requires students to provide information about their personal profile and their academic background, while 36 questions and their pre-coded replies refer to students' perceptions and attitudes towards teachers' didactic and legitimate power (p.187). It shows a complete questionnaire which assesses deeply students' attitudes and perceptions through statements in which students express agreement or disagreement.

From here was taken the way questions are formulated, the research structure according to results and the tables and graphics' organization.

Finally, Al-Fahad, F (2009) designs a questionnaire with 8 items to measure students' attitudes and perceptions on the effectiveness of mobile learning. A five point Likert Scale with strongly agree; agree; undecided; disagree; and strongly disagree, is used from main items using a quantitative approach (p.114). We used part of this model, but we added open questions which provided more data and in a more detailed way.

The research studies explained above are similar to our study because they are based on absenteeism and students' attitudes and perceptions. What makes the difference in this study is that it is focused on last semester students' attitudes and perceptions, but towards English Clubs' (extracurricular spaces) attendance from the Bachelor in English Teaching program. The other studies are based on classes or courses included in the curriculum, whose attendance is mandatory.

Theoretical Framework

The absenteeism to English Clubs is related to several aspects. According to the project researchers, aspects that may influence non-attendance to English Clubs may be: External factors like: content, lack of pedagogical strategies and materials, the methodology; or Internal factors such as motivation, interests and attitude. In order to investigate the above, it is necessary to analyze and describe the students' perceptions and attitudes towards English with the objective of making some suggestions which can improve absenteeism factors fostering English Clubs attendance at UNIMINUTO.

Taking into account the problem discussed above, in the theoretical framework the key concepts will be explained in order to address and understand better the research study aim. First, we will talk about the tool we will use for our study: English Clubs and their importance for EFL students' .Second, we will define the problematic we are going to analyze: Absenteeism. Finally, the concepts of perceptions and attitudes will be explained with the objective of showing why they are crucial in our study.

English Clubs

The Colombo Americano Cultural Center (1957) states that "English Clubs are the best option where students can practice their English language skills; it is fundamental and necessary to learn to master the language in different spaces to the classroom to make learning a very recreational activity". As it indicates, English Clubs are extracurricular spaces, not traditional classes. The idea of English Clubs is to create a pleasant environment where students can foster their skills practicing them out of the classroom, getting fun and using different learning tools.

Also, The World's Premier website (1997) further asserts that "In an English Club, students get a chance to practice many different skills in a setting that is more like real life" (p.1) . It means than, English Clubs can be more meaningful than a class. Students are involved in a real context; therefore the development of their skills is something they do unconsciously. They use the language as it flows and depending on the situation. They have no pressure about the grades or the fear of making mistakes.

Finally, The CFC (College of Finance and Customs) (2015) additionally argue that :

"English Speaking Club has been creating a playground where students have chances to increase social interaction with people who have common hobbies and English competence,

developing Students' English skills as well as improving students' working skills" (p.1). It suggests that it is not only a space for improving students' skills, but also for them to interact, share their likes and dislikes, and develop their working skills which promotes an exchange of knowledge and development of abilities.

Universities like: Pontificia Javeriana, La Salle, El Rosario, Nacional, Jorge Tadeo Lozano, Antonio Nariño and UNIMINUTO had implemented those Clubs as a vehicle for students to strengthen their skills. Furthermore, the Colombo Americano Cultural Center offers English Clubs as a recreational activity. It is evident that English Clubs are really important for people who are learning English as a foreign language. The interaction with native speakers, the dynamic activities proposed the possibility to be in a pleasant environment and the contextualization of the language, are pointing at the same objective: to foster students' communicative competences within an intercultural space using real life situations.

At UNIMINUTO English Clubs are organized per level (basic, intermediate and advanced level). These clubs are offered at different times and activities are proposed focused mainly on speaking skills. They are developed in a maximum time of 45 minutes. Different topics of discussion of general interest are proposed, with the aim of promoting students' participation.

Absenteeism

According to the Oxford Advance Learner's Dictionary "Absenteeism is the fact of being frequently away from work or school, especially without good reasons".

Taking into account this concept, it is necessary to clarify that we are talking about English Clubs which are extracurricular spaces, not about a traditional class. The analysis of this concept

let us to support what we are going to study regarding students' perceptions and attitudes. It is mentioned the lack of attendance without good reasons. Then, our objective is to analyze and describe those reasons based on students' perspectives and beliefs.

On the other hand, Moranitos (1995) states: "Non-attendance to classes consists of the neglect of the study and all activities that it implies which affects student learning". We can approach this concept in the sense that non-attendance to English Clubs is promoting the lack of immersion in a real context where students have the opportunity to interact with a native speaker and to foster communicative skills. In those spaces, pre-services English teachers have the chance to exchange ideas and opinions and to develop critical thinking when going beyond the language. Therefore, the non-attendance to English Clubs is affecting pre-service English teachers' learning process and skills development.

Furthermore, Gonzalez (2016) affirms "It is a problem that negatively affects the training of students and has repercussions on their personal and social development."(p.3). As Gonzales states, absenteeism affects not only the learning process, but personal and social aspects. Dealing with personal aspects, can be said that to be an English teacher implies not only the second language acquisition, but the contextualization of the language itself, the real use of it, the interaction and the interculturality within the classes. So, if students are not immersed in the culture and the language it will be an obstacle to become intercultural speakers, which is the aim of any English teacher. Moreover, teachers should have both the aptitude and the attitude when giving classes, aspects they can acquire and improve when attending English Clubs.

The absenteeism, consequently, is linked to several aspects directly related to the students' perceptions and attitudes towards English Clubs and affects student's learning process, social and personal development .So, the absenteeism may be conceived as a weakness on the part of students about not taking advantage of those spaces. Attending Clubs, let them to improve their communicative competences and to become intercultural speakers when being in contact with a native.

In addition, Jiménez and Rodriguez (2010) establish that "Absenteeism is classified into two main types: academic (teaching methodology, schedules, voluntary attendance to class) and extra academic (labor, personal and health reasons, leisure time, and climate) which in turn may or may not condition the will to attend" (p.13). Those factors are crucial when investigating the causes of absenteeism. It is a huge investigation in terms of being located in the psychological, social and pedagogical fields. Connecting all those factors is possible to identify, analyze and describe the factors which are influencing English Clubs' attendance. In the case of this study, they were taken both academic and extra academic types: teaching methodology, schedules and leisure time and we added 2 more categories: technological resources and physical spaces that can be classified as academic factors.

Perceptions

Dember and Warm (1990) remark that "The perception is a process through which the information of the stimuli is elaborated and interpreted to organize it and give meaning" (p.16). In that sense, the perceptions are seen like the collection of information obtained from the senses which creates as a result significance in our minds. So, what students perceive from English Clubs is fundamental to determine the attendance to them.

Dorsh (1994) further asserts that "Perception is the entrance into the consciousness of a sensorial impression, previously arrived at the nervous centers". This definition states that human beings receive information from the environment which is encoded in the short or long term memory. Therefore, we use the previous information stored and relate it to the new perceived elements.

Furthermore, Doron (2010) additionally emphasizes that "Perception is the function of taking information from the external and internal events by means of sensory mechanisms." The sensory mechanisms are more than the senses themselves. According to Murcia (2013) "We must take into account certain receptors and the form of energy to which each receptor is especially sensitive". Thus, there are many receptors which capture different stimuli transforming them in pictures or actions.

In adittion, Consuegra (2010) explains that "Perception is the physiological continuation of the process of sensation, which involves the transformation of the physical world into mental images." (p.203). The author suggest that we have a stimuli input from which we create representations in our minds in order to build a meaning.

Finally, López (2011) findings about the implementation of English Clubs state that "The conversation Club is a significant tool that can support the students' work in terms of oral production, as long as it is addressed and worked according to clear objectives" (p.30). Through her study, the author finds that students perceive English Clubs as better spaces to use the English language. Students confirm that having a native assistant requires them to use the language most of the time allowing them to improve aspects of pronunciation and listening. Furthermore, they notice they can create situations starting from everyday life to express them orally. Also, the

participation in activities involve them producing orally, creating greater confidence when it comes to speaking.

Here, it is necessary to clarify why this term was included in our research. After discussing and defining the term, it could be concluded that this term was crucial to find absenteeism' factors As this term has been defined, it is something internal, it is not like an attitude that can be reflected in (bored faces, happy faces, smiles, corporal movements and expressions, etc.). It is clear that a perception cannot be observed .Therefore, to discover in a deep way absenteeism factors it is not enough to observe and attitude. We need evidence like thoughts, ideas, and opinions, to give our study validity.

Attitudes

The attitude was introduced by Thomas and Znaniecki (1918):

"Attitudes are the types of behavior that occur in reality: they are observable phenomena. Their role in social research, say Park and Burguess, is comparable to that of the atoms of simple substances in chemistry; the desires, in this case, correspond to the electrons. We do not observe desires; we observe concrete attitudes, patterns of behavior"

As Thomas & Znaniecki illustrate, an attitude is something we can observe. An attitude can be identified without studying or analyzing humans' internal factors. It is related to peoples' behaviors towards a specific situation or person.

Due to the generality of the concept of attitude, Cantril and Sherif (1945) propose the existence of an implicit personality theory. They advocate the view that "Every attitude supposes a relation of subject to object, the latter always being a sociocultural object; material or

immaterial (house, car, statue, standard, value, symbol), personal (an individual, a group), or a complex of them all" (p. 295). In this case the subject is "students" and the "object" English Clubs. So, the attitude students show towards English Clubs is directly connected to the relation they have with it. This means that, if students have a good view about English Clubs, they will have a good attitude towards it.

Another definition by Allport (1935) holds the position that "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related". This definition shows the attitude as a mental stimulus through which a person acts or behaves according to his experience. That is to say, a person response towards certain situations, objects or people according what he have lived or experienced.

Duque (1998) additionally adds that: "Attitude is the response to a thought stimulus. When we want to change our life, we have to heal our mind." (p.29). It means that as human beings we need to change our attitudes toward certain situations. People show an attitude towards something because they think it is not good. Duque suggest changing our thought to turn a bad attitude into something positive that can contribute in our lives.

Nowadays, Consuegra (2010) further asserts that: "An attitude is the predispositions to respond in a certain way with favorable or unfavorable reactions to something." (p.3). Attitudes is integrated by opinions or beliefs, feelings and behaviors, which in turn interrelate with each other.

In our research study, we will analyze students' attitudes from both psychological and sociological points of view because attitudes are influenced by internal (motivation, thoughts,

perspectives and beliefs) and external factors (situations, people, and social relationships). To make a complete analysis it is necessary to study the human being both internally and externally.

In adittion, Delfin (2007) states that: "The relevance of the attitudes is in the consistency that they should have with the behaviors; if an individual has attitudes of positive approaches to a language; his or her communicational performance is expected to be favorable as well".

Delfin's findings show that the chance of the success or failure that students have experienced in the learning totally influences their attitude, inhibiting or facilitating them the achievement of the domains of their communicative skills. Furthermore, students express the influence of external factors (Family environment, didactic resources, teacher and peer attitude, basic or advanced levels of the language and the methodology) and internal factors (Interests and maturity to assume responsibly learning another language) in their attitude.

As the study states, absenteeism is a very broad phenomenon that covers many aspects which should be studied. The attitude is an observable phenomenon, but the causes that lead to this attitude are internal.

To conclude, the terms defined above are crucial for our study because the English club is the object of the study, the absenteeism is the reason of the study and finally, the terms of attitudes and perceptions are the medium to find the absenteeism factors. Both terms were included because as it was mentioned before, they are necessary and relevant. We need observable and non-observable factors to do a deep analysis of the absenteeism factors and in this way define and describe them.

Chapter III Methodology

This research is a descriptive research design because it describes a real situation in the language program in a specific group of students and tries to identify the causes for this situation. It was designed a schedule of research activities. For this research, they were applied questionnaires and focus groups that let us know student's perceptions about English clubs. To know student's attitudes in the English clubs, it was necessary to do class observations in order to identify student's attitudes during English clubs' development. During the observations, we were participant observers. It means, we participated during the English clubs with each group of students in the clubs to experiment the situations and participate of each activity done in class. In order to verify that absenteeism in English clubs was a real problem in the bachelor program, it was done a need analysis to determine the pertinence. To do that, the coordinator of the program was interviewed, and the English club's attendance recording was analyzed. The attendance recording was an instrument that the Bachelor in English Language Teaching Program used to register the attendance of students in the English clubs. It was proved that, absenteeism was a problem that the program had had during English clubs were implemented and no studies were done to know the real causes.

This research was carried out during twelve months. It took parts during the second semester of 2017 and the first of 2018, during 12 months as it is shown in table N. 1

Table No 1
Schedule for the research activities

Activity	1st Month	2st Month	3st Month	4th Month	5th Month	6th Month	7th Month	8th Month	9th Month	10th Month	11th Month	12th Month

Task	1	2	3	4	5	6	7	8	9	10	11	12
Define idea of research	■											
Specification of the problem, research questions and objectives	■	■										
Theoretical framework design			■	■								
Data collection instrument design					■							
Data collection						■						
Data collection analysis and interpretation						■	■					
Final research report								■	■	■	■	■

Research Approach

The research approach used to develop this investigation is descriptive and exploratory method. It is important to clarify that this research intends merely to explore the research questions and know possible reasons for a specific situation and does not intend to give a final and decisive solution to this existing problems.

This research is conducted in order to find the origin of the problem, in this case is the absenteeism in the English clubs. Exploratory research helped us to have a better understanding of the problem. Sandhursen (2000) states that a way that exploratory studies show a range of causes and alternative options for a solution of a specific problem, so exploratory research is the initial research that provides the basis for a more conclusive research. (p.172). Moreover, exploratory and descriptive research "help to conduct the exploratory study as systematically as possible, if it is going to be used for major decisions about the way we are going to conduct our next study" (Nargundkar, 2003, p.41).

On the other hand, exploratory research "tends to tackle new problems on which little or no previous research has been done" Brown, (2006). One of the advantages of this research is the flexibility and adaptability to change. It is also an effective way in laying the groundwork that will guide to future researches. This research intends to contribute to the language program about the origin of a situation that has been noticeable about student's absenteeism in the English clubs, leaving room for further researches in order to find solutions for the exiting problem.

Research paradigm

In order to know the causes for Absenteeism of students in English clubs, we chose mixed method approach to investigate the validity of the research including qualitative and quantitative analysis of data. According to Leech N, Onwuegbuzie A, (2008), mixed methods research involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study that investigate the same fundamental phenomenon.

It was necessary to collect both kind of data, since it was based on students' perceptions and attitudes (observable and non-observable phenomena) . In our case, we employed 4 pre-established categories (methodology, technological resources, time and physical spaces) which helped us to find the most relevant factors influencing non-attendance.

Furthermore, Burns highlights that "The aim of qualitative approaches is to offer descriptions, interpretations, and clarifications of naturalistic social context" .For that reason, we used 3 different instruments: questionnaires (open-ended questions), focus groups and observations with the objective of collecting both qualitative and quantitative, which contributed to answer our research question. In addition, as our study is descriptive, this method fixes and contributes to the purpose of this study.

As Creswell and Plano Clark (2007) state that mixed methods research is a research design with theoretical statements as well as methods of inquiry.it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central hypothesis is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems that either approach alone.

To conclude, as quantitative and qualitative approaches are the principal medium of data collection, we used both approaches in order to find wide and useful data to reach the main objective of this study: To define the absenteeism factors.

Setting

This research was conducted at the Main Campus of Corporación Universitaria Minuto de Dios, located in the west of the capital city, in the 80 Street, Bogotá-Colombia. The university is aged 23, with a great number of programs in educations, engineering and human science. The institution has interest in strengthen communicative competencies in English on all it students and professors of the academic community. That is why the institution invests important funds to hire foreign teachers and assistants who help to improve English language by including different strategies such as English clubs, short immersions in a foreign country and English classes for students and professors.

The research was developed with students from the Bachelor in English Language Teaching program during the second semester of 2017. This program has around 500 students aged from 17 to 35. Students from the program are invited to participate in English clubs since the beginning of their career. The program has one or two foreign assistants per year that lead the

English clubs, they are enrolled in the Bachelor program through an agreement between the university and Fulbright program. Students are motivated by their professors to attend to the clubs because most of them start in first semester with a very low level of English of A1 or less.

Participants

We took a sample of 80 students from the last semesters of the Bachelor in English Language Teaching program at UNIMINUTO. There were applied 3 types of instruments to this group of students. There were taken students from the last semesters (sixth, seventh, eighth and ninth), twenty students per each semester. The sampling was mainly integrated by women, in this way, 75% from it was made up of women and the remaining 25% by men. They were from 19 to 35 years old. Students of this program usually come from low income families and according to an English test that applied by the program, most of the students have not reached the required English level, for that reason they need to strengthen and improve their English skills taken into consideration they are going to be teachers with a high proficiency in the target language.

Sampling

It was a convenience sample because it was selected a group of students with similar characteristics for this research, it means, students from the same program, from similar classes that needed to participate in English clubs, as it is shown in figure N. 1. **Convenience sample** is based on data collection from population members who are conveniently disposable to participate in the study. We only needed participants with availability to participate in our study and enrolled in the Bachelor in English Language Teaching program.

In this sampling method the researcher must get participants that are convenient for the research. According to S. K., & Given Lisa M. (2008), "convenience sample is also referred to the researching subjects of the population that are easily accessible to the researcher".

Convenience sampling

Adapted from:

https://research-methodology.net/sampling-in-primary-data-collection/convenience-sampling/
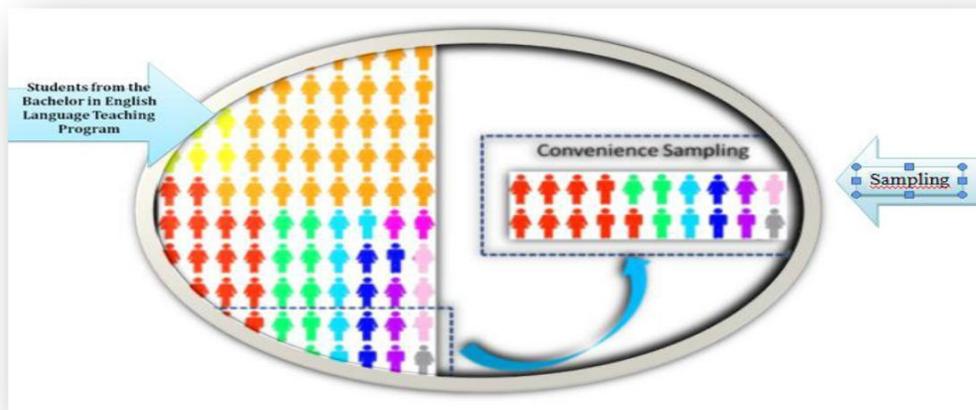
Figure 1:
Populations and sampling

Instruments

In our research study, we applied the mixed method called **Intermethod mixing** which consisted of 3 different data collection methods: 1) questionnaires, 2) observations and 3) focus groups.

Questionnaires: We used an open-ended questionnaire because it worked as a self-report-data collection instrument .According to Nunan (1992) "Questionnaires enable the researcher to collect data in field settings" p. 143.In our case, questionnaires provided both qualitative and quantitative data, but most of the questions were ended questions. The type of

questionnaire used was a mixture of formal standardized and exploratory questionnaire, the first one to collect data that was analyzed statistically and ensured that each respondent received the same stimuli (quantitative) and the other one to collect data which could not be statistically evaluated (qualitative) .(See annex N°4) .The questionnaire was composed by 20 questions, 14 of them were closed questions and the remaining questions were open. Some of the questions asked students to give recommendations or extra comments to have a better understanding about their ideas and opinions.

Observations: They were made with the purpose of analyzing students' perceptions and attitudes towards English Club attendance and the assistant's way of teaching. According to Burns (1999), "The term observation is being used here in the sense of taking regular and conscious notice of classroom actions and occurrence which are particularly relevant to the issues or topics being investigated" p. 80. In our case, we based the observation on 3 pre-established categories (methodology (24 statements), technological resources (6 statements) and time management (6 statements) = 36 statements, checked through a rubric were observers answered (Yes/No). In addition, observers wrote extra notes to make it more complete and well analyzed.

Focus group: We selected 3 homogeneous focus groups enrolled in the last semesters. According to Gibbs (1997), "Focus group research involves organized discussion with a selected group of individuals to gain information about their views and experiences of a topic". Taking into account that, we chose from 10 to 15 students with the aim of knowing about their perceptions of English Clubs. In addition, as Morgan (1988) highlights "This technique is built on the notion that the group interaction encourages respondents to explore and clarify individual

and shared perspectives". For this reason, students are motivated to answer the questions from their own opinions and supported by the answers of their classmates.

For the focus group, we formulated 18 questions based on 4 pre-established categories :(4) about methodology, (5) about time, (3) about technological resources, (4) about physical spaces and (2) about suggestions and changes over English Clubs. Questions were conducted in Spanish because English language could be seen as an obstacle for students to express their opinions. Focus groups provided us qualitative data taken from students' own words and in-depth information in a relatively short period of time.

Ethics

In order to have an approval in the development of this research with the sixth, seventh, eighth and ninth semester students, we designed a letter to the director and coordinator of the Bachelor in English Language Teaching Program at UNIMINUTO asking for the permission to work with this kind of population from 1 to 2 weeks in the schedule of the English classes and the English Clubs**.(See annex N°3)** This letter contained the research objectives, the implementation and a short description of the instruments implemented. In addition, it was necessary to create and informed consent, which students should sign to approve or not their participation in our study. (**See annex N° 1 & 2).**This informed consent had: the title of the research, investigators names, and telephone numbers for it to be trustable. Also, it explained the amount and kind of questions included within the instruments. It clarified about investigators were going to record their voices and take some pictures with some instruments, but they were going to be only used for academic purposes. Furthermore, participant names were not necessary in the papers, we only needed the number of the semester they were in, and so we did not need

anonymity. At the end of this letter, students should sign the agreement to participate in this research.

Chapter 4: Data Analysis

This chapter presents 1) the need analysis,2) the explanation of the 4 categories ((Methodology, technological resources, physical spaces and time) and a detailed analysis of each of the instruments used in the research.

Needs Analysis

As McKillip (1987) states, "Needs are value judgments: that a target group has problems that can be solved" (p. 7). The need analysis we did, involved the identification and evaluation of needs. This strategy helped us to make decisions about the idea for our research. We could assess the problem and plan the way we may find an answer for the situation. Then, we made decisions about the population that were relevant to be involved in this research, define the objectives, plan de methodology and data analysis in order to solve our research question.

The idea of this researched started based on our own experience as students who attended to the English clubs. We noticed the great absenteeism of English clubs by students, and we realized most of our classmates were demotivated when they had to attend to them. Hence, we decided to investigate about this fact. To develop this research, we followed some steps. First of all, we interviewed the academic coordinator of the English Language program to find out what perspective he had about the attendance of the clubs. We used 5 open questions about the students' attendance, strategies used during the class and the reasons of implementing English

clubs in the program. The coordinator stated that the absence to the English club was so remarkable, in spite of students did not have to pay for interactive with a native speaker, knowing a foreign culture and fostering communicative skills. He mentioned that as strategy, English clubs had compulsory attendance; however, students' attendance did not increase.

Also, we asked him about any survey that the program had ever done to find out the reasons why the students did not go to the English clubs. There were no surveys applied by the program before, but the coordinator said that it would be interesting to know students' perceptions and reasons for their apathy to the English Clubs. Secondly, we asked him the for any attendance record that let us know the number of student to attend. In fact, there were attendance records that the program did each academic period per assistant and group of students according to their level. We could access to them.

Third, we analyzed the attendance records of 5 different native assistants during the periods of 2015 and 2016, as it is shown in the graphs below. Finally, we realized that it was necessary that the English Bachelor program knew the reasons for students' absenteeism to English clubs. We wanted to contribute with this research in order to the program start with the implementation of new strategies that make student take advantage of the English clubs, bearing in mind the advantages they had. One of the most important reasons is that they offer learners to practice English by actually speaking it; in a less formal way than a classroom setting involving more real life situations. The data was analyzed per each assistant in each period; the results are represented in the following graphs:

Period 2015-01:

Assistant No 1.

February - April   April -   June
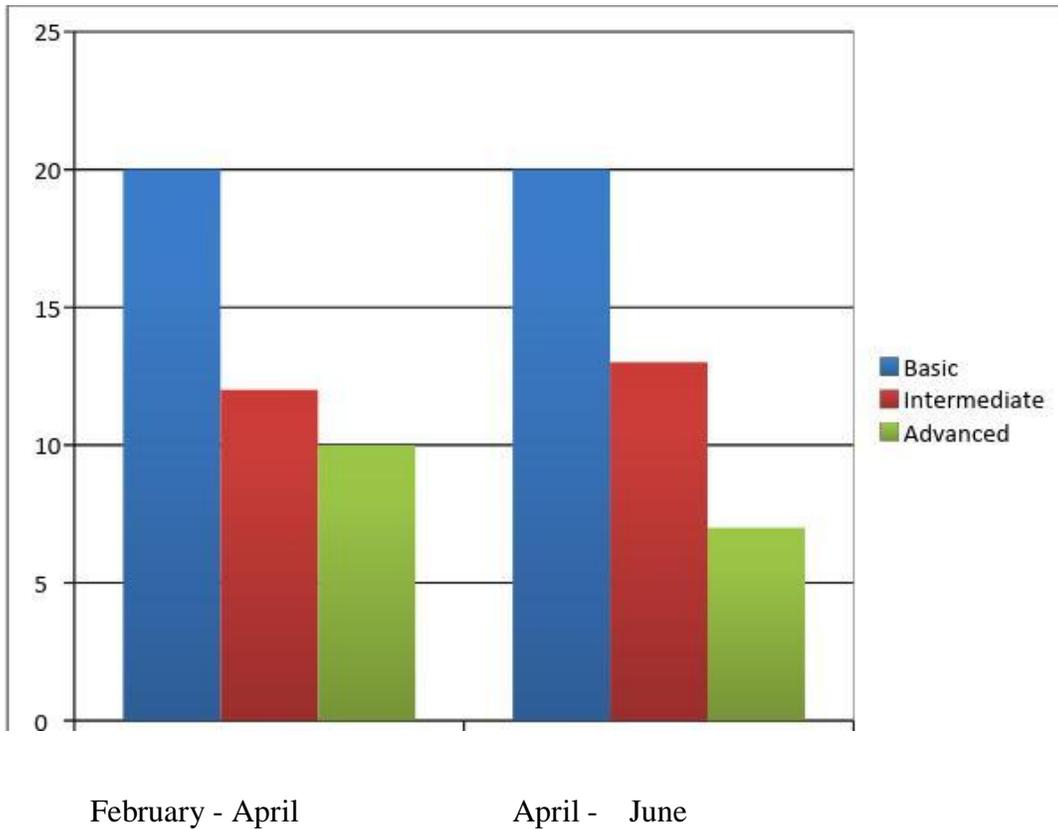
Graphic No 1.
English Club's Attendance 2015-1

The bars chart above (graphic N.1) , shows the total number of students who attended to English

Clubs from each level. The graph shows the attendance of the three levels Basic level (blue bars)

shows an average of 20 from the 25 students who were supposed to attend to the English Clubs.

Intermediate level (red bars) reached a number of 12 out of 25 students and advanced level (green

bars), 10 students out of 25. Basic level remained steady, in intermediated level from 12 to 13

students attended English Clubs and advanced level, decreased rapidly with only 7 students from

April to June.

Period 2015-2

Assistant No 1.
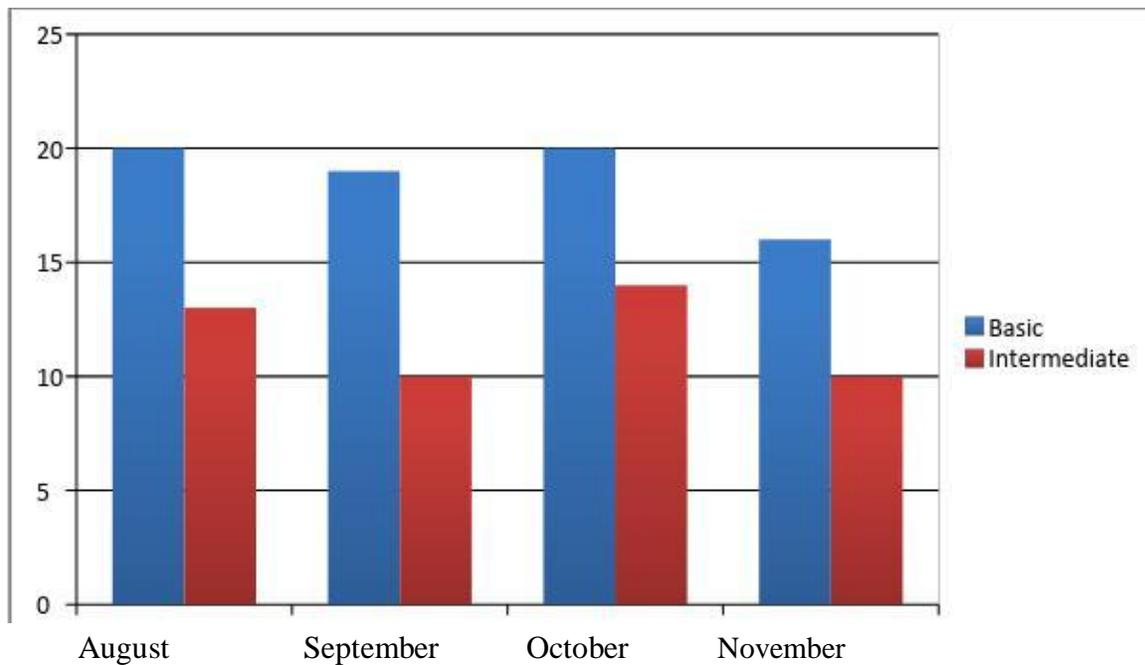
Graphic No 2.
Club's Attendance 2015-2

This graph N.2 shows the attendance of the levels (basic and intermediated) from August

to November, 2015.There was not information about Advanced level. First, in August, basic

level shows a number of 20 from 25 students who attended English Clubs. Then, intermediate

level reached a number of 13 students. On September, basic level students hardly changed with a number of 19 students. In the intermediate level, students' attendance sharp rise with the attendance of 10 from 20 students. However, on October, there was little change in the number of basic level students from 19 to 20 student's attendance. Finally, On November can be seen that basic levels students dropped rapidly the number of attendance from 20 to 16 students who attended English club. Also, intermediate level students decreased suddenly from 14 to 10 students' attendance based on the total number of students (25).

Assistant 2
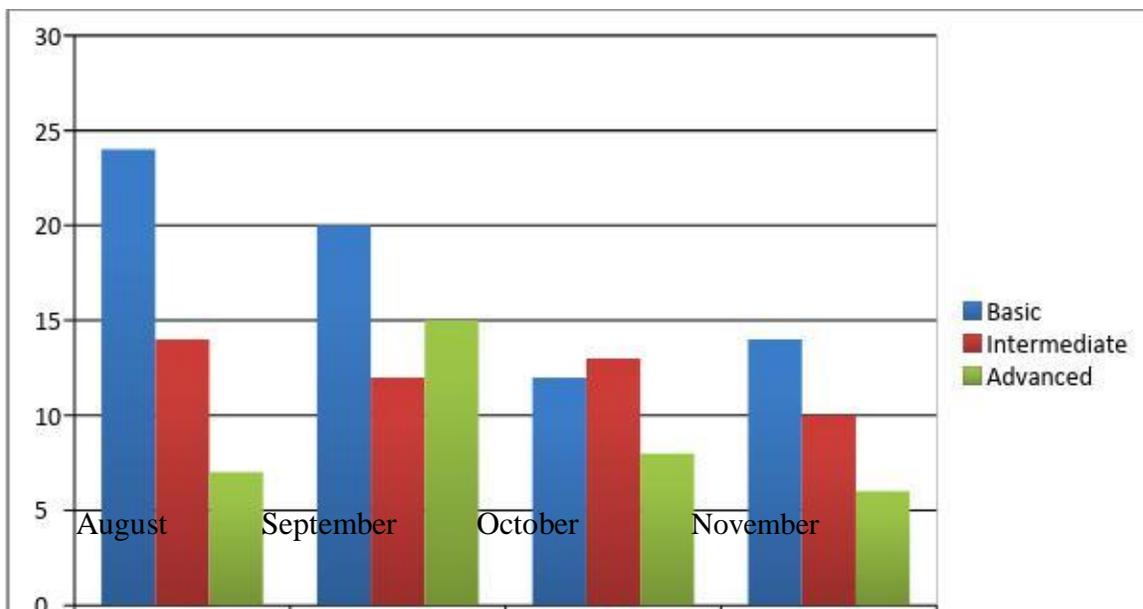
Graphic No 3.
English Club's Attendance 2015-2

According to the graphic N. 3, basic level students show a significant increase with a number of 24 from 25 students who attended the English clubs. Next, the intermediate level students illustrate a number of only 14 attendees, and advanced level students slowly increased

with a number of 7 students. During September, the number of the basic level students fell suddenly from 24 to 20 students' attendance. About the number of intermediate level students, it decreased gradually from 14 to 12 student's attendance. Regarding to the number of advance level's students attendance, it reached a peak from 7 to 15 student's attendance. On October, the number of the basic level students attendance dramatic fall getting a number from 20 to 12 student's attendance. However, the number of intermediate level students' attendance gradually increased from 12 to 13. In this case, the number of advance level's students attendance sharp drop from 15 to 8 attendees. Lastly, on November; there was hardly any change in the number of the basic level students with an average from 12 to 14 students' attendance. About the number of intermediate level students' attendance sudden dropped in the number from 13 to 10 attendees. To complement, the number of the advanced level's student's attendance slow decreased from 8 to 6 students.

Period 2016-1

Assistant 1
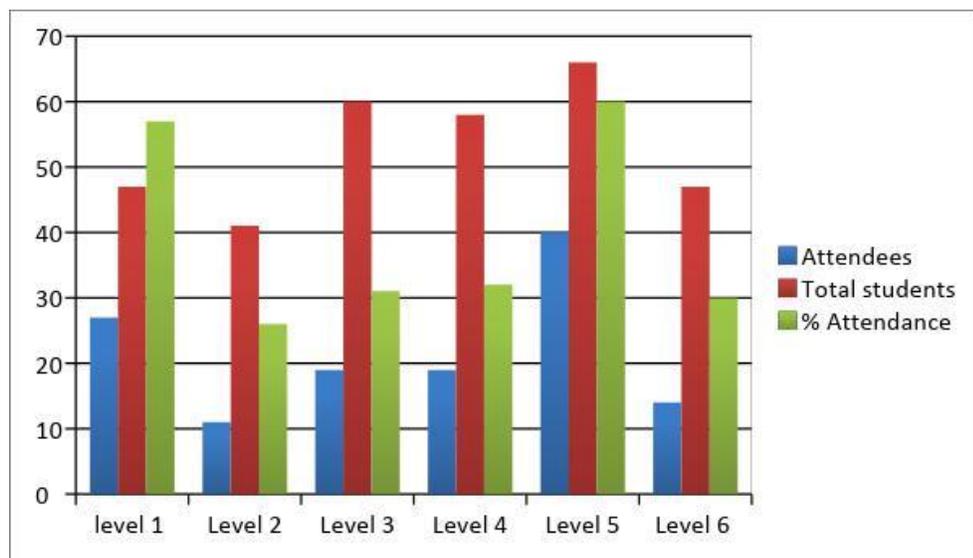
Graphic No 4.
English Club's Attendance 2016-1

Graphic N. 4 shows that in this period, English levels were not named according to English proficiency, but according to students' level. The graph above shows the number of students who attended English Clubs from each level. It illustrates the total and the percentage of students from different levels. It is divided in 6 levels. It can be seen that the number of students from level 1 steady drop with a number of 27 students from 70 who attended English Club (57%). In the Level 2, it shows a dramatic fall with the attendance of only 11 students with a percentage of (26%). In Level 3, the attendance reached a number of 19 students with a percentage of (31%). Regarding to Level 4, there was no change in the number from level 3 with 19 student's attendance .It illustrated the total of students with a percentage of (32%). About level 5, the number of the student's attendance gradually increase with a number of 40 students with a percentage of (60%). Lastly, Level 6 slowly increase the number of students with average of 14 students with which is equivalent to a percentage of (30%).

Period 2016-2

Assistant No 2.
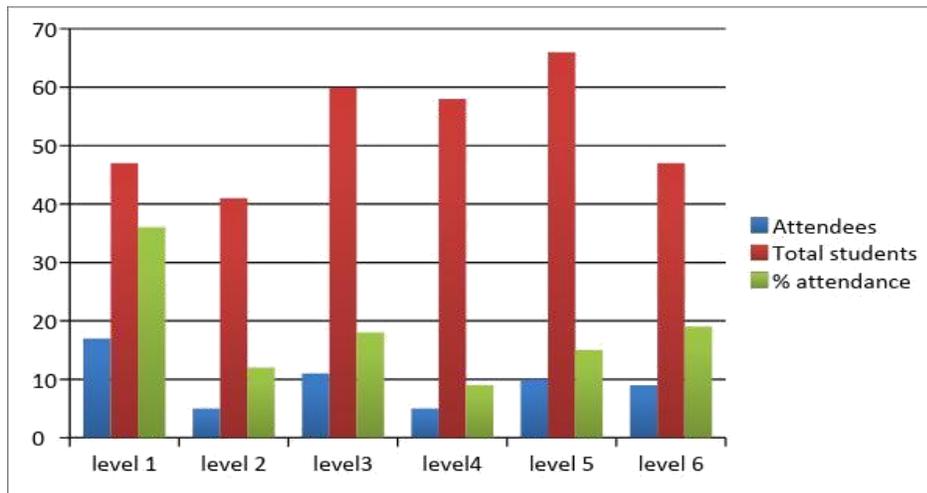
Graphic No 5.
English Club's Attendance 2016-2

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At the glance, the graphic N. 5 given, describes the number and the percentage of the students who attended English Clubs divided into 6 levels. First, Level 1 started with a number of 17 attendees from 47 with a percentage of (36%). In Level 2, it significant decreased the number of 5 student's attendance from 41 with a percentage of (12%). About Level 3, the number of students gradually increased with number of 11 from 60 students with a percentage of (18%). The number of student's level 4 sharp drop with a figure of 10 attendees from 60 with a percentage of (9%). In Level 5, the number of the student's attendance was 10 attendees from 47 with a percentage of (19%). Finally, in Level 6; there was little change in the number of student's attendance. It illustrated 9 students who attended English Club from 47 making a percentage of (19%)

As a conclusion, it can be concluded that during the period of 2015-2016 the attendance showed a significant decrease from one period to another. We also noticed that students from the first levels attended more often at the beginning, and suddenly the absenteeism was quite remarkable. In addition, advance levels were notably greater than the lower levels. It seems to be that the more students advance, the more they are absent in English clubs. The reasons were carefully investigated during the research project and the findings are shown in Chapter 5 in a detailed way.

Categories

As mentioned above, 4 different categories were pre-established. These categories were used according to the applied method. It should be noted that these categories were pre-established according to our experience as assistants to the English club, in addition to the opinions of the students of the English program and some teachers belonging to this same area. Next, each of them will be defined, in order to explain the reason for their selection to achieve the response of our project.

Category 1: Methodology:

The category of methodology covers everything that refers to: strategies, methods, approaches and didactics used by the teacher in order to motivate students, discover their learning method and strengthen both their weaknesses and strengths. A teacher must not only be a knowledge transmitter or a guide. The role of the teacher goes beyond simple memorization; therefore, it is essential that anyone who is dedicated to teaching have extensive knowledge of it.

For this reason, this category was pre-established. As pre-service English teachers who took subjects in methodology and didactics, and at the same time as practitioners-teachers, we know of the great importance of a good methodology during a class, in this case a session of the English club. This is an essential factor for students, a strategy as simple as the sitting

arrangement changes a class and makes the difference. Taking into account all the above, it is clear that this category is of great importance for our study.

Category 2: Technological resources:

The category of technical resources is based on the use of them during the development of the sessions and their role in the motivation for the students. This category was pre-established due to what, the times keep changing and in the same way the society. Technology in the XXI century has been fundamental for the advancement of our society, in the case of students, to facilitate the search for information, facilitate tasks, innovate and use their creativity and ingenuity, in addition to enhancing their computer skills. With this in mind, we decided to investigate the use of these technological resources in club sessions, as an extra resource for students and a motivational tool.

Category 3: Time:

The time category refers to: the hours in which the English clubs are offered, the duration of the club sessions and the punctuality of the assistants. Due to the great inconveniences with the lack of schedules, since these were offered at the same time of the classes, constant complaints of the students were heard to attend the English clubs. For this reason, it was necessary to investigate in a deeper way in this category, covering not only the schedules, but the duration of the sessions; whether they are sufficient or not for the development of activities. This category has great importance, since time is one of the great obstacles in the university environment, if we refer to class changes, semester in which students are studying, students doing practices in other places, among other reasons that could affect students' attendance.

Category 4: Physical spaces:

The category of physical spaces is determined by thinking of the club as an extracurricular space and not a traditional class. This category is taken into account because the university has different physical spaces different from the classrooms. On many occasions, when the students went to attend the English club, the classrooms were occupied with other students and in other classes. For this reason, it is necessary to analyze this as a possible cause of non-attendance. Emphasizing that the university has several spaces available, it is important to explore the use of these spaces and how the assistant takes advantage of them in order to motivate the students and do activities that take them out of the classroom routine.

Instruments and categories

The, sample was composed of 80 students, 20 per group of sixth, seventh, eighth and ninth semesters. Figure N. 2 represents the instruments applied and the categories implemented in each one.
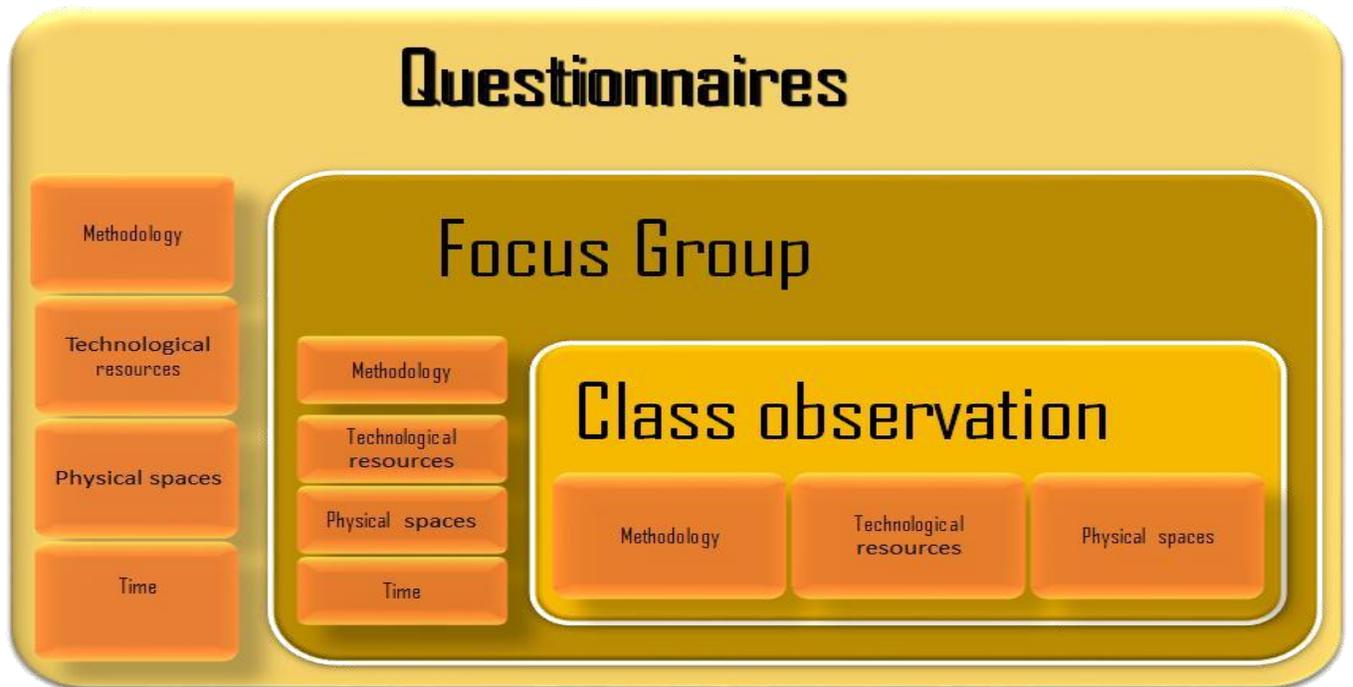
Figure No 2: *Instruments and categories.*
Fonte: Researchers creation, dic 29 de 2017

1. Questionnaires

The questionnaires implemented for this research has 14 close questions and 6 open questions divided into the 4 different categories (methodology, technological resources, physical spaces and time).**(See annex 1)**. The following graph shows the participants per semester that were taken as sample for this research.
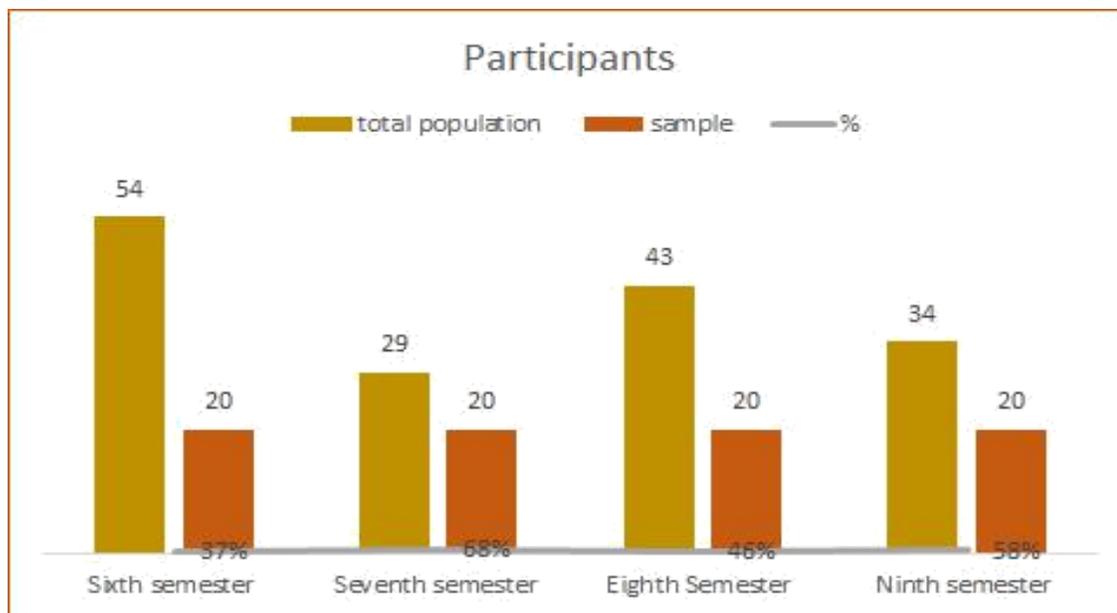
Graphic No 6:
Participants in the questionnaires.
Fonte: Researchers creation, dic 29 de 2017

As it is shown in the graphic N. 6, from 54 students (100 %) that were enrolled in the subject : Anglophone Language and Culture VI, it was taken a sample of 20 students, it means the 37% of the students. From 29 students (100 %) that were enrolled in the subject: Pedagogical Practicum I, a sample of 20 students (68%) was taken. From 43 students (100 %) that are enrolled in the subject: Pedagogical Practicum II, a sample of 20 students (46%) was taken. From 34 students (100 %) belonging to the subject: graduation option, a sample of 20 students (58%) was taken.

1.1 Category 1: Methodology

This pre-established category focuses on the didactic and methodological strategies used by the English Club' assistant to promote learning and use of English within this extracurricular activity, that guaranteeing its effectiveness. In this pre-established category, we could observe

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the following results. The possible answers were: Very satisfied, Satisfied, Very dissatisfied and

Dissatisfied. Each one of the questions has a code which will be used for the graphics below. The

table N.2 shows the categories:

Table No 2*.*
Questions and codes.
Fonte: Researchers creation, dic 29 th, 2017

Questions	Code
1. I believe that English Clubs are a useful strategy for my English learning process.	English Club's usefulness
2. People who guide the English clubs have high communicative skills in the English language.	Assistant´s proficiency
3. The didactic and methodological strategies used in English Clubs are effective and contribute to my learning process.	Good didactic and methodological strategies
4. English clubs are organized according to the students' English language proficiency.	Adequate language proficiency
5. In English Clubs sessions, I have the opportunity to participate quietly and spontaneously, and receive effective feedback.	Active participation and feedback
6. The activities developed in English Clubs seem to me effective and have contributed for the development of my communicative skills.	Activities to improve communicative skills

The following graphics show question by question with its respective result according to

each semester chosen about the first category "methodology"

Sixth semester
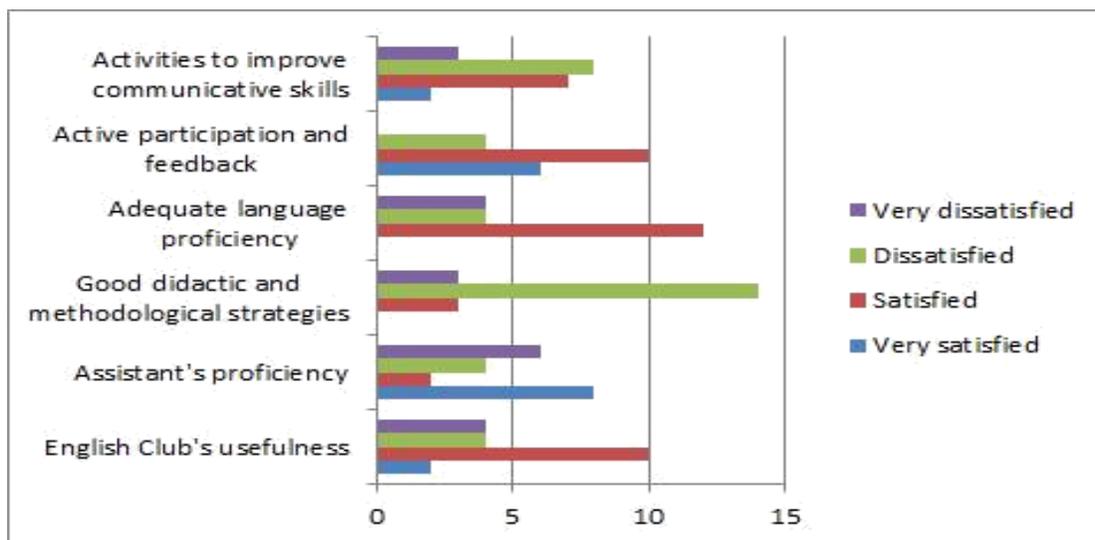
Graphic No 7.
Analysis and Results Questionnaires six semester

Seventh Semester
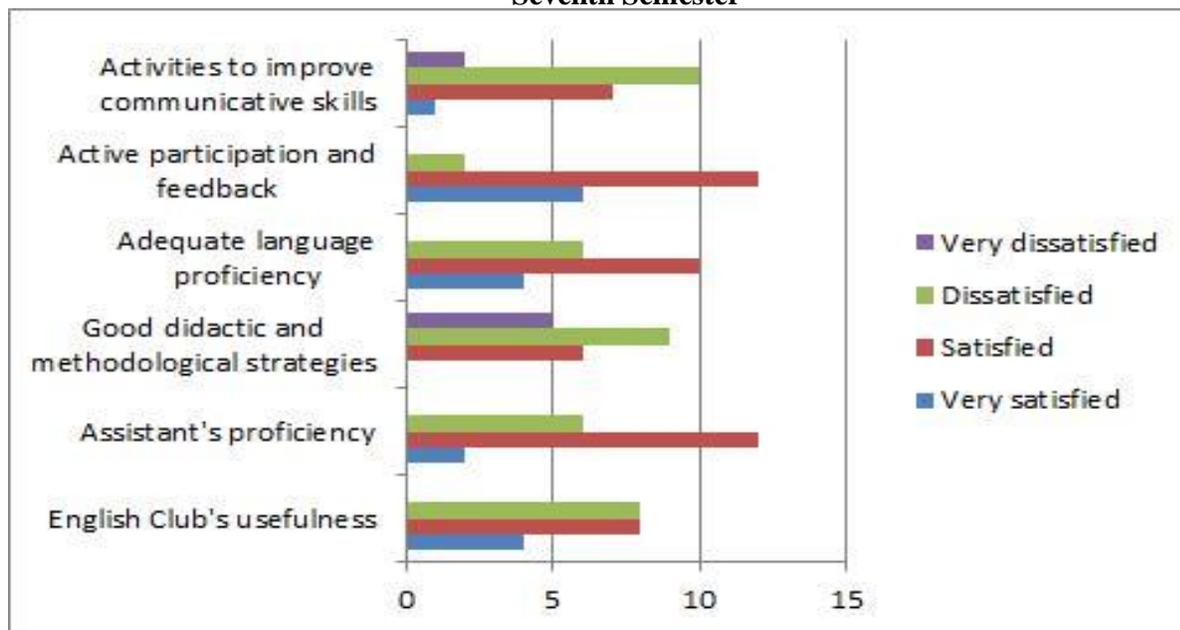
Graphic No 8.
Analysis and Results Questionnaires seventh semester

53
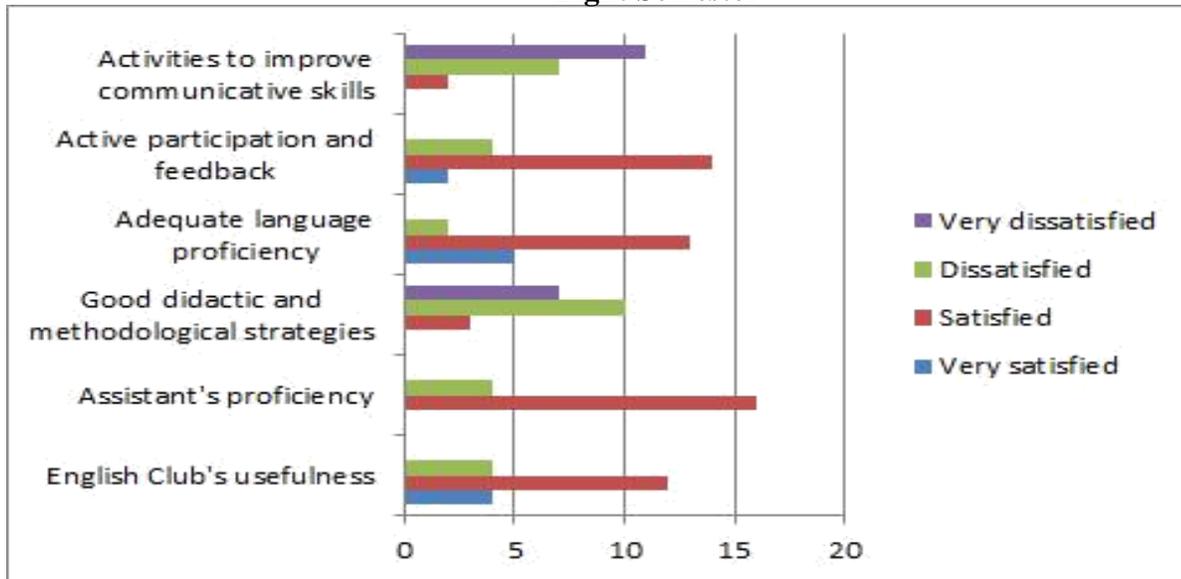
Eight Semester

Graphic No 9.
Analysis and Results Questionnaires eight semester
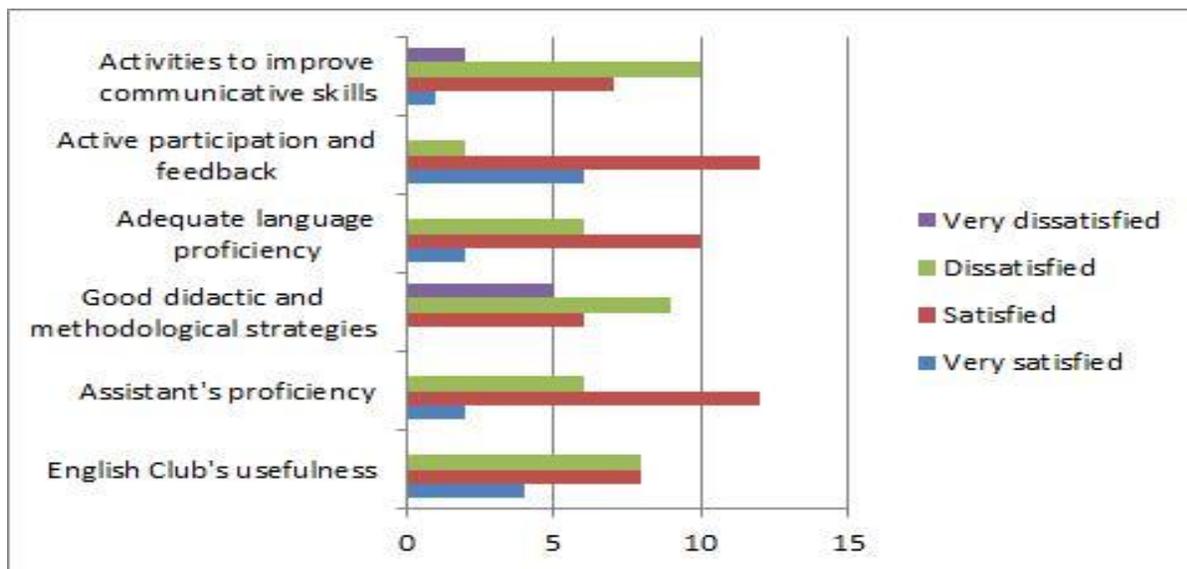
Ninth Semester

Graphic No 10.
*Analysis and Results Questionnaires ninth semester*

According to the answers for the first question: ***I believe that English Clubs are a useful strategy for my English learning process.*** (English Clubs' usefulness)**.**24 (30%) students said that they were dissatisfied with the English clubs usefulness, 42 (52.5%) were satisfied and 14 (17.5%) were satisfied. From a general view, it can be concluded that 56 ***out*** of 80 students (100%) agree with the usefulness of the English Clubs, which means that students recognized that the English Clubs are importance for their learning process. (Graphics 7,8 ,9 and 10).

To the second question; People ***who guide the English clubs have high communicative skills in the English language***. (Assistant's proficiency). Communicative skills do not refer to the use of language or structures, but to the ability that the assistant has to make students understand what she / he says in the second language (English) depending on the level of students. 14 (17.5%) students were very satisfied, 40 (50%) satisfied, 20 (25%) dissatisfied and(7.5%) very dissatisfied. The answers show that students in general are satisfied and recognize that the assistants who guide the English clubs have high communicative skills, it means that the use of languages is not a barrier to understand the activities done in the clubs. (Graphics 7,8,9 and 10). ***54 (67.5%)*** out of 80 students (100%) agree with the assistant's competencies and **26 (32.5%)** disagree with the assistant's competencies (Assistant's proficiency). An important amount of students agreed that the assistants do not make effort changing the level of languages according to student's level.

To the question: ***The didactic and methodological strategies used in English Clubs are effective and contribute to my learning process.*** (Effective didactic and methodological strategies)***,*** , 14 students from sixth semester (***17.5 %)*** were satisfied, 42 students (52.5%) dissatisfied, and 24 students (***30%)*** very dissatisfied. According to the answers, it can be evidenced that ***14 (17.5%)*** of 80 students agree with the good didactic and methodological strategies and ***66 (82.5 %)*** out of 80 students disagree (Good didactic and

55

methodological strategies). (graphics 7,8,9 and 10).Students agreed that the assistants do not make effort changing the level of languages according to student's level.

According to student from seventh semester said:

> The methodologies and strategies should be better, sometimes the methodologies are not the appropriate which make (that) the process of learning no effective and it is not meaningful in some cases.

(p.30, student from seventh semester)
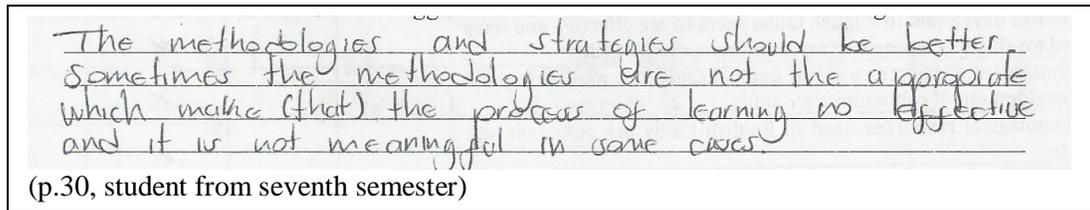
To the question: ***In English clubs are organized according to the students' English language proficiency.(***Adequate language proficiency*)*, 22 students (***27.5 %***) are satisfied , 38 students (***47.5%***) are dissatisfied , and 20 (25%) were very dissatisfied. The English clubs are organized according to the students' level of English, in this way, there are clubs for basic, intermediate, pre advanced and advanced level. Most of students agree with the way they are organized. In conclusion, it shows that ***22 (27.5%)*** out of 80 students agree with an adequate language proficiency and ***58 (72.5%)*** out of 80 students disagree with an adequate language proficiency.

To the question: In ***English Clubs sessions, I have the opportunity to participate quietly and spontaneously, and receive effective feedback.***(Active participation and feedback).20 students (25%) of the students from sixth semester were very satisfied, 38 students (***47.5%***) were satisfied, 18 students (22.5%) dissatisfied, and 4 students (5%) were very dissatisfied . Taking into account those results, it can be seen that ***58 (72.5%)*** out of 80 students agree with active participation and feedback during the development of the English Clubs' sessions and ***22 (27.5%)*** disagree (Active participation and feedback).

For the final question: T*he activities developed in English Clubs seem to me effective and have contributed for the development of my communicative skills (*Activities to improve communicative skills)*.* 5 students (6.25%) of the students from sixth semester said that are very satisfied, 18 students (22.5%) are satisfied, 45 students (56.25%) are dissatisfied, and 12 students (15%) from the students are very dissatisfied. From students' answers, it can be concluded that *23 (28.75%)* out of 80 students agree with the activities that are implemented for the improvement of communication skills and *57 (71.25%)* disagree with the activities that are implemented for the improvement of communication skills (Activities to improve communicative skills). (Graphics 7, 8, 9 and 10).

As student from eight semester said:
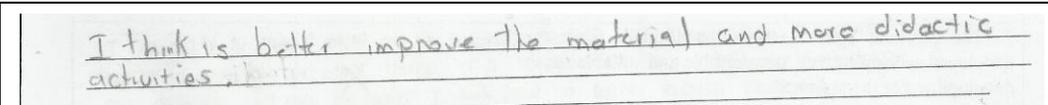
(p.55, student from eighth semester)

From the results obtained in the questionnaires in the category of methodology, it can be said that most of the students are satisfied with the usefulness of the English clubs and the way they are organized. In addition, they agree with the communicative skills of the assistants. However, there are aspects to be improved regarding to the methodology, a significant number of respondents disagree with the methodology used by the assistants.

1 2. Category 2: Technological Resources

This pre-established category refers to the use of technological resources by the assistant as a tool to facilitate the learning of the English language within the English club. This category consists of only 2 questions which will be shown in table N.3.

Table No 3.

Questions and codes.

Question	Code
The technological resources used in English Clubs are motivating and help the development of communicative skills.	Motivational technological resources
The technological resources used in English Clubs are sufficient and appropriate.	Sufficient technological resources

Graphics N. 11, 12 and 13, show the results for each semester.

Sixth semester students
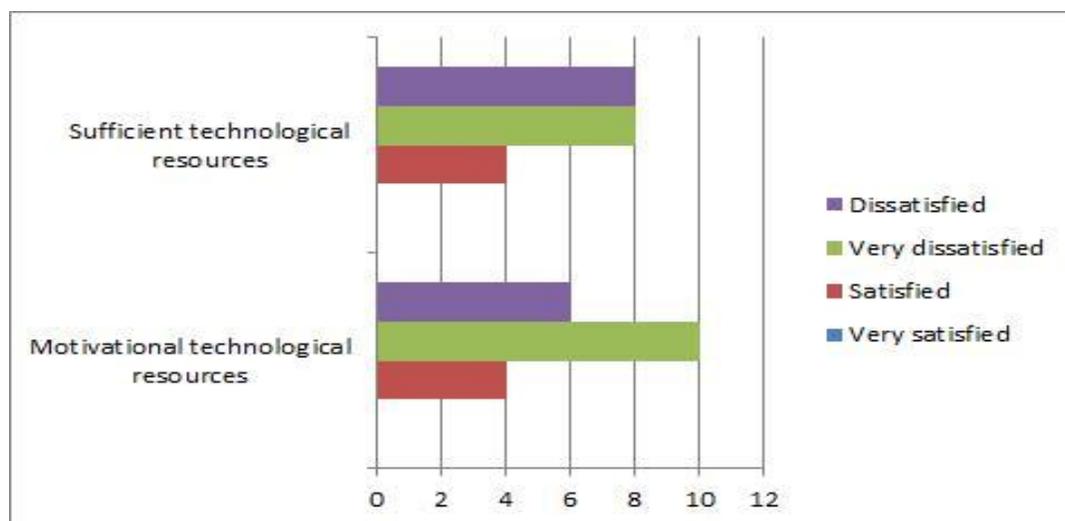
Graphic No 11.
Technological resources. Sixth semester

Seventh semester students
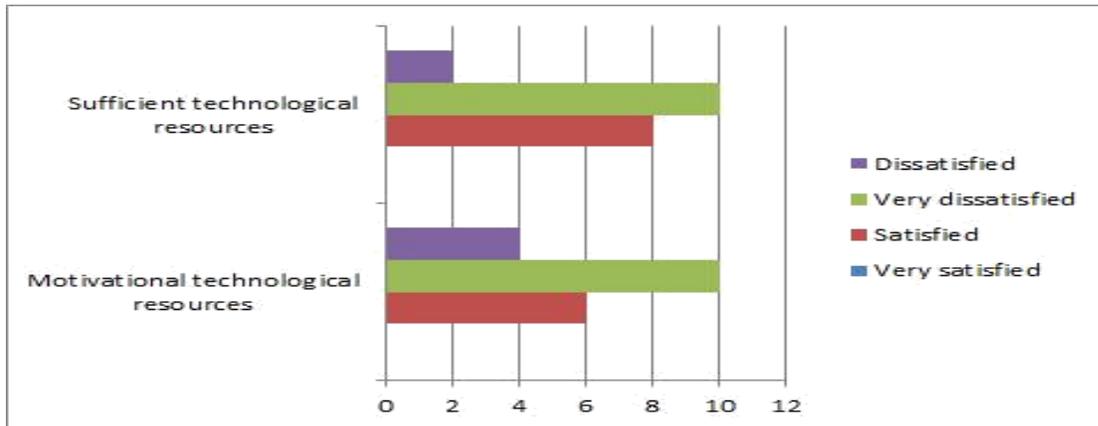
Graphic No 11.
Technological resources. Seventh semester

Eighth semester students
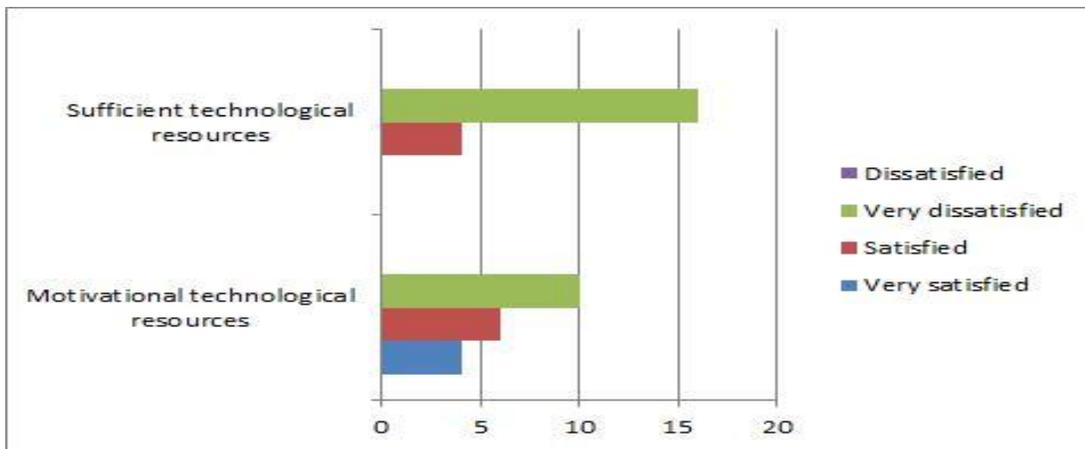
Graphic No 12.
Technological resources. Eight semester

Ninth semester students
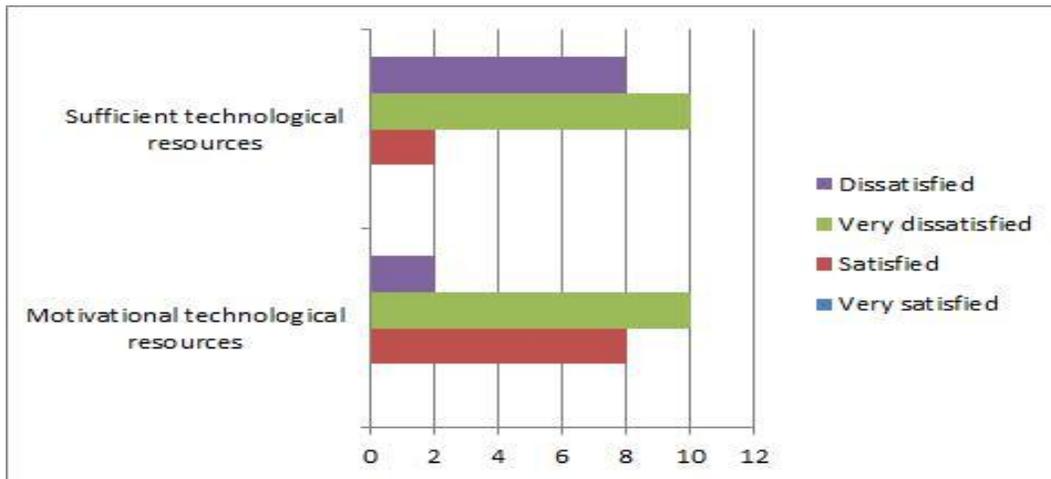
Graphic No 13.
Technological resources. Ninth semester

As it could be seen in the graphs above, to the first question: ***The technological***

resources used in English Clubs are motivating and help the development of communicative

skills.(Motivational technological resources). Only 4 students (5 %) were very satisfied, 28

students (35%) were satisfied, and 36 students (45%) were dissatisfied, and 12 students (5%)

were very dissatisfied. The answers show a strong tendency in all the groups was dissatisfied

and very dissatisfied, only few students said that are satisfied with the use of technology in the

English clubs as a motivational tools. 48 (60%) out of 80 students disagree with the motivation

of technological resources (Motivational technological resources).

When students were asked about suitability **and sufficiency** *technological resources used*

*in English Clubs. (*Sufficient technological resources). 18 students (22.5 %) are satisfied, 44

students (55%) are dissatisfied and 18 students (22.5%) are very dissatisfied. The results show

a great disagreement regarding the amount of technological resources used and their proper

use in English clubs, which is reflected in the following percentages:62 (77.5 %)out of 80

disagree with the suitability of technological resources in English clubs (Sufficient technological resources). It could be inferred that technological resources are no used in English clubs. It was evident that most of the students disagree with the use of technological resources. It reflects that there is lack of them during the English Clubs' sessions .A large percentage from all the groups are dissatisfied and very dissatisfied and it could be one of the factors that affect students attendance in the English clubs. As student from sixth semester said:

I don't know why assisstants never used the tv or the computer It would be nice if the clubs were more didactic

(p.18, student from sixth semester)

1 3. Category 3: Physical Spaces

This pre-established category refers to the availability of room to carry out English clubs. For this category 3 questions were included. In this opportunity, students were asked about the comfort ability, appropriateness and suitability of the places where clubs are developed. Students were also asked about the number of students that attend each session of the English clubs and the availability of the classrooms to develop them. Table N. 4 shows the questions with their respective codes.

Table No 4. *Questions and codes.*

Fonte: Researchers' design, dic 29th, 2017

Question	Code
The physical spaces where the English Clubs are developed are appropriate, comfortable, and suitable for the development of the sessions.	Comfortable physical spaces
The number of students attending per session is appropriate and allows a dynamic development of sessions.	Appropriate number of students
The physical spaces in which the English Clubs are Developed and sufficient for the development of the sessions.	Sufficient physical spaces

The following charts show the answer given by students from sixth to ninth semester.

Sixth semester students
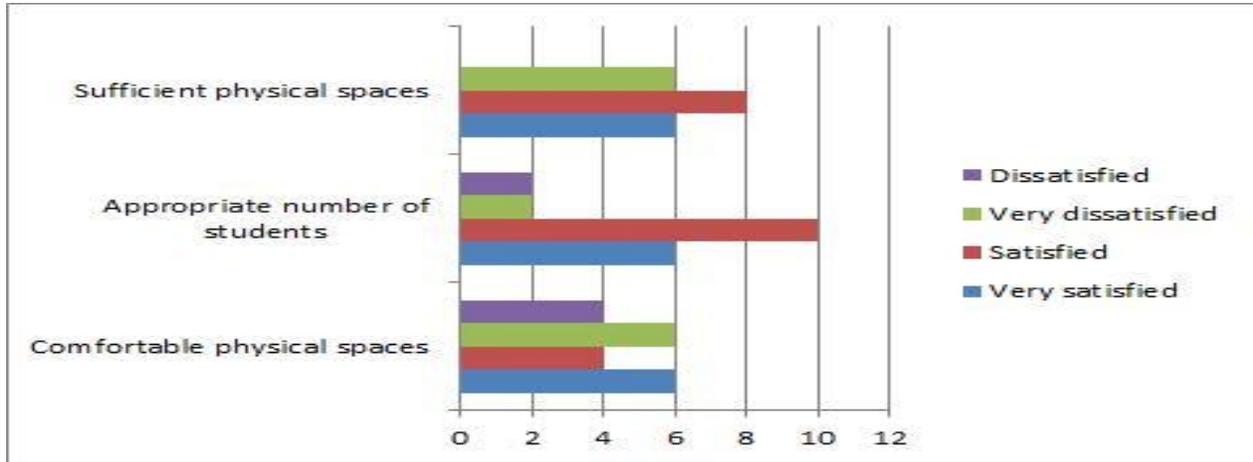
Graphic No 14.
Physical spaces sixth semester

Seventh semester students
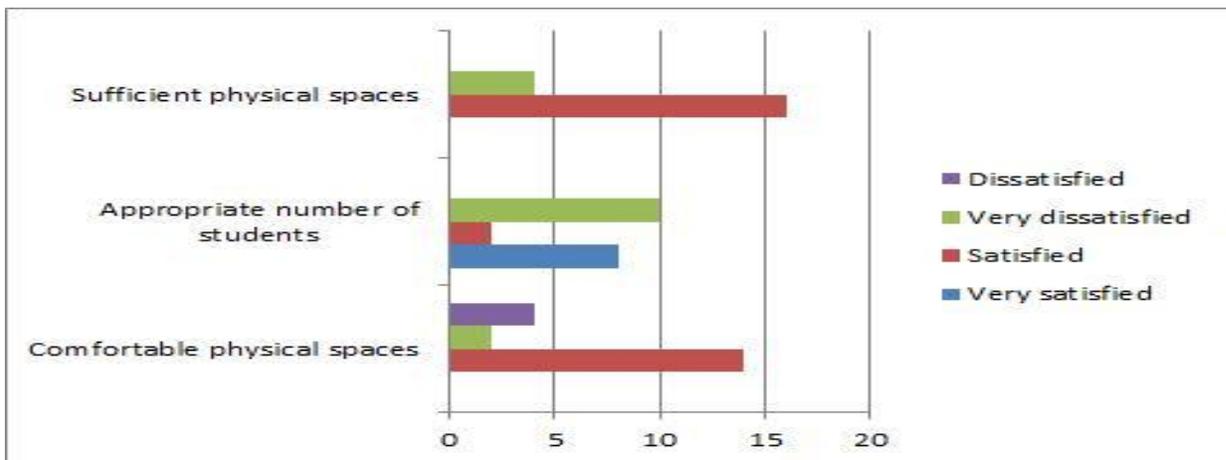
Graphic No 15.
Physical spaces seventh semester

Eighth semester students
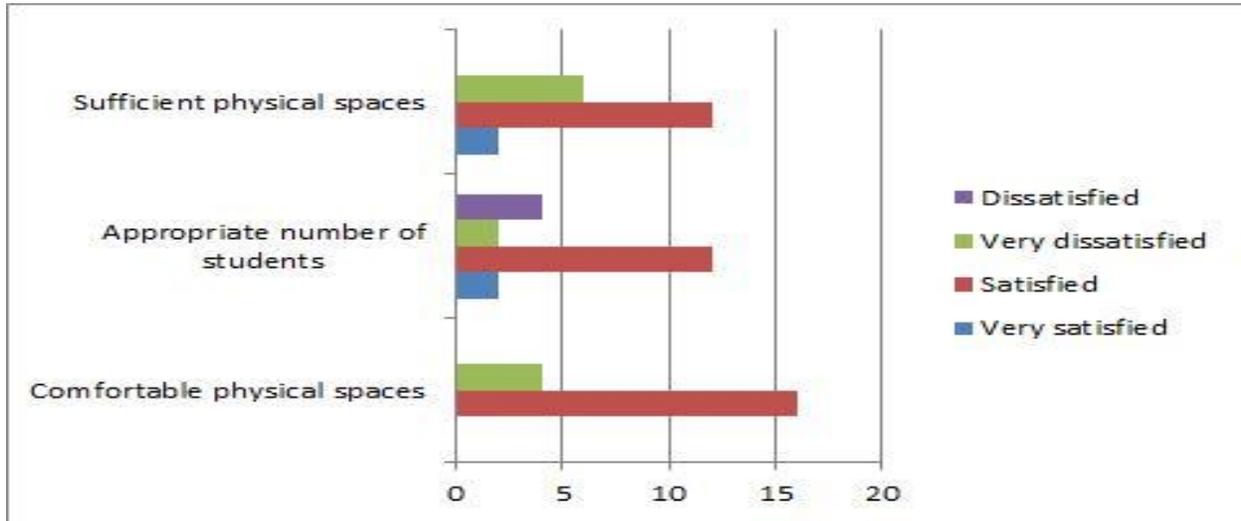
Graphic No 16.
Physical spaces eight semester

Ninth semester students
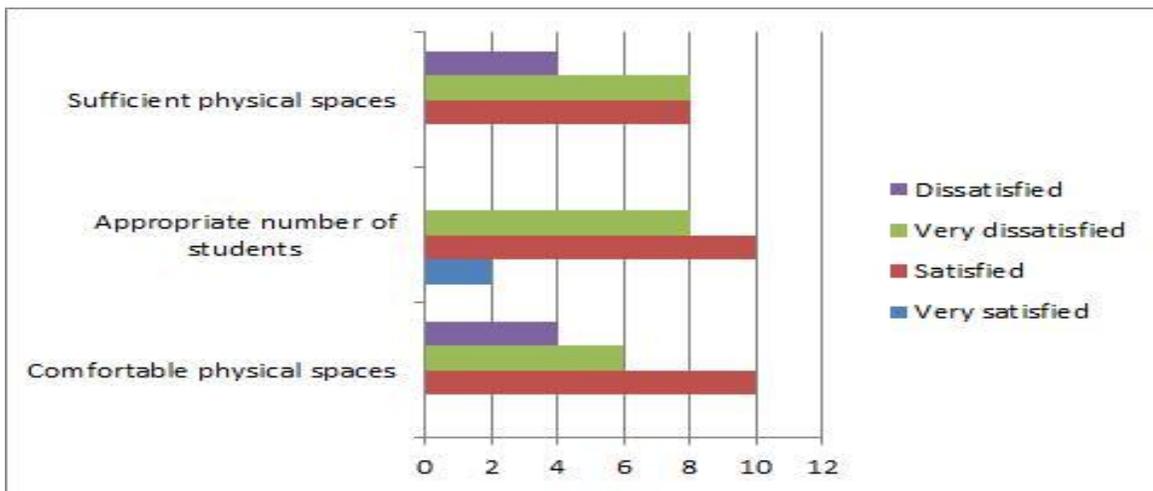
Graphic No 17.
*Physical spaces ninth semester*

To the question: ***The physical spaces where the English Clubs are developed are appropriate, comfortable, and suitable for the development of the sessions***. (Comfortable physical spaces)**.** 6 students (7.5%) from sixth semester were very satisfied, 44 students (55 %) satisfied, 18 students (22.5%) dissatisfied, and 12 students (15%) very dissatisfied. According to these results 50 students (62.5%) out of 80 agree that physical spaces are comfortable (comfortable physical spaces) which means that students agree with the comfort of the spaces that the University has to develop English clubs. However, there were students very dissatisfied; it means that the university should have more appropriated places to do this activity because it could be a factor that affect student's attendance.

As student from eighth semester said:

I would like the club to be developed in the green zone because the class is boring

(p,67 student from eight semester)
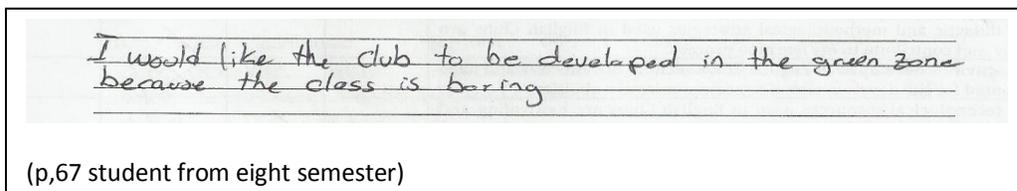
When students were asked about the appropriate number of students ***attending per session and if it is appropriate and allow a dynamic development of sessions.*** 18 students (22.5%) were very satisfied, 34 students (42.5%) satisfied, 22 students (27.5%) dissatisfied, and 6 students (7.5%) were very dissatisfied. As a conclusion, it can be evidenced that 52 (65%) out of 80 agree with the appropriate number of students per session (appropriate number of students).This means that students feel comfortable with the amount of students attending the Club session, they think that it is appropriate to develop each sessions.

To the final question: ***The physical spaces in which the English Clubs are developed are sufficient for the development of the sessions***.(Sufficient physical spaces)**.** 8 students (10%) were very satisfied, 44 students (55%) satisfied, 24 students (30%) dissatisfied and 4

(5%) were very dissatisfied .Taking into account the answers, it can be concluded that 52 (65%) out of 80 agree that there are satisfactory room. (Sufficient physical spaces).This leads us to think that the university offers different physical spaces in which the sessions of the English Clubs can be developed in a free way.

Collecting all the results of the category "Physical spaces", it can be said that 50% of the students agree with the comfortability of the physical spaces, the availability of them to develop the sessions and in the same way, with the number of students attending per session.

As student from sixth semester said:

> I think phisical spaces are comfortable, but I think there are many places to develop English Clubs.

(P.25 student from sitxh semester)
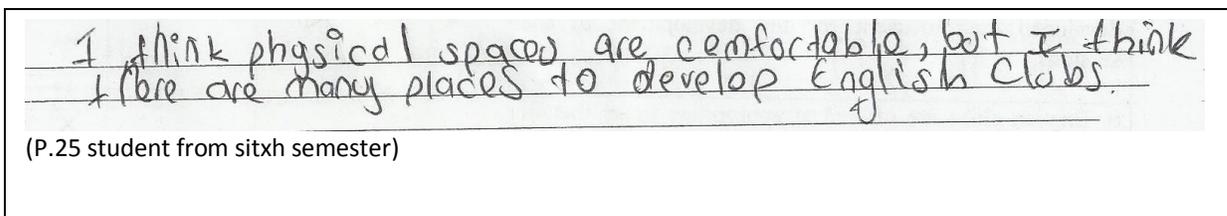
1 4. Category 4 : Time

This pre-established category is based on the schedule in which the English clubs are offered and the time of the sessions. For this category, were chosen 3 questions which will be shown below with the results obtained.

Table No 5. *Questions and codes.*

Fonte: Researchers creation, dic29[th] de 2017

Question	Code
English clubs are offered at appropriate times that fit students' needs	Appropriate times
The time in which each session takes place is sufficient for the activities developed	Complete sessions for activities
The schedules are enough for all students	Enough schedules

Sixth semester students :
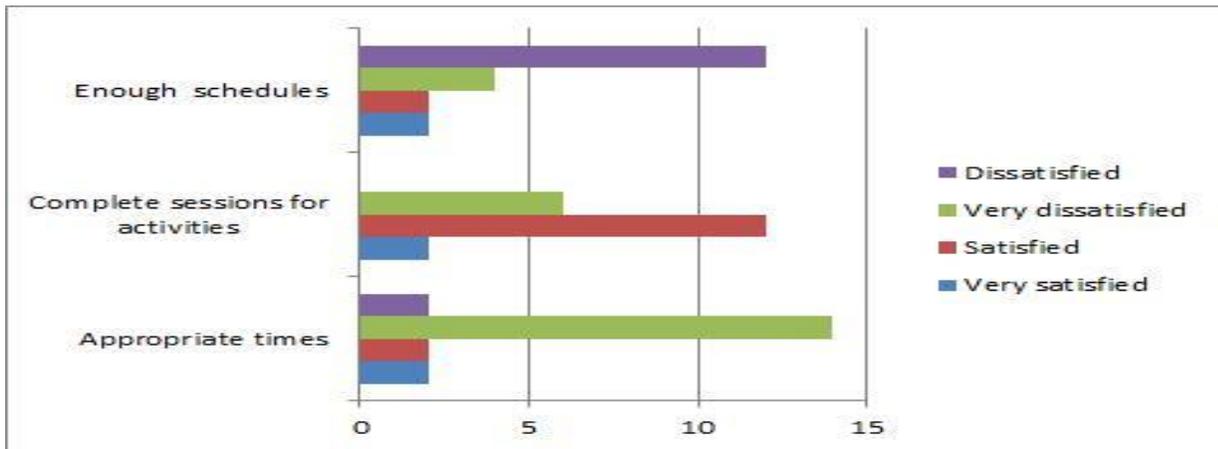
Time sixth semester
**Graphic No 18**.

Seventh semester students
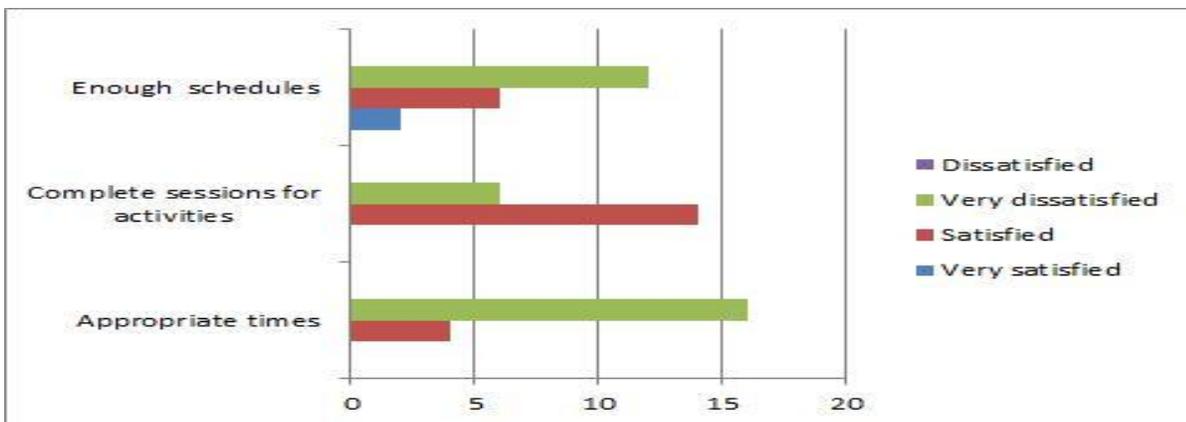
Graphic No 19.
Time seventh semester

Eighth semester students
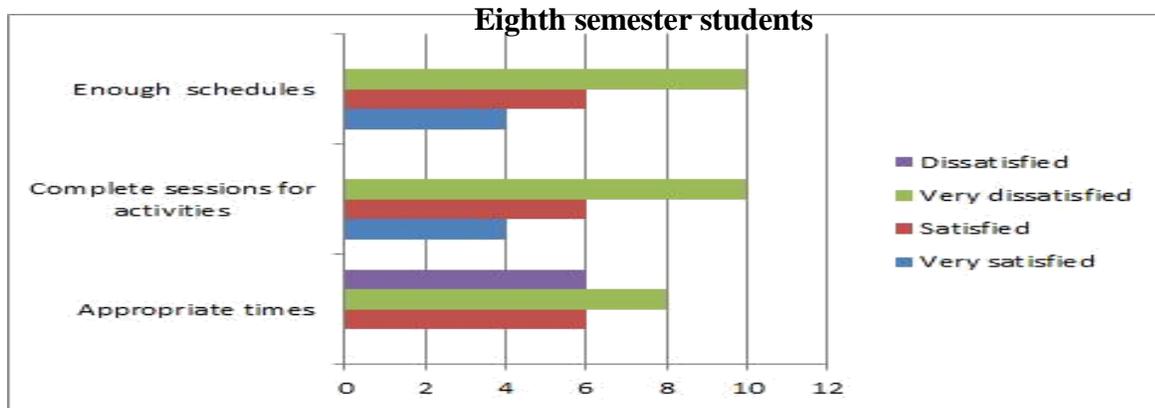
Graphic No 20.
Time eight semester

**Ninth semester students**
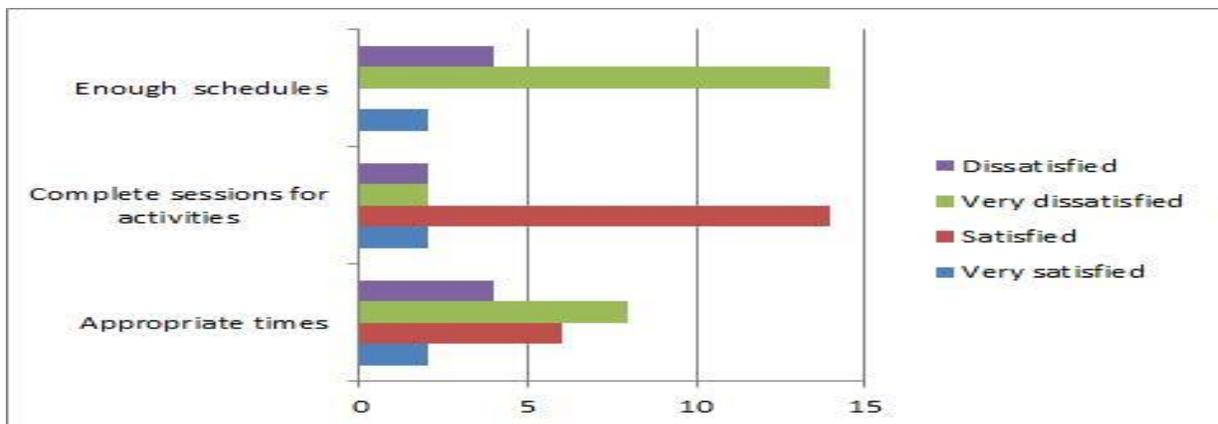
Graphic No 21.
Time ninth semester

To the first question *"English clubs are offered at appropriate times that fit student's needs" (*Appropriate times). 4 students (5%) were very satisfied, 24 (30%) satisfied, 46 students (57.5%) dissatisfied, and 6 students (7.5%) were very dissatisfied. According to the results collected, it can be seen that 52 (65%) out of 80 students disagree with the time appropriateness. It means that the availability of English Clubs is not sufficient for student's needs in terms of times.

To the second question: ***The time in which each session takes place is sufficient for the activities developed*** (Complete sessions for activities). 8 students (10%) were very satisfied, 50 students (62.5 %) satisfied, 20 students (25%) dissatisfied, and 2 students (2,5%)were very dissatisfied. As a result, it can be seen that 58 (72.5%) out of 80 agree that there are complete sessions for activities. More than a half of the students are satisfied with the time offered for each session of the Club; and that this time is adequate to development the activities proposed by the assistant.

As student from sixth semester said:
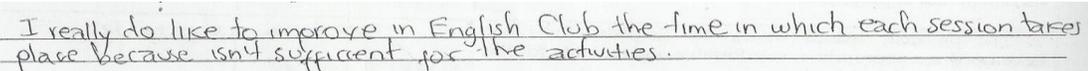
I really do like to improve in English Club the time in which each session takes place because isn't sufficient for the activities.

(p.13, student from sixth semester).

For the final question: ***The schedules are enough for all students.*** *(*Enough schedules)*.* 10 students (12.5%) were very satisfied, 18 students (22.5%) satisfied, 36 (45%) dissatisfied, and 16 students (20%) were very dissatisfied. The results show that the vast majority of students disagree with the amount of schedules offered, which means that there are no timetables to meet the needs of students, a fact that generates great discontent and at the same time non-attendance to the English club. 52 (65%) out of 80 disagree that there are enough schedules. For this point it could be necessary to engage and involve more foreign assistants because students think that are no sufficient to lead all the English class. As student from seventh semester said:
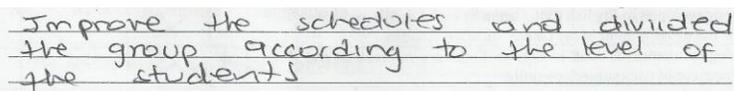
Improve the schedules and divided the group according to the level of the students

(p. 36, student from seventh semester)

The questionnaire had open questions; students had the opportunity to give their opinion and additional comments. In table N. 6 questions are presented with the most common answers.

Table No 6. The reasons why I attend the English Clubs

6th semester students	7th semester students	8th semester students	9th semester students
- "I attend the English Club because it is mandatory". - "To improve my speaking and learn more vocabulary". -"I like to know different cultures". -"I need that 5% to my final grade"	- "I attend English Clubs to obtain the grade". - "It is useful to improve my communication skills". -"Because there I can solve different doubts about pronunciation…" -"Because some of my classmates go"	- "I attend the English Club because it was a percentage of the grade of a subject" - "To practice with native speakers". -"I like listening assistants because of their pronunciation".	- "It is mandatory". - "To improve my English level". -"Because I like to assess my level, so when I speak with a native speaker I try to communicative with him as much as I can"

According to the table, it can be observed that all students agree about going to English Clubs because English clubs were mandatory and the attendance represents a grade that affects the final results for each subject. On the other hand, some students highlight the importance of improving their communicative skills and English level.

2. The reasons why I do not attend the English Club are:

Table No 7. *Reasons for Non-attending English clubs*

6th semester students	7th semester students	8th semester students	9th semester students
- "I do not attend because of the schedule".	- "The sessions are bored".	- "Because of the schedule and the time".	- "It seems to me, I was no improving my English level".

- "Because assistants do not have methodology, they are just Americans". -"I do not attend because it is always the same, I prefer to take a break in the cafeteria".	- "I consider that the dynamic used is not useful and bad prepared". -"Sometimes assistants do not prepare sessions, so they propose a topic to discuss and that is all they do during the session…"	- "English Clubs are boring and the activities are quite stressful". -"Because they are not motivating for me, they are like an English class and I have all the day English classes…"	- "The Clubs were not engaging or meaningful in order to learn the language in a nice and interactive way". -"I never find their usefulness and at this point, I am really busy with hard subjects, preparing my thesis, so I am not going to lose my time…"

Analyzing the table N. 7, it can be concluded that students are dissatisfied with the schedules. Schedules are not flexible for them. Furthermore, they think the methodology used and the activities proposed are not motivating for them.

3. In the English Clubs, I have been able to improve my performance in English in:

Listening __   Speaking__   Reading__   Writing__
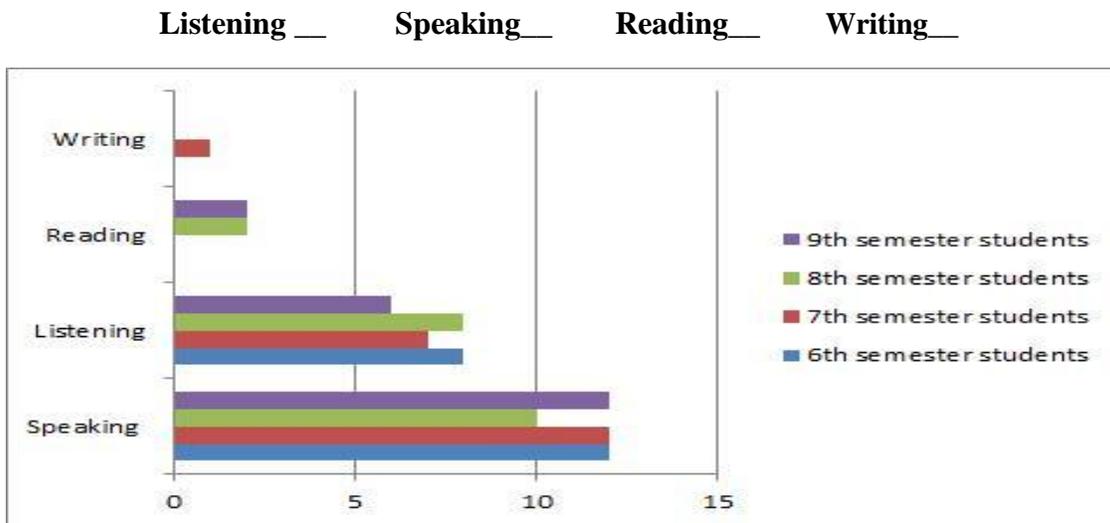
Graphic No 22.
Skills to improve in English clubs

From the graphic N. 22, it can be evidenced that 46 (57%) out of 80 (100%) students agree that they have improved the speaking skill, 29 (36%) agree that they have improved the listening skill. 4 (5%) agree that they have improved the reading skill. 1(1%) agree that he/she has improved the writing skill.

3. **I attend English Clubs**:

Twice per week__   Once per week__   Never__
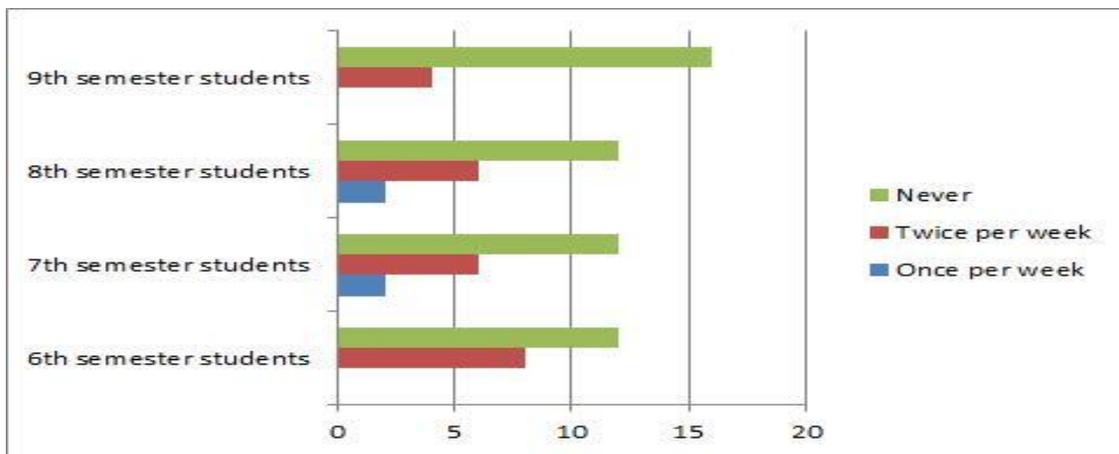
Graphic No 23.
English clubs attendance frequency

Taking into account the graphic N. 23, it was found that: 52 (65%) out of 80 (100%) students agree that they never attend English clubs. 24 (30%) out of 80 (100%) students agree that they attend English clubs twice per week. 4 (5%) out of 80 (100%) students agree that they attend English clubs once a week.

4. What would you like to improve in English Clubs?

Table No 8. *What students would like to improve in English clubs*

6th semester students	7th semester students	8th semester students	9th semester students
- "The methodology used by the assistant". - "The activities proposed and the materials used during the English Club".	- "The availability of schedules". - "The resources used by the assistant".	- "More schedules and more native speakers". - "More didactic and interesting activities".	- "Flexible schedules for all students". - "Better activities which motivate us to attend the Clubs".

When mentioning aspects to improve English Clubs, most of students agree with the possibility of having more flexible schedules, as it is shown in table N. 8. Also, they think, there should be better activities and methodology within the English Clubs.

5. What additional suggestions do you have for English clubs?

Table No 9. *Suggestions for English clubs*

6th semester students	7th semester students	8th semester students	9th semester students
- "The methodologies and strategies	- "It is necessary to have native speakers with experience in	- "I think that the activities were appropriate, but	- "Clubs should not be too traditional, they are more like extra

should be better. They are neither appropriate nor meaningful". - "Assistants should implement more dynamic and interesting activities"	teaching for them to apply different strategies and resources for English Clubs". - "The activities should be more dynamic and interesting according to students' requirements".	sometimes assistants do not know many teaching strategies at the moment of explaining the activities".	classes, and they do not innovate". - "I attend to English Clubs, but sometimes assistants do not arrive on time, so I do not like their lack of commitment".

Table N. 9 shows that most of students suggest having trained assistants in terms of teaching (methodology, strategies, and approaches) for them to feel motivated when attending Clubs. They say activities are bored and many times they do not understand them.

These additional questions, as mentioned above do not belong to any category. The objective of them was to obtain more detailed information and identify aspects that we may not have considered.

From these questions, we can highlight the spontaneity of the students when responding, since by being open-ended, the students responded without limitations and freely expressed. Within the answers, were included quotes from students were they expressed what they felt and

wanted to recommend for improving English club sessions.

2. Focus group

As we mentioned before, 3 focus group were carried out. There were 10 students per semester: the first one was developed with students from sixth semester; the second one seventh semesters and the last one with sample of 15students from eighth and ninth semester. It is important to note that the focus groups were made in Spanish, in order make students feel comfortable and confidents to express their opinions. Graph N. 24 represents the total of students in each group and the number of students who participate.

Focus Group Participants

A bar chart titled "Focus Group Participants" with vertical axis from 0 to 90. For "Sixth", Total ≈ 54 and Participants ≈ 10. For "Seventh", Total ≈ 29 and Participants ≈ 10. For "Eighth and Ninth", Total ≈ 77 and Participants ≈ 15. Legend: Total (dark purple), Participants (light blue).
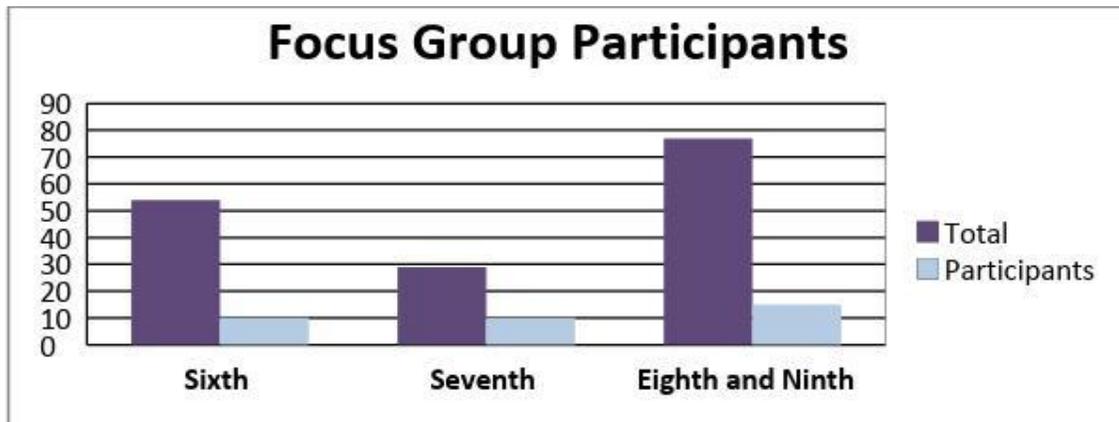
Graphic No 24
. Focus Group Participants

As it can be seen in the graph, there were 54 students belonging to sixth semester and a sample of 10 students (18%) was taken. From 29 students belonging to seventh semester, a sample of 10 students (34%) was taken. There were 77 students in eighth and ninth semester, a sample of 15 students (19%) was taken.

Those were the questions included within the focus group divided into 4 categories shown in the table N. 10.

Table No 10 . *Questions per category*

Methodology	Technological resources	Physical spaces	Time
1. What activities developed during the clubs called your attention the most? Why? 2. What activities did you find boring at the English club? Why? 3. What would you like to implement in terms of methodology? 4. What activities would you like to do in the English clubs?	1. What kind of technological resources are used in English clubs? 2. Are the technological resources used interesting and motivating for your learning? 3. What kind of technological resources would you like to be used during English Clubs sessions?	1. The physical spaces where the clubs are developed are welcoming and comfortable for your learning? 2. Does the institution have sufficient physical spaces to develop English clubs? 3. In what kind of physical spaces are English clubs developed? 4. In what kind of physical spaces would you like to have English Clubs?	1. The times English clubs are offered are adequate for your time availability? 2. Are the sessions of each club appropriate in terms of time and activities? 3. How many hours a week do you attend? 4. How often do you attend English clubs? 5. At what times would you like to have English clubs and in sessions of how long?

Category 1: Methodology

Regarding to methodology, during the focus group, students were asked about the activities they usually do during the class that called their attention. Students from the three groups agreed that the activities that they enjoyed more were activities based on listening and speaking because these are the most difficult skills for them. They also liked activities where they could use the second language as a mean of communication. Students from seventh semester said that they liked activities based on real life situations. On the other hand, students from eighth and ninth semester said that they enjoyed activities such as videos based on social problems; they

considered that this cultural exchange was interesting and activities based on the speaking skills like play roles were they could simulate real situations.

Students were also asked about activities that they found boring at the English club. At this point, students expressed discontent; they said that English clubs are not didactic; the activities are usually very monotonous and boring instead of. Students also said that they did not do interesting activities because the assistant only played a movie and gave them a workshop, sometimes the activities were only based on questions and answers and were really boring. Students from seventh semester said:

[]...Nosotros no hacíamos actividades ni nada…(laughs)… el asistente ponía una película, nos daba un taller y eso era todo.

Another student from sixth insures that there were not interesting activities, the other participants agreed with them.

[]... era muy aburrido, no hacíamos nada en el club de inglés.

2.2 Category 2: Technological resources

In this category, students were asked about the use of technological resources such as: TV set, computers, cell phones, online applications, among others; during the English Clubs development as a tool to make easier the learning of the second language and to motivate and engage them. Most of students, agreed that assistants did not used any technological resource during the English Clubs development or used them only to project a reading text or a movie, nothing new. They expressed their discontent because the clubs were develops as a normal class ,where paper, pencil, and some workshops were used; sometimes a television to watch a movie was used.When we asked students about the kind of technological resources used during English

Clubs they said:

["... Nada especial, nosotros sólo usábamos papel y lápiz. Algunas veces ni siquiera usábamos papel y lápiz sólo la presencia (laughs)"... (Student from sixth semester)]

Furthermore, we asked them about the resources as a motivating tool, but they agreed that most of the time the activities were done in a piece of paper. For that reason, they expressed that it was not motivating for them. A student from seventh semester said:

[... "Nosotros nunca hemos usado ningún recurso tecnológico. Por ejemplo, un asistente usaba un proyecto pero sólo para hacer lecturas. Nosotros usábamos papel y lápiz, esto no es motivante como para asistir a los clubes"]

Finally, students were asked about the kind of technological resources that could be implemented in the English Club. Most students suggested the use of online applications, games and competitions where they could participate and vary the monotony of a class.

They suggested that the assistants could implement applications on their own cell phones, they said that working with online applications and games, will help them to improve their English level in a practical and innovative way.

[... "Me gustaría que se usaran videos, aplicaciones y videojuegos porque son estrategias más práctica de aprendizaje...." (Student from eight semester)]

2.3. Category 3: Physical spaces

This category was based on the kind, amount and quality of the physical spaces offered by the University to develop the sessions of the English clubs. When asking students about the

comfort of spaces, they agreed that the rooms were not comfortable because in many

opportunities, when they were inside the room, any teacher arrived to do his/her class and they

had to stop the club and find another place. In addition, clubs were always developed in the

smallest classrooms of the university. Sometimes students had to look around for a place and

they spend all the time finding a place until the time was over.

[... "sería chévere que hubiese un salón audiovisual libre donde mucha gente pudiera ir y
uno pudiera asistir tantas veces como quisiera" ...(Student from sixth semester)]

Besides, about the quantity of spaces to develop the club, students agreed that the spaces

were available at university. There were many classrooms, but it depended on the organization.

Students suggested having at least a specific place to go at the beginning of the semester. A

space specially chosen for the development of the clubs, where other students or teachers were

not interrupting to take them out of the classroom and having to look for another available space.

While looking for that available space, the sessions ended and nothing was done.

[... "yo recuerdo que muchas veces fui a los salones donde se suponía que se iba a hacer el club
de inglés pero siempre estaban ocupados con otras personas en clase y nos tocaba salir a buscar
un salón disponible por todos los bloques de la universidad. Por ejemplo, una vez duramos más
de media hora buscando un salón y cuando encontramos uno llegó un profesor a dar otra clase y
nos tocó salirnos. Ahí se acabaron los 45 minutos de club y no hicimos nada"…(Student from
sixth semester)]

Most of students said that English clubs always were developed in the ordinary

classrooms because there were not specific places for them. This caused great discomfort in

them, since the university has green fields and different outdoor places where the clubs can be

developed. They agreed that clubs could be developed in the green zones, in a cafe or the

systems room.

[... "es feo comparar, pero digamos que en algunas universidades, ellos tienen lugares bien organizados como clubes de ajedrez, donde uno puede practicar el inglés y divertirse....hay muchas cosas , como un presidente, lideres, algo chévere...no una simple clase…"(Student from ninth semester)]

2. 4. Category 4: Time

This category refers to the schedules chosen for the development of the clubs, the time used for the sessions and the number of hours that the students attended the clubs. All the students expressed their dissatisfaction regarding the schedule offered. It never accommodated the needs of the students. They said that the schedules were crossed with the classes and that they could not attend because assistants offered few options of schedules and that this was very difficult for the students who worked. They said that even if they wanted to go, something always happened with the schedule, they had a class at that same time or it was too late and they could not go because they had to work.

["...digamos que ...ellos nos daban 3 opciones de horarios, primero los horarios se cruzaban con las clases y segundo para quienes trabajamos era difícil asistir porque teníamos que salir rápido al trabajo" …(Student from eighth semester)]

Regarding the time for each session, the majority of students agreed that the time was not enough because they started doing an activity and could never finish it. When they realized the time was running out and the activities were not over.

["...yo pienso que no, algunos de los nativos no tiene ni idea que es ser un profesor, ellos terminan antes o no terminan las actividades porque ellos no saben cómo manejar el tiempo"...(Student from sixth semester)]

In addition, most of students agreed that they attended English clubs only once a week because they were mandatory. The English club became a percentage for the final grade of the subject: Anglophone Language and Culture. For this reason, students needed to attend the club to earn extra points and increase their final grade.

["...yo asistía al club de inglés porque era obligatorio. Ahora, yo no voy a los clubs porque yo no necesito nota para lengua y cultura anglófona"...(Student from seventh semester)]

Finally, as a suggestion to improve English clubs' quality, we asked students about the times they would like to have English Clubs sessions and how long they would like them to be, Most of the students suggested that the clubs were after the subject: Anglophone language and culture or could even be included in the subject, so that they became part of the curriculum. Regarding time, students from sixth semester suggested 45-minute sessions, while students from ninth semester suggested an hour and a half for a good development of the activities.

[]… "Sería chévere que todo los días hubiese sesiones de 45 minutos, es más, si fuesen interesantes, yo iría en los espacios que me quedan entre clases..."(Student from sixth semester)]

["... yo diría que una hora y media como si fuese una clase con disponibilidad en la mañana y en la tarde…"(Student from ninth semester)]

3. Class observation

As it was mentioned before, 4 observations were done (2 observations per observer). The first two observations were made on November 8, 2017 at building A, 503 classroom, the students who attended this Club were from 6th and 7th semester. The second observations were

made on November 9, 2017 at building A 507 classroom with students from 8th and 9th semester. In the table N. 11, is shown the schedule of the observations done.

Table No 11 .
Class observations schedule

Observation	Date	Observer	Students observed
First observation	Nov 8, 2017	Researcher 1:Carolina Cubillos	Students from 6th and 7th semester
Second observation	Nov 8, 2017	Researcher 2:Carlos Escalante	Students from 6th and 7th semester
Third observation	Nov 9, 2017	Researcher 1:Carolina Cubillos	Students from 6th and 7th semester
Fourth observation	Nov 9, 2017	Researcher 2 :Carlos Escalante	Students from 6th and 7th semester

During the observations were taken into account 3 different categories (methodology, technological resources and time management). We used: Yes/No and wrote some comments when we consider them necessaries for our research. We will show the results according to the different categories.

3.1 Category 1: Methodology

The objective of the first category was to observe the manner in which the assistant conducted the English Club in terms of the strategies and techniques used, activities implemented, the sequence between activities and her/his behavior as a guide when teaching a second language. All these aspects work as motivators for the students and determine the effectiveness of the learning.

- **Planning and organization of the section**.

Here, it was possible to observe the lack of planning in the 4 sessions of the English club. It does not matter if the club is based on only in two skills. It is essential to have a sequence to fulfill

the purposes of learning. Furthermore, all sessions must have an objective and to achieve that objective, we can take into account the Bloom's taxonomy (1956):

> "The student recognizes (who, what, when where), understands (how, why), applies (how does it work? How is it used?), analyzes (what is the cause, connection, relationship?) evaluates (what is the effect, what is your opinion or perspective) and finally creates (how can you design, create, develop). In the observation, we could notice that this taxonomy was no used. It was not a process, it was a simple debate /discussion without a pace or order.

> For this reason, it is essential to know how to start the club session, to involve the students with the theme and in the same way motivate them and keep them attentive.

> The topics were quite interesting: (plastic surgery, contamination) and adequate for the level and age of the students. As topics of general interest, students try to express their opinion, practicing the second language and learning new words.

- **Classroom management**

Regarding classroom management, only in two observations we could identify the sitting arrangement of the session: work in pairs. In the other two sessions, the assistant did not use strategies to organize the students. The students spoke among themselves, but there was no instruction to organize them. The assistant has management of the group, since they are few; they are always attentive to the topics. The assistant catches students' attention, but sometimes he/she does not know with what to continue on the topic. For this reason, students get distracted and do not know what else to say. So, they start talking about other topics

- **Lesson development**

During the 4 observations, it was evidenced that the assistant does not present the objective (s) at the beginning of any of the sessions. The assistant began with the topic written on the board. During the sessions, the assistant presented the topic and students asked some unknown terms. Then, the assistant gave the instruction to propose ideas on the topic. The students looked somewhat confused and began to ask each other what they should do. After that, the assistant proposed some questions; some students participated, while others only remained in silence. When students did not know a word, the assistant explained it on the board. Then, she asked students to think about the topic to continue talking about. Here, for example, the assistant sat on the chair. Students did not know what else to say. She stood up from the chair and asked about what they have though. They did not know what to say. The assistant concluded with her point of view. The session finished without any activity. There was no an activity to assess the vocabulary learnt or

to introduce new vocabulary "Closing activity".

3.2 Category 2: Technological resources

This category was based on the use and exploitation of technological resources for the teaching of a second language. As we all know, in the twenty-first century technology is essential in our lives. The use of technological resources helps the student to investigate different topics and explore new programs which contribute to their learning process. As Cabero (1998) points out:

> "The student must be prepared, on the one hand, for self-learning through decision-making, and on the other hand for the choice of means and routes of learning, and the search significant knowledge; without forgetting his positive attitude towards collaborative learning and the exchange of information".

- **Technological devices**

During the 4 observations, we noticed that the assistant did not use any technological device. The assistant only used markers and the board, despite the classroom had its own TV where she /he could have developed different activities, show some videos for example, to introduce a topic. Furthermore, the university has internet connection. So, it makes easier the use of these devices such as (cellphones, computers, TVs, tablets, etc.).

- **Exercises and applications online**

Here, it is important to mention this subcategory which was not evidenced in any of the 4 observations. The assistant never used any application or exercise online to help students to understand better some terms and unknown words. There are many free online applications to learn English. She never used or recommended any of them.

3.3 Category 3: Time Management

This category was based on the time management by the assistant in terms of activities, interaction and feedback given within each session. Also, the punctuality of the assistant was taken into account. According to Professor Francis (2008), "Time management is about using the time that you have available as productively as possible". So , it is important to have a control at the time, to optimize the learning and the class /session development..

- **Activities development**

In the four observations, it was observed that the time was sufficient for the development of the activities. On the contrary, there was plenty of time, since the assistant proposed only oral activities where the students discussed and gave their point of view about topics of general interest. Moreover, the last minutes of the sessions were used for the assistance signatures.

- **Interaction T-SS/ Ss-Ss**

With respect to the interaction between assistant and student, students / students, interaction and good communication were noted in the four observations. The students asked unknown terms and the assistant explained their use and meaning by means of examples, in a contextualized way. Here, it was observed that the sessions were focused on the student and the production. That is, the use of the second language as a means of communication.

- **Feedback**

In the 4 sessions, it was evident that there was no adequate feedback to finalize the topic. In all sessions, it was concluded with personal opinions or ideas, but there was never a space to feedback to students about their use of language, their participation, their aspects to improve and their strengths. According to Butler-Winne quoted by Doig (1999) "feedback describes the nature of the results and the qualities of the cognitive processes that led to those states". For this reason, feedback becomes an essential tool for the student to self-evaluate and improve his performance in the areas or aspects in which he obtained medium or low results.

- **Punctuality**

During the 4 observations, the assistant started the clubs at the established times. That is, the assistant was always 5 minutes before waiting in the selected classroom. As stated by Professor Roberto (2016), "From the teaching role punctuality not only means being on time in class, it goes further, since the teacher must be responsible for measuring, fulfilling and enforcing class planning". Therefore, it is essential to promote punctuality as a habit for both the student and the teacher as this intervenes in the proper development of English club sessions. If there is no punctuality, useful time is lost from each session.

Triangulation of data

This section describes how we analyzed the findings in the 3 instruments used and the 4 pre-established categories in order to find the answer to the research question. In the following graphic, it can be observed the research question and the 4 categories that let as find the results for this research.

A triangulation method was made taking into account the findings in the third instruments used (questionnaires, focus groups and observations) according to each category. As Oliver, M & Allen, D (2006) state: "Triangulation involves the careful reviewing of data collected through different methods in order to achieve a more accurate and valid estimate of qualitative results for a particular construct". In this way, it was possible to establish the causes of the absenteeism from the English clubs.

The figure N. 3 shows how instruments and the categories were articulated around students' perception in order to find responses to the research question.
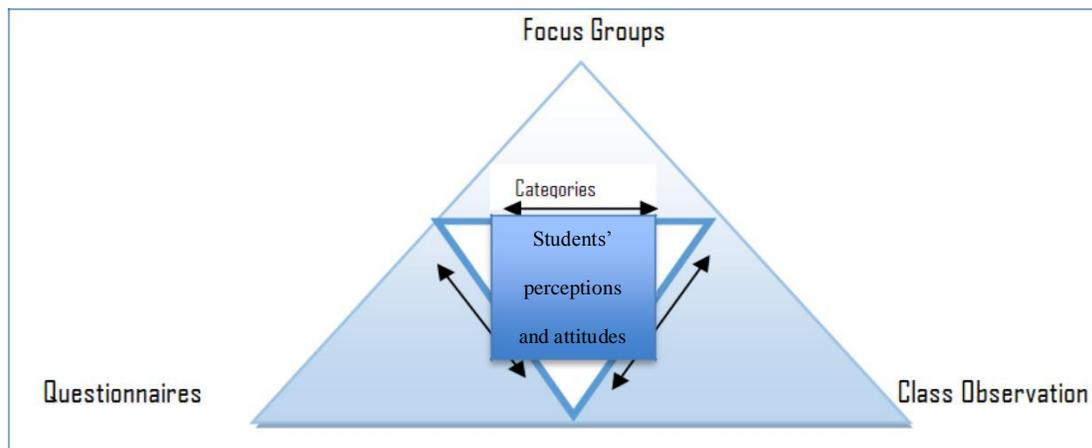
Figure No 3
Triangulation

After analyzing the data collected from the three instruments, we could find the answer to our research question. First of all we analyze answer given by students in the questionnaires, and

then we analyze the recordings with the answers given by students in the focus groups. Finally in order to identify students attitudes, we analyzed the notes taken during de clubs observations and checked the recording done and some short videos. In that way we could find the causes of absenteeism in English clubs and also to fulfill the objectives that were defined in this research.
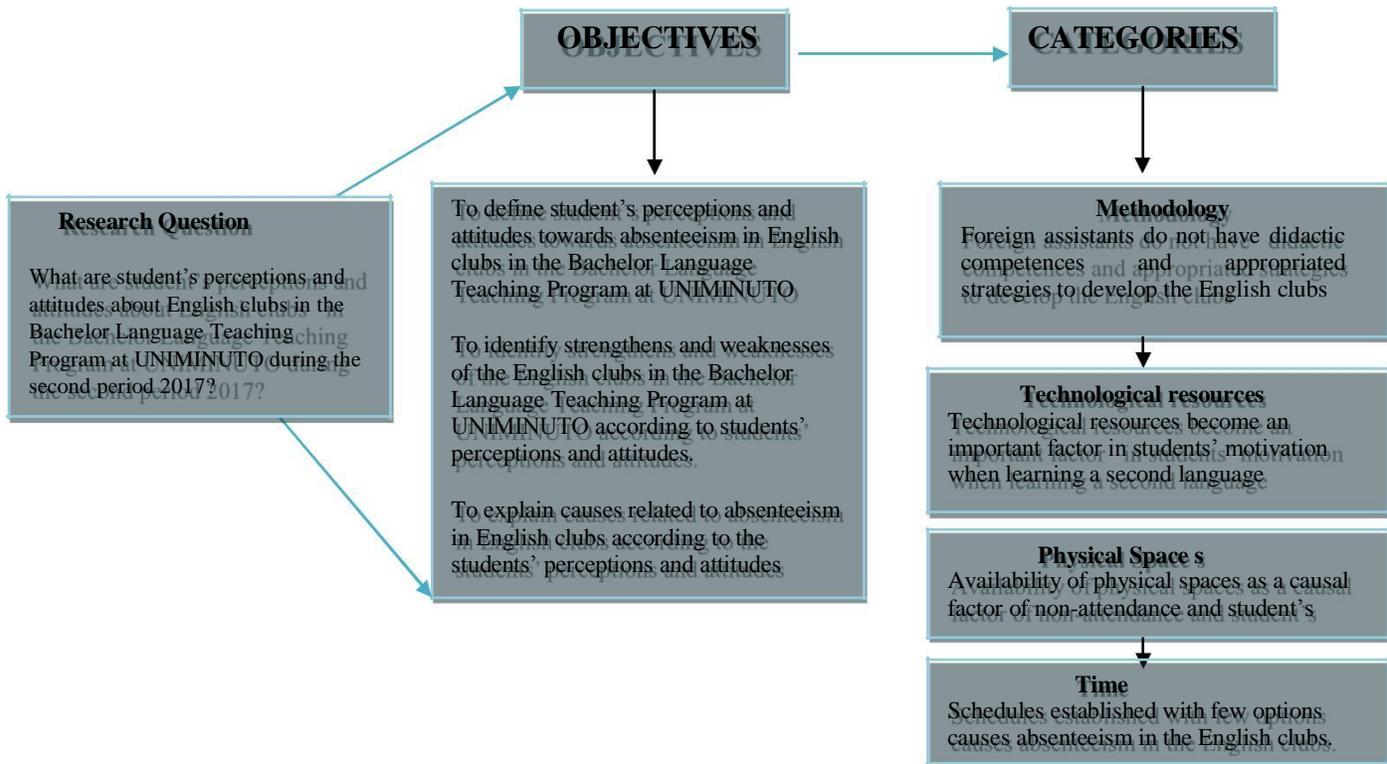
Student's perceptions and attitudes about English clubs in the Bachelor Language Teaching Program at UNIMINUTO

Having in mind all the data collection, it was found the perception that the students of the

Bachelor Languages Teaching Program about the English clubs are unfavorable as it is shown in

the next lines. Due to student's perception, it was possible to identify the causes of absenteeism

in English clubs.

1. Foreign assistants do not have didactic competences and appropriated strategies to develop the English clubs.

It was found that the lack of teaching didactics and strategies demotivate students to attend English clubs because as it was evidenced in the results, students manifest their disagreement with the methodology used during the club sessions. More than half of the students disagree with the methodology used. Students, who participated in this research, recognized the importance of the English club as a strategy to improve speaking skills when learning a second language. They also recognized the assistant's proficiency taking into account they have native speakers and they have the opportunity to face good linguistic models in English.

On the other hand, students highlighted the fact that some native speakers do not have enough pedagogical and didactic competences to guide speaking activities in a proper way. They also remarked the lack of meaningful activities that contribute to their learning process. Teaching skills are really important to get a successful process, it refers to the pedagogical knowledge that enables a teacher to go through the lesson, that is why teachers should have disciplinary and pedagogical knowledge, Richards (2011)cited by Cely, B & Hoyos, M. Richars (2011) also points that teaching skills and pedagogical knowledge

> include routines and procedure for such things as: 1) Opening the lesson 2) Introducing and explaining tasks 3) Setting up learning arrangements 4) Checking students' understanding J Guiding student practice 5) Monitoring students' language use 6) Making transitions from one task to another 7) Ending the lesson. (p. 9)

It is important to mention that students who participated in this research have taken English courses based on methodology and didactics. In addition, they have done their professional practicums reason why they are critical of this topic. They have knowledge about it, both theoretical and practical fields. They note the lack of preparation of the sessions and strategies to promote cooperative and motivating learning. As they emphasize, the club is like a

normal class. For this reason, this does not promote participation to them. Analyzing and reflexing about the answers given by students who participated in this research, we could conclude that assistants that guide those groups do not have enough pedagogical knowledge and didactics. Furthermore, students from lasts semesters assess assistant's performance, so this is a demotivation cause for them to attend to the English clubs.

2. Technological resources become an important factor in students' motivation when learning a second language

It could be concluded that technological resources become an important factor in students motivation when learning a second language because students highlighted the lack of use of these resources, knowing that the university counts with its availability and use for students. Students inquired about its use, since there are many applications and useful online exercises to learn in the XXI century. They said that a TV or a screen was very rarely used, but to project a reading or if it was a case to see a movie. They stated that they liked to use even their own cell phones to carry out activities, games, and word searches, where they learnt in an inductive way.

As Heafner, T (2016) emphasizes: "Using technology changes the nature of the task, increases student self-efficacy, and improves student self-worth". It means that, technology makes easier students' learning process. When students have the possibility to surf the internet, this gives them access to new information. It makes them independent and promotes the sharing of information and creativity. On the other hand, students have the possibility to do their homework in a faster way and using different interesting tools.

As Anderson,M (2000) cited by Heafner, T: "Technology integration has the potential to increase student motivation" .For this reason, it is crucial to use technology when teaching a subject or topic. When students are motivated, they find the tasks' usefulness and in this way,

they try to do it well. In English Clubs sessions, students manifested the lack of technological resources, reason why they argued that the English club was an ordinary class. Furthermore, they added that to learn a second language, it was really important to use all those online tools because they could give them many ways of learning through exercises based on: (pronunciation, spelling, matching, fill in the gaps), activities, workshops, online interaction, among other resources which contribute to the acquisition of the language.

3. **Availability of physical spaces as a causal factor of non-attendance and student's demotivation.**

In terms of availability of physical spaces, it was found that the availability of physical spaces could be a causal factor of non-attendance and student's demotivation. Students expressed their dissatisfaction with the lack of fixed physical spaces for the development of English club sessions. Students justified their absenteeism with the lack of classrooms available at the university. They stated that the spaces were comfortable and the university had them, but that these were always occupied by lack of organization.

In addition, they argued that classrooms are not the only place to develop club sessions. They said that the environment also influences. For this reason, this seemed a common and ordinary class.They proposed to perform the clubs in the green areas, the library, a cafeteria, a computer room and in a more organized way in game rooms, sports halls, etc.

As Trujillo, L (2014) affirms: "Spaces grant quality to education, condition, favor or hinder the development and learning of children, therefore they must be elements of study". From here, part the importance and influence of a pleasant place for students. This facilitates their learning and promotes participation, motivating them to attend clubs. If they feel

comfortable and happy in the place they are, they will be attentive and with the greatest disposition to develop any type of assigned activity.

4. Schedules established with few options causes absenteeism in the English clubs

English clubs are organized in the bachelor program according to students' level of English: Basic, intermediate and advanced. Due to the fact that the bachelor program has around 500 students and there are usually 1 or 2 assistants to guide the English clubs and each group should be confirmed by a maximum of 10 or 15 students, there are few available schedules for students.

According to students' opinions, in the focus group and questionnaires, the schedules offered by the English program each semester usually do not fit with students' needs. They stated that English clubs' schedules do not match with their free time because sometimes they are in class or working during the clubs session's development.

Students also stated that in many opportunities the assistant did not attend English clubs, and they spent time waiting for the session to start; sometimes assistants were late, so students prefer going out to do other activities, instead of waiting for the club. In addition, students mentioned that the time devoted to develop some activities was not appropriated since they were not concluded or took extra time and students got bored.

After doing a triangulation method, it was observed the causes of absenteeism in English clubs that are mainly related to lack of teaching didactic and strategies that make student get demotivated. Furthermore, it was demonstrated that technological resources play an important role in students' motivation and performance since the lack of them causes boredom and students feel English sessions are traditional and monotonous. Finally, the unavailability of physical

spaces and schedules established by the English language program are relevant factors that determine students' attendance to the English clubs.

Advantages and disadvantages of English clubs according to student's Perception

Analyzing student's perceptions and attitudes, we could identify the advantages and disadvantages   of the English clubs.

English clubs advantages	English clubs disadvantages
• To develop communicative competences • To develop intercultural competences • To strength skills • To interact with a native speaker • To review topics from Anglophone language and culture	• Lack of schedules • Few available spaces • Lack of assistants'' training as teachers • Assistant do not take advantage of technological resources • Lack of teaching methodology to motivate students • Lack of motivated, didactic and interesting activities • English clubs developed as ordinary classes

As it can be seen from the chart, there were found more disadvantages tan advantages about the English clubs. From students' opinions, comments and responses, it could be concluded that they find English clubs useful for their English learning process, but there are many aspects that make them feel demotivated to attend the club. As students stated: "English clubs were bored, nothing different was done there" Students from 7th semester. Taking account that, when students find something useless, they prefer doing something different than going to the club. As a student from 6th semester said: "We only used pencil and paper for the English club". From this comment, it is evident the lack of use of the technological resources. Teenagers are involved with technology, reason why, it motivate them to do the activities, to attend places, to discover

new thing, so, it is essential and more for this extracurricular space. In addition, a student from 6th semester proposed: " It would be nice to have an audiovisual room". Based on this, it demonstrates that students want innovated clubs, with new purposes, spaces, activities, where they can enjoy while learning and improving the acquisition of the second language.

Furthermore, a possible factor that influences the attendance is the availability of schedules. As students said: "We have only 3 options to choose the schedule" Student from 8th semester. It can be seen that students need more available schedules because they argued that they did not have time to go to the clubs and when they had time, it was not possible to attend because of their job and sometimes the classes they had at the same hour.

From this chart, it can be concluded that students know the English club' usefulness for their learning process. They recognize that there, they can improve their skills and develop the communicative and intercultural competences. But, they manifest their dissatisfaction with many factors related to : teaching methodology, time, physical spaces and technological resources since they are crucial for a good English clubs' development and environment where they are ´performed.

Causes related to absenteeism in English clubs according to the students' perceptions and attitudes.

According to students' perceptions and attitudes, it was evident that students recognize the usefulness of English clubs as a strategy to improve their communication skills, in addition to having the opportunity to share with a native speaker. However, the students manifested their lack of interest about attending the English clubs because for them they were boring and it

became for them in a routine. As highlighted above, the clubs are extracurricular spaces; therefore, their attendance is totally linked to the motivation of the students.

In addition, the students stated that in the last semesters they had a high academic load, professional practices and their degree project. For this reason, going to the English club was a wasting of time. They felt demotivated because first of all, they did not have availability of time and the clubs were offered in a few hours where they were in class, or had to go to work or simply preferred to do something else that they really liked.

Second, students felt angry when they arrived to the classroom and found it busy with other students. They had to move to other classrooms to find a free space, so they could develop the club. Moreover, the students said that the university had several free spaces, and the club being an extracurricular space, should be developed in different places.

Third, the students always said that the club was not innovative at all. It was developed as the Anglophone Language and Culture class. This class was taken by the students 3 or 4 times a week, so for them it was not motivating to have another load "an extra class" . On the contrary, if it was an English club, it should be something more interactive and dynamic.

Something that the students have highlighted a lot is the lack of teaching methodology of the assistants, they know that the fact that they are native, they can help them with their communicative skill, but they also know that they need more than being native speakers. Taking into account that students are pre-service English teachers, they know about strategies, methodologies and approaches to teach which can be carried out to motivate students. Students notice the lack of preparation of activities, workshops and topics. Of course, they are critical of this and feel demotivated.

Finally, students mentioned a lot the lack of technological resources, they were almost never used and if they were used, it was only for the projection of readings and rarely a film or video. What they criticized most was the fact that the university had all these resources available in all classrooms. Students said that the assistants did not take advantage of the television and the Internet connection that although they seemed like simple things, they were essential, since where they did the practices, they did not have any technological resources to use and for them at least a computer or TV was essential for developing the classes.

From the students' answers, it is evident that they perceive the English club as: a normal class, something boring and not very innovative. Students know, they can learn vocabulary and improve their pronunciation, but they are not motivated to attend. They also perceive the assistant as a person with little preparation to teach, lack of strategies and interesting activities. From their attitude, it can be seen that they feel demotivated, bored, stressed, their gestures show laziness, sometimes bad faces for the lack of understanding of some terms and instructions given in English, where they do not understand having to use their mother tongue.

Chapter V Conclusions

This chapter presents the conclusions, implications and limitations taken out after the development of this research project. This chapter provides conclusions and some additional points that could be used for a future research.

Conclusions

The main objective to develop this research project was to define the factors that are influencing last semester students' attendance to English Clubs from the Bachelor in English Teaching program at Uniminuto during the second period 2017. To achieve this goal, it was necessary to inquire about English club's attendance record per semester it also was important to interview the coordinator of the language program in order to find information about previous studies about the students' absenteeism in English clubs. Due to the fact that there were not previous studies in the program that could determine the causes of absenteeism and that the attendance records demonstrated a low level of participation, we decided to organize focus groups and apply questionnaires in order to know students' perception and in that way identify causes of absenteeism.

There are many factors that influence class absenteeism such as: strategies and didactics used technological resources, physical spaces and time during the sessions. English clubs are extracurricular spaces. Therefore, they should be motivated to students' attention and promote the attendance. As Kottasz, (2005) suggests: "Absence can be viewed as a very personal decision based on both the ability to attend and the motivation to attend". Taking into account this assertion, it can be said that students attend to the English clubs depending on their performance

and competence. It means that, if they master the language, they participate actively during the sessions. On the contrary, if they have difficulties to express their opinions, they could feel afraid of making mistakes. Then, they prefer to remain silent or in other cases, they do not attend, it could be evidenced in the class observations made as part of this research. Furthermore, students attend if they find it useful. Therefore, if students perceive it like a normal class, they are not going to be motivated .The club is an extracurricular space, for that reason, it is supposed to be innovative and dynamic.

When students were asked about the methodology used by the assistants, it was concluded that they did not apply any strategy to promote attendance. Students noticed the lack of sessions preparation, which is one of the reasons students felt demotivated to participate in the clubs. They have great knowledge of English methodologies and didactics, as part of their training as teachers. For this reason, from their critical point of view, they argued their nonconformity during the sessions. It was always the same dynamic, one activity per session maximum and the lack of pedagogical materials. It was not innovative or motivating for them. Although the assistants had excellent proficiency of their language, it is not enough to develop the club sessions. As Richards, (2011) states, a good teacher should have language proficiency, content knowledge, teaching skills and pedagogical argumentative skills. Therefore, good communicative skills are not enough. The didactic competences are fundamental for the teaching of a second language. It is not what is taught, but how it is taught. In this sense, it is necessary that the assistants have a training to improve their teaching didactics. In this way, they can use various strategies and teaching methods through which they facilitate the learning of a second language.

Other important and influential aspects of lack of attendance are focused on the context and the environment in which the club sessions take place. For this reason, the technological resources used during the sessions and the physical spaces used for the development of the sessions were taken into account.

In the case of technological resources such as: computers, TV sets and even mobile phones, the lack of them was evident during all the sessions. In the XXI century, where technology prevails, it is necessary to integrate it into the classroom as a tool to facilitate learning and teaching. Students criticized the fact that resources were available, since the entire classroom at university had them for students. However, the assistant did not take advantage of them .On a few occasions, they were only used to project readings or sometimes a movie or a video. Students proposed the use of online tools and exercises, where cooperative, collaborative and meaningful learning were carried out. Students also suggested the use of interactive applications and programs with an educational purpose which allowed them to share communicative experiences in a meaningful and motivating way.

A research done by Heafner (2016) at the University of North Carolina at Charlotte showed that: "Students exuded self-confidence in their abilities, not only to work with the technology, but to master the content and successfully complete the task". Based on this, we can highlight the great importance of technology in the learning of a second language. Technology and learning go hand in hand, for this reason, their appropriate articulation optimizes learning and provides more tools for students to investigate and become autonomous about their learning process.

On the other hand, when we refer to the physical spaces, students manifested the lack of organization of the English clubs. Students affirmed that the spaces assigned to the clubs were always occupied, which is why the sessions could not be developed until a free space was found. This caused great demotivation in the students, since; they lost their time looking for a free space for the development of the sessions. In addition, they proposed different spaces for the development of the club, where they felt comfortable and confident when expressing their opinions and ideas.

In addition, when talking about time, students manifested their discontent with the few schedules offered. There were only 3 options to choose and those options, limited students to attend. Students said that in the times offered, they were in classes or they were late and they had to work. Also, when developing the activities the time was not enough and they activities were not concluded nor well developed. Therefore, students proposed, a wide variety of schedules free for all students. Besides, they consider necessary for assistant to know more about time management for them to know how to control the time to develop the activities.

Finally, it is very important that foreign languages programs that train teachers become more organized in the implementation of English strategies. First, it is necessary to have different available schedules to cover and respond to students' needs. Second, it is necessary that assistants have a rigorous training and accompaniment by teachers from the language program because of the fact that assistants have to face with pre-service teacher who have pedagogical knowledge and abilities to teach a foreign knowledge. That is why, they could judge assistants' performance all the time and it could cause demotivation to attend to the clubs. On the other hand, the lack of teaching performance by native assistants is not a good model of teaching that

pre-services teachers could follow. Taking into account that, pre-service teachers must be provided of good models of language and pedagogical performance.

Suggestions and meaningful learning for researchers

We as researchers were aware about the importance of master good pedagogical and didactics competencies to develop a class. We proved that, our own perception about English clubs was the same that other students had .Students who attended English Clubs with different assistants and groups had the same experience we had during the program .It was a pride for us, as researchers to contribute to the language program with this research in order to improve the English club since the institution invest important financial funds. Next, each of the categories will be shown with a series of suggestions proposed by us.

- **To make an accompaniment to assistants**: We recommend the English program to help assistants with the accompaniment of a student practitioner. For us, it is a really good ideas because it would be a cooperative learning. Assistants learn more about methodology and didactics, how to plan a lesson, how it is divided, the kind of activities that can be implemented. Also, assistants can learn about strategies, approaches and methods to motivate students to attend the English clubs in an interactive and interesting way. On the other hand, practitioners can improve their communicative competence because they are using all the time the second language to communicate their ideas. So, practitioner foster the communicative skill while they are teaching assistants about teaching methodology.

- **To create a syllabus**: It is suggested the development of a syllabus, taking into account that the students who attend the English club; take the same subjects, among them: Anglophone language and culture, which goes from first to sixth semester. The syllabus would be the support and reinforcement of these subjects and it would also be the guide

of the assistants in terms of activities and tasks to be developed, topics to be addressed, objectives to be achieved and competences to be developed. The syllabus would be a model for the assistant, since many times, he/she is not contextualized with the subjects that the students are taking and should reinforce. With this syllabus, the assistant can learn to develop a session of a club in an organized and appropriate way at the level of the students.

Technological resources:

- **To include a virtual platform (Moodle):** We suggest the implementation of a virtual platform, since it can be a very effective tool to improve the communication between assistant and students. Also, this is a good idea since the assistant can assign activities to develop and upload material to take to the club session here. In this way a reinforcement is made in the learning of English and the students are encouraged to do an autonomous work.

- **Implementation of TICS:** In this aspect, based on our experience and the students' experience, it is evident that technology is essential and goes hand in hand with learning. In this aspect, it is suggested the implementation of online applications to develop exercises based on pronunciation, vocabulary, and in general, integrated skills. In addition, it is suggested the use of applications to interact with people from abroad, in real time and with educational purposes. This is a student approach to the language in a more spontaneous and fluent way, which will allow them to strengthen listening and speaking skills.

- **The creation of videos, games, interviews:** It is recommended that the assistants within the clubs begin to elaborate with the students their own didactic material such as videos, interviews and games. This is proposed, in order that students begin to put into practice

what they have learned, both in English, and in the referents with computer skills. In addition, taking into account that, students are preparing to be English teachers, this material will be useful for teaching English in different contexts and in different ways.

Physical spaces:

- **Outdoor spaces:** Taking into account that the English club is an extracurricular space, it can be developed in different places according to the assistant's autonomy and creativity. Based on the study, it was concluded that all clubs were developed in classrooms. It is proposed the use of spaces such as the green zone, a cafeteria, a supermarket, among other places, since, in these places, students feel comfortable and free when expressing their opinions. In a real context, the most important is not the grade, but to use the English language as a means of communication. In this way, students Foster their communicative skills and it becomes a meaningful learning.

- **Fixed and available classrooms:** It is suggested that assistants organize and look for fixed places for the development of English clubs in advance. The rooms are comfortable and have technological resources that allow a good development of the session of the club, however, the lack of rooms, caused great discomfort among students as they lost their time looking for free rooms. For this reason, the fact that the assistants have fixed rooms, can contribute to a better development of the club sessions, at the appropriate times and within the established schedule. This does not mean that clubs should be developed all the time in classrooms. This is done in order to provide comfort to the students for a good development of the English club sessions.

Time:

- **A variety of schedules**: It is recommended to the English program of the university, to organize a great variety of schedules where students have the possibility to choose

different hours according to their needs. Also, it is possible for the assistant to remain on an established schedule and the students to be the ones who look for it whenever they wish. This allows the students to be autonomous and committed to learning a second language. The English club should be seen as a possibility to improve communication skills, therefore, students who wish to strengthen this ability will be able to attend as many times as they want and have time available.

- **English clubs from 45 minutes and up:** The time should not be a limit for the development of the activities developed during the English club. Keeping this in mind, it is proposed that attendees manage time in their own way and according to the planning of the session and the activities to be developed. This is done in order to avoid unfinished activities, lack of feedback and in many cases, undeveloped activities. Due to this, the assistant should be given the freedom to develop the activities in the time that is really required. In matters of time, the duration of the club will be calculated and will be notified in advance by the virtual platform, so that the students are informed about this and thus organize their time.

Limitations

This project was developed in a convenient way since we had the opportunity to have access to the clubs attendance record from the bachelor program. We also had the permission to be in contact with students and select the sample for this research. It was also easy to apply questionnaires and make the focus groups since teachers from the bachelor program helped us to take part of their classes in order to collect data. However, it was difficult to make class observations due to the assistant did not attend to the clubs and in some opportunities students were alone waiting for the session. In other occasions, the assistant came on time but students did not come. Researcher spent more time than the one planned tomake the class observations.

On the other hand, when we applied questionnaires, closed questions inhibit students' opinions. Students expressed their opinions in a better way in the open questions. So, it is considered that for a further research, it is necessary to include more open than closed s since the first one allow students to express their perceptions in a more freely and spontaneously way.

Further research

This project provided a complete view of the causes of absenteeism in English clubs. It was proved that one of the most important causes of absence is the lack of good classroom skills. In spite of native speakers are good linguistics models for English learners, they do not have enough pedagogical competence to develop English clubs in a proper way. That is why, it is important to train them in pedagogy and appropriate didactics to teach English as a foreign language.

A further research might focus on assistants' training. It means to prepare assistant in basic classroom skills. "Training involves the development of a repertoire of teaching skills, acquired through observing experienced teachers and often through practice teaching in a controlled setting using activities such as micro-teaching or peer teaching" (Richards, 2011,p. 9). It is also important to reflect about the need of a good training for assistants in order to master their teaching skills. In this way, English club sessions could be successful and motivated for students.

Furthermore, accompaniment to assistants by the teachers from the language program is imperative like a strategy of scaffolding, giving a variety of instructional techniques to train assistants to move progressively from weak towards stronger teaching skills until they gain independence in the teaching process. Taking into consideration, the last assertion, our further research may be based on a pedagogical proposal to train native assistants based on a training perspective and scaffolding technique before they start with the English clubs.

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ANNEXES

Annex No 1: Informed Consent N0 1.

Informed Consent

Title: Factors Influencing English Clubs' Low Attendance Taken From Students' Perceptions and Attitudes
Principal investigators: Carolina Cubillos & Carlos Escalante
Department: Education
Telephone Number: 3192956076-3209931843

You are invited to participate in a research study investigating the factors that affect English Clubs attendance at Minuto de Dios University. If you volunteer to participate in this research study, we will formulate some open questions to know about the possible factors of English Clubs non-attendance.

You will be asked to answer some questions about what you like or dislike about English Clubs, English Clubs' usefulness, how often you attend them, if you think that they are good formulated or you suggest some changes, and finally if you do not attend what factors are influencing it. We will use 4 pre-established categories, which contain from 1 to 5 questions .We will record your voice in order to collect enough information for the analysis. Additionally, we will take some pictures to support our research. It will take 30 minutes maximum.

You might not get any economic benefit for participating in this study, but through you answer we can know the non-attendance factors and in this way we can give some suggestions to improve English Clubs quality for you as student.

If you volunteer to participate in this study, you should always remember that you can withdraw and stop participating in the study at any time you wish. You will not be penalized in any way if you withdraw and stop participating in the study.

There is no risk from participating in this study. All information that you provide to us will be kept strictly confidential. At no time we will give you any information to anyone outside the research staff. The results of this study are going to be presented in a monograph and might appear on other papers like articles, but your name and any other identifying information will not be revealed.

If you have any questions about this study or if you have any questions regarding your rights as a research participant, you can contact Carolina Cubillos at 3102956076 or Carlos Escalante at 3209931843.

Agreement to Participate in Research

_____   _____
Date   Participant´s name

_____   _____
Date   Signature of Consenting Party

_____   _____
Date   Signature of investigators

_____   _____
Date   Signature of Witness

Annex No 2 Informed Consent N0 2

Informed Consent

Title: Factors Influencing English Clubs' Low Attendance Taken From Students' Perceptions and Attitudes
Principal investigators: Carolina Cubillos & Carlos Escalante
Department: Education
Telephone Number: 3192956076-3209931843

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If you have any questions about this study or if you have any questions regarding your rights as a research participant, you can contact Carolina Cubillos at 3102956076 or Carlos Escalante at 3209931843.

Agreement to Participate in Research

_____   _____
Date   Participant´s name

_____   _____
Date   Signature of Consenting Party

_____   _____
Date   Signature of investigators

_____   _____
Date   Signature of Witness

Annex 3: Permission Letter

<div align="right">
Bogota, Colombia

Feb 15, 2017
</div>

Dear coordinator and director of the program:

This is to apply for a permit to work with sixth, seventh, eighth and ninth semester student from the Bachelor in English Language Teaching Program at UNIMINUTO in order to apply some questionnaires and some focus groups for the development of our degree project.

A study will be conducted focused on the English clubs' low attendance, which is why the population mentioned above was selected. Due to their experience and critical point of view, they can provide us useful data for our study. Spaces are requested between the English classes and some observations during the development of the English clubs for the application of the instruments. This will take between one and two weeks, so that 3 focus groups will be done.

We appreciate your collaboration and prompt response,

Sincerely,

Carolina Cubillos Laverde
Cc. 1074188905
Carlos Escalante Sierra
Cc. 1018486282
Students from the 7th semester
Bachelor in English Language Teaching

Annex No 4: Questionnaires

QUESTIONNAIRE

FACTORS INFLUENCING ENGLISH CLUBS' LOW ATTENDANCE TAKEN FROM STUDENTS' PERCEPTIONS AND ATTITUDES

General objective:

To identify the factors thatare influencing students' attendance to English Clubs from the Bachelor in English Teaching program at Uniminuto during the second period 2017.

Specificobjectives

1.To describe absenteeism factors based on students' perceptions and attitudes from the Bachelor in English Teaching program at Uniminuto during the second period 2017 using a closed-ended questions questionnaire.

2. To analyze absenteeism factors based on fifth and sixth semester students' perceptions and attitudes from the Bachelor in English Teaching program at Uniminuto during the second period 2017 through qualitative interviews.

3. To show the results to improve the absenteeism factors based on students' perceptions and attitudes from the Bachelor in English Teaching program at Uniminuto within 2 focus groups during the second period 2017.

Please read the following statements carefully and put an X in one of the boxes.

Questionnaire English Clubs' attendance	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
1. I believe that English Clubs are a useful strategy for my English learning process.				
2. The people who guide the English clubs have high communicative skills in the English language.				
3. The didactic and methodological strategies used in English Clubs are effective and contribute to my learning process.				
4. The activities developed in English Clubs seem to me effective and have contributed for the development of my communicative abilities.				
5. The technological resources used in English Clubs are motivating and help the development of communicative skills.				
6. The technological resources used in English Clubs are sufficient and appropriate.				
7. The physical spaces where the English Clubs are developed are appropriate, comfortable and suitable for the development of the sessions.				
8. The physical spaces in which the English Clubs are developed are sufficient for the development of the sessions.				
9. English clubs are offered at appropriate times that fit students' needs.				
10. English clubs are organized according to the students' English language proficiency.				
11. The number of English Clubs offered per level is sufficient and covers students' needs.				
12. The time in which each session takes place is sufficient for the activities developed.				
13. In English Clubs sessions, I have the opportunity to participate quietly and spontaneously, and receive effective feedback.				
14. The number of students attending per session is appropriate and allows a dynamic development of sessions.				

15. The reasons why I attend the English Club are:

_____

_____

_____
_____

16. The reasons why I do not attend the English Club are:
_____
_____
_____
_____

17. In the clubs of English I have been able to improve my performance in English in:
Listening_____   Speaking_____   Reading_____   Writing___
18.I attend English Clubs:
Twice a week_____   Once a week___   Never___   Other _____
19. What would you like to improve in English Clubs?
_____
_____
_____
_____

20.   WhatadditionalsuggestionsdoIhaveforEnglishclubs?
_____
_____
_____
_____
_____

Thank You !

OBSERVATION FORMAT

Methodology

Questions	Y	N	Comments
1.Uses didactic strategies that allow keeping discipline during the Club.		x	
2. The transitions between activities are carried out in a fluent way and there is continuity with the activities.		x	There was only 1 activity during the Club.
3.Interprets and responds to student's misbehavior promptly.	x		
4.Implements rules of behavior fairly and consistently.	x		
5.Uses different techniques and strategies of teaching and learning.		x	The assistant does not use strategies to engage students during the Club.
6.Reinforces and reaffirms teaching and learning expectations.	x		
7.A variety of activities are identified to develop each English skill.		x	The only skill worked was " Speaking".
8.Uses different forms of group organization (grouping strategies).		x	The assistant only uses pair work.
9.Provides clear examples and guided practice.	x		
10.Guides, leads and addresses students' activities.	x		
11.The instructions and explanations are clear and they adapt to students' level.	x		
12.Shows respect for participation and ideas of students.	x		

13.Explains clearly the proposed activities.	x		
14.Provides clear, specific and suitable feedback to the teaching and learning processes.	x		The assistant writes students' mistakes on the board and explains what is wrong and differents ways to say the same in other words.
15.Addresses the individual difficulties of students who need additional help.	x		
16.Motivates the use of English language for students in real class situations (ask for permission, favors, and request explanations).		x	The assistant allows students to use Spanish when they do not how to say something, instead of helping them to paraphrase what they want to say.
17.Presents models and examples clearly for understanding and production of the English language.	x		
18. Adapts the language level to the age and student's level to do explanations and clarifications	x		
19.Provides language opportunities for students to interact in English language.	x		
20.Uses didactic strategies and resources based on the theme discussed during the club.		x	The assistant writes the topic on the board and ask some questions to students: then, waits for them to give ideas and that is all.
21.Uses phrases to motivate students' achievement and value their learning.		x	The assistans shows a neutral attitude most of the time.
22.The guides used in class are adapted to students level and age and motivate them.		x	There is no kind of guide during the club.

Extra comments:

The assistant proposes a topic at the beginning of the club, in this case it is "Plastic surgery". She starts asking about this topic. What do students think about this ... are they in agreement or not? ... It is a good strategy to start the Club, ask some questions, so that the students are interested in it.

After the questions, some students participate, others just listen. The assistant listens to the students' comments and corrects some mistakes students made on the board and explains what it means and gives them new vocabulary. Here, the assistant should involve all students in the discussion.

Then, after discussing this, she says to think more about the topic. Students remain in silence for a moment and then they comment: "But what else do we say?". Here, I think, the assistant should propose new ideas because she is leading the Club. After that, students give some ideas and the Club finishes.

Making a general analysis of all these aspects, I consider that the topic was really interesting , but she only asked students to discuss about it. Taking into account that it is a controversial topic , there are many activities to do about it, videos and workshops to include in the Club. In terms of developing the speaking skill it works, but there is not enough motivation for students to attend the Club. There is not something new, interesting or engaging for them to attend more than the stamp they need to obtain extra points.

Technological resources

Questions	Y	N	Comments
1. Use technological resources for teaching in the club		x	
2. Use innovate and motivating resources for students.		x	
3. Use different online tools that encourage the use of technology based on teaching English.		x	
4. Use resources such as videos or audios for the development of activities.		x	
5. Propose the online exercises promoting the use of English.		x	
6. Propose the execution of online exercises promoting the use of English.		x	

Time management

Questions	Y	N	Comments
1. Starts the English club on time (punctuality)	x		
2. The activities are developed in the periods of time proposed by the assistant.	x		
3. Time is adequate for each activity	x		
4. Activities are completed within the time given to the English club.	x		
5. Time is intended for an interaction between teacher-students, not only teacher-centered	x		
6. Uses enough time to give feedback to the students.	x		

Annex No 6 Focus Group Questions

FOCUS GROUP QUESTIONS

1. Methodology

1. What activities developed during the clubs called your attention the most? Why?
2. What activities did you find boring at the English club? Why?
3. What would you like to implement in terms of methodology?
4. What activities would you like to have done in the English clubs?

2. Time

1. The times English clubs offered ,Are they suitable for your time availability?
2. Are the sessions of each club appropriate in terms of time and activities?
3. How many hours a week do you attend?
4. How often do you attend English clubs?

3. Technological resources

1. What kind of technological resources   are used in English clubs?
2. Are the technological resources used   interesting and motivating for their learning?
3. What kind of technological resources   would you like to be used?

4. Physical space

1. Are these physical spaces where the clubs are developed? Are they welcoming and comfortable for their learning?
2. Does the institution have sufficient physical spaces to develop English clubs?
3. What kind of physical spaces do English clubs develop?
4. What kind of physical spaces would you like to have in English classes?

Suggestions:
- What additional suggestions do I have for English clubs?
- What would you like to improve in English Clubs?

Annex 7: Pictures