Factors that affect English proficiency in students of advanced English courses of the undergraduate program in English at Universidad Nacional Abierta y a Distancia (UNAD)

By

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Universidad Nacional Abierta y a Distancia - UNAD

Escuela de Ciencias de la Educación - ECEDU

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

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Resumen Analítico de Estudio RAE

1. Información General	
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2. Descripción	
El propósito de este estudio de investigación se centró en establecer y analizar la relación entre diferentes variables en cuanto a la adquisición del inglés como lengua extranjera para los estudiantes de pregrado en lenguas extranjeras de los cursos avanzados de inglés de la UNAD. Este estudio de investigación reunió como participantes a estudiantes activos de los cursos de inglés del último periodo académico que voluntariamente formaron parte del mismo, el análisis de datos de este estudio se basó en información cuantitativa y cualitativa obtenida a través de dos instrumentos creados específicamente para la población objeto, e implementados durante el desarrollo de este estudio de investigación, los datos cuantitativos fueron recolectados mediante el	

instrumento "Cuestionario Socioeconómico" y se utilizó el Cambridge English Placement test (CEPTO) para analizar el nivel de inglés de los estudiantes, mientras que los datos cualitativos se obtuvieron a través de una encuesta de caracterización, como resultado del análisis de datos mencionado anteriormente se identificaron tres (3) categorías, estratificación socioeconómica, estudios de Pregrado en línea y antecedentes económicos del hogar, las observaciones y conclusiones logradas durante este proceso abren un espacio de reflexión frente a la posibilidad de implementar estrategias de cara a las necesidades de la población especifica de la UNAD concerniente al aprendizaje del inglés como lengua extranjera.

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4. Contenidos

Este documento está comprendido por cinco capítulos, en el primer capítulo se describe la introducción al estudio de investigación en la cual se presenta el problema de estudio situándolo en contexto, de igual manera se menciona la pregunta de investigación, las motivaciones por haber elegido el problema en mención, el objetivo general y sus objetivos específicos, al igual que las metodologías implementadas para justificar el objeto del estudio. El segundo capítulo reseña el estado del arte y el análisis de diversos estudios e investigaciones que se hayan realizado frente a la misma problemática y metodologia mencionada, en este capítulo se encuentran tanto el marco teórico como el marco conceptual que sustentan la investigación. El tercer capítulo presenta el enfoque metodológico, el contexto de la investigación, la población objeto del mismo el impacto del investigador al igual el protocolo ético de la investigación, presenta también la descripción de los instrumentos utilizados, su validación y finalmente, el proceso de desarrollo e intervención pedagógica abordada durante el proceso, el cuarto capítulo se esboza el proceso de análisis de datos y los hallazgos, se explica el proceso de obtención de categorías y su operacionalización. En

el quinto capítulo se realiza la introducción de los resultados obtenidos y las conclusiones logradas durante el proceso, se mencionan las implicaciones pedagógicas y se establecen limitaciones al igual que algunas recomendaciones para estudios futuros que puedan esbozar diferentes perspectivas y/o variables que pueden influir en el aprendizaje de la lengua extranjera en el marco de la licenciatura en ingles como lengua extranjera de la UNAD.

5. Metodología

Frente a la metodologia utilizada, este proceso de investigación fue desarrollado en cinco momentos de la siguiente manera: el primer momento tiene relación al planteamiento de la problemática de la investigación a través de la experiencia vivida con la población objeto, en el segundo momento se diseñaron los instrumentos para la recolección de datos importantes que darían luz a la problemática encontrada tales como cuestionario sociodemográfico y encuesta de caracterización de estudiantes; en el tercer momento se realizó el proceso de implementación de los instrumentos de recolección de datos al igual que recolección de los resultados de la prueba CEPTO para los estudiantes parte del estudio, con el ánimo de obtener la información necesaria para continuar con el paso cuatro, el cual correspondió al análisis de la información obtenida a través de los instrumentos antes planteados y como quinto momento, se concluyeron hallazgos y se alcanzaron conclusiones pertinentes para esta investigación.

6. Resultados

Los hallazgos en este estudio pueden abrir una ventana de oportunidad para entender el impacto que los factores socioeconómicos pueden tener en el desempeño del idioma inglés de los estudiantes del programa de pregrado de la universidad UNAD, los resultados muestran la correlación entre estos dos factores y el nivel de adquisición del inglés como lengua extranjera, dado que los estudiantes con bajos resultados en la prueba CEPTO vivían todos en estratos de bajos ingresos

divididos por igual en los estratos 1 y 2 de acuerdo a la estratificación social mencionada en este estudio, de igual manera la percepción que tienen los estudiantes frente a las preguntas de educación de los padres, estratificación económica y/o ingresos lo que implica la correlación entre el aprendizaje del idioma inglés y el efecto que las condiciones socioeconómicas puedan tener en el mismo. Un hallazgo importante fue que el estrato económico tiene una influencia directa en la adquisición del idioma de los sujetos de estudio. Además, el 100 % de los sujetos de estudio y de trabajo y la razón por la que eligieron el aprendizaje virtual fue para mejorar sus medios de vida, sin embargo, este hecho tiene un efecto negativo directo en su adquisición del idioma debido a las limitaciones de tiempo. Los resultados que aquí se presentan apoyan la revisión de la literatura existente, tal y como subraya Steven (2002), quien afirma que algunos psicólogos han demostrado que los padres que obtienen buenos resultados en la educación acaban convirtiéndose en los modelos a seguir de sus hijos y, por tanto, tienen un impacto positivo sobre su forma de pensar y su rendimiento en lo que respecta a la educación, influyendo positivamente en el aprendizaje y en los aspectos académicos.

7. Conclusiones

Este estudio de investigación mixta pretendió explorar las debilidades que presentan algunos estudiantes del programa de pregrado en lengua extranjera que se encuentran inscritos en los cursos avanzados de inglés de la UNAD e identificar la probable relación que puede tener el estrato socioeconómico y el compromiso en la adquisición del inglés como lengua extranjera de algunos estudiantes. Se encontró que el nivel socioeconómico de los alumnos es un factor fundamental que contribuye a la adquisición del inglés como lengua extranjera en los alumnos que participaron en este estudio, El estrato económico de los sujetos de estudio no tiene correlación con su adquisición del idioma, también se encontró que aunque su nivel de interés para aprender la segunda lengua

fue alto, la mayoría no obtuvo el nivel de inglés esperado para graduarse en el programa, por último, los antecedentes de los padres no tuvieron correlación con la adquisición de la lengua extranjera en los sujetos de estudio. Por lo tanto, esta investigación de las habilidades lingüísticas de los estudiantes y los efectos que dichas variables pueden tener en el rendimiento de aprendizaje de un estudiante como componente principal de la adquisición del idioma, arrojó luz sobre algunas posibles razones de las dificultades que presentan los estudiantes cuando se enfrentan al proceso de aprendizaje del inglés como lengua extranjera. Los tres ángulos que exploré fueron: estrato socioeconómico de los estudiantes, antecedentes de los padres y compromiso con el idioma. Se espera que los resultados de este estudio allanen el camino para que otros investigadores lleven a cabo nuevas investigaciones y encuentren soluciones basadas en los resultados discernidos, otros estudios podrían considerar la exposición previa al inglés para determinar su papel mientras se aprende formalmente inglés como lengua extranjera en un entorno virtual, u otro aspecto que podría necesitar más estudio es la adquisición del inglés diferenciada por identidad de género, ya que no se tuvo en cuenta en este estudio. En resumen, cabe destacar que los estudiantes que pertenecen a los estratos socioeconómicos más altos son más propensos a obtener mayores niveles de éxito en la adquisición del inglés en comparación con los de estratos económicos más bajos en el contexto colombiano.

Elaborado por:	Viviana Andrea Ospina Giraldo
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Abstract

This paper establishes and analyzes the relationship between different variables related to English as a foreign language learning for undergraduate students of the Bachelor in English program from the advanced English courses at UNAD. It has been observed that for some students of the undergraduate program the low language performance is related to their socioeconomic context, as well as engagement. This research study invited students enrolled in the advanced English courses at UNAD to participate, the data analysis of this study is based on quantitative and qualitative information obtained through means of two instruments specifically created for the target population, and implemented during the development of this research study, quantitative data was gathered by the instrument "Socioeconomic Questionnaire" and the Cambridge English Placement test (CEPTO) was used to analyze the English level of the students, while qualitative data was obtained through a characterization survey, after thorough analysis it was found that the learners´ socioeconomic status is a fundamental factor that contributes to English acquisition in the target population and has correlation with their language performance, it was also found that although their level of engagement was high the majority did not obtain the B2 English level expected to graduate in the program. The angles explored were: students' financial status, parents' background, English language performance, and engagement towards the language. It is expected that the findings of this study can pave the way for other researchers to undertake further investigations and find solutions on the basis of the discerned results.

Keywords: Social context; economic context; learning opportunities; engagement; motivation.

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Introduction to the Research Study

This research paper intends to establish and analyze the relationship between different variables related to English as a foreign language learning for undergraduate students of the Bachelor in English program from the advanced English courses at UNAD. This document was written in five chapters, the first chapter describes the introduction to the research study in which the study problem is presented, placing it in context, the research question, the motivations for having chosen the problem in question, the general objective and its specific objectives, as well as the methodologies implemented to justify the object of the study are also mentioned. The second chapter reviews the state of the art and the study of various studies and research that have been conducted on the same problem and methodology mentioned, in this chapter are both the theoretical framework and the conceptual framework that support the research. The third chapter presents the methodological approach, the context of the research, the target population, the impact of the researcher as well as the ethical protocol of the research, it also presents the description of the instruments used, their validation and finally, the development process and the pedagogical intervention addressed during the process, the fourth chapter outlines the process of data analysis and the findings, it explains the process of obtaining categories and their operationalization. The fifth chapter introduces the results obtained and the conclusions reached during the process, mentions the pedagogical implications and establishes limitations as well as some recommendations for future studies regarding the relation between socioeconomic aspects, learning environment, and language learning within UNAD university students.

Context of the Research Problem

According to various studies, the acquisition of a second language is highly influenced by a number of factors that can either promote or hinder it. These factors include age, socioeconomic context, and engagement. Some researchers have examined the relation between learners' language performance and Socio-economic status variables. According to Akhtar (2010), the home environment has a direct focus on parents because they are responsible to build and manage it. Yuet (2008) mentions that the socio-economic background of students has an important role to play in their motivation to learn. She believes that one of the main reasons as low-income parents may often be so concerned with the basic necessities of life that they have little time to consider how to promote their children's cognitive development. They might also have poor reading skills and so can provide little to none reading experiences for their children. In addition, students from poor socioeconomic backgrounds may have lower aspirations for educational and career achievement as well.

Learning is said to occur through social interaction with others within specific contexts and communities (Fagan, 2008). Social context plays an important role when it comes to learning a second language, which we refer to as L2, as it influences attitudes towards learning and motivation to learn. Since learners are social beings who participate in a particular context, it can be said that this social context can influence the learning of the L2. Similarly, Lantolf and Johnson (2007) claim that the argument is not that social activity influences cognition, but that social activity is the process through which human cognition is shaped (p. 878). The relationship between the learner and his or her environment is changing and constantly transforming, considering that Colombia is not an English-speaking country whose citizens belong to a wide range of social and economic stratum and some of the undergraduate students are only exposed

to the target language in college courses, which brings different factors that occur when learning an L2, such as motivation and/or anxiety, which are part of the new learning experiences. Subsequently, the acquisition of a second language is influenced by contact and exposure to the social context (Spolsky, 1989).

Research Question and Objectives

Research Question

What are some of the factors that influence the learning of English as a second language among students in the advanced English courses of the undergraduate program in English at UNAD?

General Objective

To analyze the socioeconomic factors that affect the proficiency in English as a foreign language among students of advanced English courses in the undergraduate program in English at UNAD.

Specific Objectives

To compare information on various factors affecting language acquisition and motivation to learn a foreign language on undergraduate students through content analysis

To gather specific information about different factors that affect foreign language learning on students in advanced English courses of the undergraduate program in English at UNAD.

To analyze the main socio-economic characteristics and engaging factors that influence language acquisition of the students of the advanced English courses of the undergraduate program in English at UNAD

Rationale of the Research

Rationale for the Research Problem

The purpose of this study was to explore the weaknesses presented by some students of the undergraduate program in foreign language which are enrolled in the advanced English courses at UNAD, and identify the probable relationship that socio-economic status, motivation, and engagement may have when acquiring English as a second language for some students at UNAD University. Socioeconomic status of learners is a fundamental factor that may contribute to English language learning outcomes. Therefore, Investigating the learners' language skills taking into account variables such as socioeconomic status, as well as motivation, and what effect those variables may have on a student's learning performance is a main component of educational progress and language acquisition. Social interaction is an integral process in language learning based on Vygotsky's sociocultural theory, which asserts that human cognition is shaped by social activities (Lantolf & Johnson, 2007; Cheon 2008). Moreover, students may acquire a language by using it in social interaction with speakers of that language. It is important to point out that social context is not only a background variable that influences learning, but also an essential component of cognitive development itself (Mondada and Pekarek Doehler, 2004, p. 501). In this study, we explore the ways in which students' socioeconomic context can influence their language learning abilities. The importance of social context is usually ignored or underestimated in some countries where English is taught as a foreign language, because this social context is lacking for certain members of the society and therefore the outcome of second language acquisition is not satisfactory.

Rationale for the Methodologies to Address the Problem

This paper was a step towards investigating the problems related to the context of undergraduate students at UNAD, especially from advanced English courses, and the impact that socio-cultural context as well as engagement has on their language acquisition. At UNAD University it is imperative to help students master all the language skills of L2 learning. As future language teachers, all graduates of the university must have a high level of proficiency, as one of the requirements for graduation is a C1 level. Sociocultural theory clarifies that the development of higher order processes (of learning) in experience is rooted in the socially situated context that is present in all human activities (Hawkins, 2008). The problems related to the correct adequate skills of the aforementioned students, such as low language proficiency and low communicative level among students from advanced courses at the university, are addressed to establish a link between socioeconomic context, engagement, and language acquisition.

The scope and limitations of the Study

There were some limitations that need to be considered while this study was conducted. Some of them being the sample size, since the target of the study is the students of the advanced English courses from the final semesters of the undergraduate Bachelor in English program at UNAD University, out of all the students enrolled in the advanced English courses only 25 students participated in the study. Another limitation that the researcher encountered was the willingness to participate, persuading students to participate in the study, as they may feel that there is no incentive, in exchange to the time invested in the data collection instruments. Another limitation that could be encountered is the time constraint related to the length of the semester in which the study is conducted. It is therefore important to mention the need for a future study in case the time constraint becomes an issue.

Delimitations of Study

Among the delimitations of the study was the population targeted for this research. Therefore, the restriction of the courses of study could help to limit the number of subjects included in the study. The students involved belong to the Bachelor in English program at UNAD University and their English level is expected to be C1 or above, so by collecting information from these particular students, valuable data can be collected to measure the relationship between different socio-economic factors and language process. The students from the other courses were not included in the study because they have not completed their English course learning cycle according to study plan from the program.

Introduction to the Literature Review

In this chapter, the importance of learning English as a foreign language in the Colombian context was described and analyzed in order to give background information to the actual state of the English teaching and learning process as viewed by the Colombian Ministry of Education and diverse authors. A general overview of language acquisition variables is mentioned such as the profile of the student, socioeconomic background, and motivational factors are addressed as well as engagement as crucial part of the English language acquisition.

State of the Art

Colombia is a country where being bilingual holds a vital importance, while at the same time government officials have hustled with bilingual education for many years, The Colombian Constitution, issued in 1991, declared Colombia as a multilingual and pluricultural nation to fulfill the requirements of a new society which was more globalized and open to changes. As mentioned by Mejía, in her article "Bilingual Education in Colombia: Towards a Recognition of Languages, Cultures and Identities." (2006).

In spite of these efforts, the results have not been altogether favorable, and it seems as though for Colombian graduates it is necessary to develop a broad vision of the world, so that they can open their minds to new ideas and have contact with different cultures and their sociocultural background to gain more tools for their future lives both professionally and personally. In the article "Unanswered Questions in Colombia's Foreign Language Education Policy" Bonilla-Carvajal y Tejada-Sanchez (2015) it is mentioned that every single government change in Colombia has tried to implement an English teaching program, which refers to the eagerness to have higher levels of proficiency in English in the country.

The author also mentions that Colombia then signed a political constitutional reform in

1991 that provided an open recognition of all indigenous languages, and of the country's multilingual and cultural richness; furthermore, there was an economic policy expansion and massive admission of imports (USA and Europe), which called for a need to improve the English level of students, and specially of their teachers, thus paving the way for the National Bilingualism Program (NBP). (Bonilla-Carvajal y Tejada-Sanchez, 2015).

When it comes to foreign language acquisition, an extensive exploration for both cognitive and sociocultural perspectives have been done, one emphasizes individual characteristics of the language learner and the latter considers social and economic contexts of learning. Although the majority of people have difficulties acquiring a second language, this depends on various factors, such being individual or contextual, Brown et al. (2000) investigated the differences can be divided into two categories: affective factors and cognitive factors. It is also important to consider the learning context in which this language process occurs, including aspects such as learning opportunities, formal or informal instruction, or even motivation. In this research, an intricate revision of literature has been considered, which is needed to have an ample view of what is being done when it comes to language acquisition, taking into consideration academic, motivational, and sociocultural factors. Some of these studies mention inner-related factors as well as outer-related factors that have significance in students' learning process and results. According to Giovagnoli (2002), some of the outer-related factors that affect a student's acquisition may be learners' educational background, parents' educational level, and students' personal conditions. Following the same line, Torres and Rodríguez (2006), and Ferreyra (2007) show the importance of the family context in the students' academic performance. Additionally, it is important to consider how education is sometimes of better quality in the private sector in comparison to public schooling. In the private sector English

language tends to go better, due to exposure to more hours of instruction with better prepared teachers as well as smaller groups to study thus, contributing to a much better level of English in private schools, in contrast to public schools it should be taken into account that many public educational institutions in Colombia do not have enough human resources to develop a quality education, In addition to this, according to Cárdenas and Miranda (2014), English teachers who are assigned to elementary public education do not have the appropriate educational level for teaching English, i.e., they are specialized in other areas; however, due to the lack of English teachers, they must supply this need in public educational institutions. Davies (2007) mentions a study done in Mexico in which the level of English from students in both public and private universities was observed, the results show a correlation between the socio-economic level of students in relation to their language acquisition and level as obtained by means of an exam.

Finally, the other crucial variable is motivation whether intrinsic or extrinsic. As such, various studies have linked motivation to second language learning. For instance, Deci and Ryan (1985) state that a person may seek for reasons far from the joy of learning such as grades, rewards or social recognition, in this case is called extrinsic motivation; whereas, when a person learns filled with willingness and joy by doing a particular activity without expecting recognition, intrinsic motivation is the main engine. As mentioned before, the attitude towards the target language and its culture is directly connected to motivation. Oxford and Shearin (1994) and Narayanan (2006) asserted that motivation is the reason for the behavior of a particular individual therefore, students who are driven by an inner motivation to learn engage and commit to learning activities that will benefit their learning process and consequently have a positive impact in their language acquisition. Brown (2000) claims that motivation relates generally to the intensity of individual´s desire to learn and accomplish academic goals.

Research Framework

Theoretical Framework

This theoretical framework is developed for an exploratory study to examine the contributing factors to low academic achievement in language learning acquisition within three main domains: language acquisition theory, socio-economic factors and engagement towards learning English, said concepts and theories serve as the analytical basis for this research study; thus, different aspects regarding this process are taken into consideration while writing this research project, such as theories mentioned are the language acquisition theory and the sociocultural theory which are important basis for this study.

Language Acquisition Theory

The theory of language acquisition foundations was laid by Stephen Krashen at the early eighties and it presents five hypotheses, which mainly suggest that second language acquisition is almost alike with the acquisition of the mother tongue. Over the last 20 years, more than 100 books and articles have been published on this subject. His theory of second language acquisition has had and continues to have a major impact on all areas of second language research and teaching since the 1980s. (Krashen S., 2015)

According to Krashen and other SLA specialists (Krashen and Terrell 1983; Littlewood, 1984; Ellis, 1985), students have two different ways of developing skills in a second language: learning and acquisition. Learning is a conscious process that focuses the students' attention on the form of the language (structure). Acquisition, unlike learning, is a process similar to that by which we acquired our mother tongue, and which represents the subconscious activity through which we internalize the new language, putting emphasis on the message (meaning) rather than on the form. Acquisition is, thus, the untutored or naturalistic way, the mentioned theory explains

these hypotheses which are the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

The acquisition/learning hypothesis: there are two distinct pathways in the process of appropriation of a foreign language: Acquisition, which is an automatic process that takes place at the subconscious level, and learning, which is a conscious process, resulting from the subconscious level, and learning, which is a conscious process, as a result of "formal knowledge about the language". (Krashen, 1987, p. 1). The monitor hypothesis states the ability to produce foreign language sentences is due to acquired competence. However, the conscious learning of grammatical rules also has one function which is to act in the production of sentences as well as utterances and as a monitor or a corrector, by modifying them if they do not agree with the learned rules.

The natural order hypothesis mentions that learners of a second language acquire structural items in a predictable order regardless of the order of presentation. This means that some structures are more easily acquired than others, and the order of difficulty does not necessarily correspond with what we believe is an easy or difficult structure. Along this line, there is also the affective filter hypothesis in which Krashen attributes considerable importance to affective factors, as for him, they are directly related to both the acquisition/learning process, and with the results obtained throughout and at the end of this process. Finally, the input hypothesis, is the backbone of Krashen's entire theory. For him, the acquisition of a second language will only occur if the learner is exposed to samples of the target language (input) that is a little beyond his or her current level of linguistic competence.

The Sociocultural Theory

Reflecting upon the sociocultural theory, Vygotsky as cited in Scott and Palincsar (2013) suggests that there is a relationship between the development of higher learning processes and the cultural, institutional and historical context in which he/she is immersed. Wertsch (1993) explains, in relation to the Vygotskian Sociocultural theory, that true learning comes from mental development and emotions which cannot be separated from the learning act. The former means that learning is a multifactorial and multidimensional process shaped by social interactions aimed at developing all individual mental functions (Wertsch, 1993). This research study reflects upon both inner-related factors as well as outer-related ones that can influence the students' learning process and outcomes. In relation to outer-related factors, Giovagnoli (2002) highlights the relevance of the learners' educational background, parents' educational level, and students' personal conditions. Henceforth, the studies conducted by Torres and Rodríguez (2006), and Ferreyra (2007) show the importance of the family context in the students' academic performance by exemplifying different aspects related to the student´s context such as type of school, type of residence, and parental education may be influential factors in their school performance. Additionally, Aguilar-Rivera (2007) emphasizes how family support influences academic performance, Aguilar-Rivera (2007) concludes that family provides both affective and economical support for students. From these studies, I understand the influential role family has on students' academic life. In addition, through this study I acknowledge the relevant role of families in students' academic performance and intrinsic motivation as crucial elements of the language acquisition process. Within the outer-related factors, we found there are some studies more interested in the influence that the school-related variables have in students' academic performance. Finally, Montero, Villalobos, and Valverde (2007) and Correa (2004) acknowledge

the impact that institutional elements, as well as the relationships students establish with peers have on students' outcomes. Academic performance involves a set of elements that allow for an integral understanding of students' learning not only in terms of results, but also in terms of processes.

The socio-economic factor has also been incorporated into the framework as studies have shown that there is a correlation between poverty and cognitive development. Socio-economic factors play an important role in influencing academic achievement throughout the multiple elements that contribute towards academic success. At an individual level, psychological and psychosocial factors intersect to facilitate academic success or buffer academic failure. As well as learning process. The family's socio-economic factor has an impact on the student's aspiration, motivation, self-efficacy and involvement in curriculum activities, as mentioned by Arshat and Baharudin (2000). Professor Awang Had Salleh had similarly noted on the impact of poverty on low academic achievement. The large size of the family especially where the family income is limited, is also associated with lower academic achievement which could be due to the availability of resources, furthermore, from the three factors mentioned, the relationship between students' background and their school achievement is the one that has been explored the most, and different authors have shown social class affects significantly and persistently students' school achievement (Requena, Salazar & Radl, 2012).

The motivational factor is key for this study, rural students can also lack motivation. Initially, motivation has been found to be one of the most important factors in language acquisition showing motivation as the second strongest predictor of success in language learning after only aptitude according to (Gass M.S and Selinker L. Routledge, 2008). The importance of English as a global language remains abstract to students that hardly ever travel outside their

county; they usually only have contact with the nearest town, so English is a rarity not connected to their lives. This is closely related to what has been called the affective filter hypothesis (Majid, Muhammad, Puteh, and Bunari, 2008). If the students are motivated and confident, they have a very positive self-image, and do not have high anxiety levels, then the learning process will be optimal. If not, the process will not succeed.

Likewise, student engagement stands out as one of the important variables in foreign language acquisition. Although different aspects of student engagement have been discussed in language teaching literature, it has been defined in a small number of studies. Ellis (2010, p. 342) defined engagement in second language learning as how the learner responds to teacher feedback. Philip and Duchesne (2016, p. 70) argue that student engagement should be conceptualized considering learning environment, as well as tasks and students. Therefore, student engagement can be defined based on their language learning processes. Svalberg (2009) defines engagement as a concept in which “the learner acts as a subject and language is an object or means of communication” (p.245). Engagement in foreign language acquisition includes certain cognitive situations, affective tendencies and social attitudes as well as actions and behaviors in the language process.

Conceptual Framework

In the acquisition of a language that is not our mother tongue, it is common to speak indistinctly about "second language" or "foreign language", however it is worth making a distinction between these two terms with an example. In the case of the English language, we speak of English as a Second Language (ESL) when the environment in which the student lives is English speaking, for example, people who learn English living in the United States or Canada. In our case we speak of English as a Foreign Language (EFL), because in the environment in which our students live, Spanish is the first language or mother tongue.

History of Foreign Languages in the Colombian Context

In the period of colonization, Spanish instruction was implemented to expand Christianism and dominate de locals both culturally and politically, during times of independence French and English cultural influences took over the country and with it, the new elites started to pave a point of entry to the country for different languages from Europe such as, French, English, and German creating a sense off intellectuality leaving behind the indigenous language as a reference of underdevelopment as mentioned by Usma (2009). In more recent days, the National Ministry of Education in a partnership with the British Council and the Colombo Americano came up with a plan to address low proficiency English levels in Colombian students. This new reform aimed towards improving teaching methods and renew strategies in language teaching. In the article “Unanswered Questions in Colombia’s Foreign Language Education Policy” Bonilla-Carvajal y Tejada-Sanchez (2015) mention that according to the author Gomez Delgado (1971) every single government change in Colombia has tried to implement an English teaching program, also referring to the growing governmental interest shared by different institutions to make the teaching and learning of foreign languages a more

technical, academic, and efficient process. The author also mentions that Colombia then signed a political constitutional reform in 1991 that provided an open recognition of all indigenous languages, and of the country's multilingual and cultural richness; furthermore, there was an economic policy expansion and massive admission of imports (USA and Europe), which called for a need to improve the English level of students, and specially of their teachers, thus paving the way for the National Bilingualism Program (NBP). (Bonilla-Carvajal y Tejada-Sanchez, 2015).

National Bilingualism Program (NBP)

With the establishment of the National Bilingualism Program (NBP) and an environment characterized by commercial openness, the issue of bilingualism became a state policy, which is why it gained greater visibility and, therefore, generated greater interest among the academic community. As regards specifically the mastery of this foreign language at the national level, studies are limited. One of the first to provide an overview of the situation of bilingualism in Colombia is that of Velez Rendón (2003), where it was concluded that English has an increasingly important role within Colombian society, due to its increasing use in the academic and working context, the Colombian government then used The Common European Framework as the benchmark to set the levels of mastery that must be achieved. A program that strengthens competitiveness and incorporates the use of new technologies for learning a foreign language.

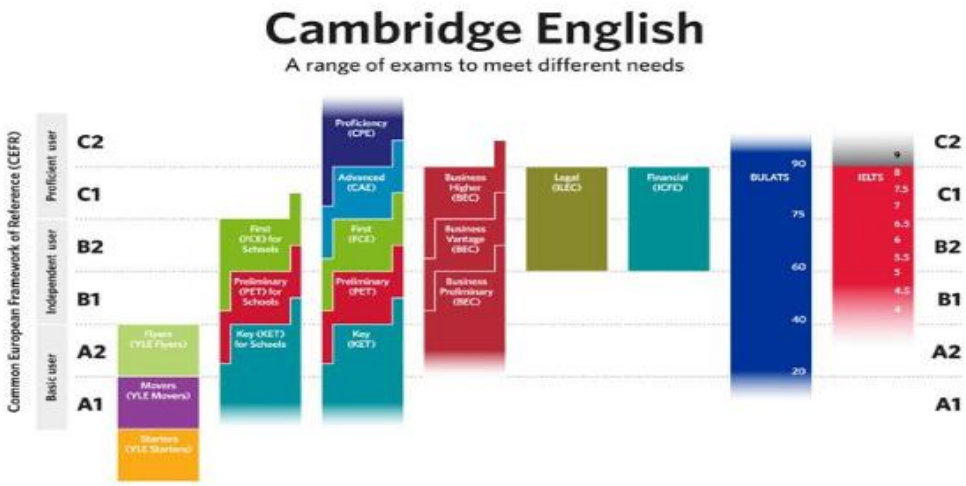
The Common European Framework

This is a well thought of document which includes the basis for curriculums as well as all the guidelines throughout Europe. It is descriptive in manner and it shows what language learners need to learn in order to develop the language skills correctly and manage it well, it also defines levels of proficiency which allow the learner to measure the process. This document´s

intention is to provide a light in the language communication world, also by providing clear objectives, and content language professionals are able to offer a more accurate language acquisition process. In general, it was created to facilitate communication among the different countries with language differences and in need of coexistence.

Figure 1

Cambridge English. A range of exams to meet different needs



Note. The chart shows the different levels of proficiency as well as it also describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability, the previous chart shows the different levels of proficiency as well as it also describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language additionally, it shows the different exams that can be taken by English learners to test their level and be able to get certified Finally, a foreign language is understood as that which is not spoken in the immediate and local environment, since daily social conditions do not require its permanent use for communication (MEN, 2006 p.5). In addition, unlike the second language, which is generally learned in the

various contexts of everyday activities, the foreign language is usually learned in a specific educational context and the person is usually in contact with it for relatively short and controlled periods, this reflects in most cases how Colombians learn English as a foreign language in Colombia.

Research Design

Introduction to the Research Design

The purpose of this chapter is to inform regarding the methodological process used to show the analysis of various factors influencing the development of proficiency in English language learning (Foreign Language) among students of advanced English courses in the undergraduate program in English at UNAD, furthermore, the description of the sample participants will be mentioned as well as the procedure, data collection instruments used to collect the information suitable for the purpose of this study, finally the plan of action as to how the data collected will be analyzed and the limitation the researcher may find along the way on the construction of this research.

Methodological Design

This chapter specifies the methodological design used to obtain the information needed for this research study. In addition, the elements and the stages necessary to gather and analyze the socioeconomic factors as well as establish and analyze the relationship between different variables when it comes to language acquisition for undergraduate students from the advanced English courses at UNAD. The research background was of most importance to be able to relate the population to the sampling procedures, and the ethical protocol applied to the participants. To fulfill the intentions of this research study two different instruments were designed and validated by academic peers and the thesis assessor for this process previous to implementation. The first instrument was a characterization survey to gather essential information from the participants. The second instrument was a questionnaire designed to gain perspective on influential factors related to this study.

Research Method

In relation to this research study, the researcher considered qualitative research given that it intends to explore the nature of things, the value of the research, the acquisition of experience, and objective description as a way to achieve its research objectives. Furthermore, according to Silverman (2016), qualitative research is characterized by "the broadest sense of research that produces descriptive data of people's own written or spoken words and observable behavior" (p. 265). Nevertheless, this study also takes into consideration quantitative research methods since the data collected needs to be analyzed using a qualitative method. Despite that, the current research project is framed in qualitative research due to the nature of the data collection process.

Research Approach

While quantitative and qualitative inquiry represents two legitimate ways to investigate, researchers using one or the other tackle empirical research differently. Everet and Louis (1981) clarify the assumptions that ground each by distinguishing two research stances: “inquiry from the outside”, often implemented via quantitative studies, and “inquiry from the inside” via qualitative studies.

Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning” (p. 5). By systematic, he means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experiences. Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3).

Action Research Stages

The methodological procedure that was applied for this research paper, was done in different stages such as:

Stage 1: identifying and limiting the topic to be studied. In this step, context analysis of relevant issues was observed and taken into consideration.

Stage 2: Gathering information. After the first step, the researcher needed to gather information, and to do so, a related literature review regarding the topic at hand was necessary; stage 3: Planning for research. A plan needed to be established to delimit the research problem; stage 4: Creating data collection instruments. This phase involved creating the instruments for data collection which for this purpose were a characterization survey and a questionnaire to be applied to the target population; as well as gather the results of the CEPTO test, stage 5: Develop an action plan for analyzing and interpreting the collected data; finally on stage 6: The final phase by getting to conclusions and sharing the results.

Context of the Research

Population and Sampling Procedures

To respond to the research question presented in this research paper, the sampling population was selected taking into account the importance of Universidad Nacional Abierta y a Distancia UNAD, and its contribution to education through the open modality, distance and virtual learning environments, and its trajectory professionalizing teachers in the program in English as a foreign language, therefore, this study considered in the selection process of the population undergraduate students from the bachelor in English as a foreign language program at UNAD who are taking part of the advanced English courses.

Researcher's Impact

This research process was carried out with undergraduate students from the advanced English courses at UNAD. The researcher intends to contribute to the pedagogical and educational environment by understanding specific issues that take part in the level of language acquisition of the students in the Bachelor English program at UNAD University, once can attest that by identifying and understanding these factors, the teachers can implement techniques and/or strategies specifically recognized which are suitable to aid the students` learning process to improve their language acquisition. If particular similarities are found amongst the target population during the research study, then it could potentially become a light to understanding learning processes and teaching methods for these types of students who struggle with learning English as a second language. As a teacher-researcher, there is a high grade of responsibility in selecting and applying the data collection instruments, followed by the gathering process to correctly analyze the data collected.

Ethical Protocol

This research study is framed by taking into account ethical implications related to the methodology and research study purpose, as well as main principles to guide the research, first address issues to ensure integrity and transparency, which means conducting research in a way that allows participants to have confidence in the methods used and the findings that result from this so that the research study can portray the information gathered as true as possible, then another principle is to inform the target population they are being part of a study in which no harm was caused, the participation in this study is voluntary and had no grading benefits, nor penalties for not participating or withdrawing from the study, in other words, that those participants should understand that (a) they are taking part in research and (b) what the research

requires of them. Another principle is confidentiality, understood as the ethical duty or obligation of the researcher to safeguard entrusted information. The ethical duty of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss, or theft. Fulfilling the ethical duty of confidentiality is essential to the trusting relationship between researcher and participant, and to the integrity of the research project as any information needs to be kept anonymous so that the participants can be respected, another important principle is the willingness to participate in the study, this aspect is important to keep in mind so that the participants freely participate and know they are being part of a study in which their dignity and autonomy is being respected.

This research study took into account ethical protocols and procedures that govern the necessity to formally request permission from the university UNAD to be able to approach the subjects of the study, furthermore, an outline of this research project was submitted to clear permissions with the interested parties, all efforts to maintain the principles of anonymity and confidentiality were made during this research study, finally an informed consent was used to tell the potential research participants about the key elements of the research study, and what their participation involved. See Annex C: Informed Consent

Data Collection Techniques

This section presents the methodological procedure applied for this research paper, three different stages were taken into account regarding data collection, the first stage was the piloting of the surveys and questionnaires, a sample of the population was taken to conduct a pilot test for which approximately ten students of the program were called upon to collaborate. The pilot testing of the surveys was done to inquire about the accuracy of the questions, the appropriateness of the format, and the clarity of the instructions. This important step was

necessary because it could help detect and solve problems that could have arisen in the application of the survey. The second stage was to implement the surveys and questionnaires to collect and illustrate specific information about different factors that affect language acquisition on students in advanced English courses as proposed in one of the specific objectives in this research paper. Finally, the third stage was intended to analyze the CEPTO test results for the participating subjects and find answers to the question posed in regards to the need to analyze the main socio-economic characteristics and engaging factors that influence language acquisition of the students of the advanced English courses of the undergraduate program in English at UNAD.

Description and Rationale of the Instruments

Questionnaires

Questionnaires have been used by researchers to gather the information that subjects in a study can report about their personal lives such as motivation, demographic information, and any other information needed, and they are considered one of the main data-gathering instruments used by researchers. Questionnaires may be defined as instruments that present target respondents with multiple questions or statements that they answer either by writing out their answers or selecting them among existing ones. According to Brown (2000), questionnaires are defined "as any written instruments that present respondents with a series of questions or statements that they are to react either by writing out their answers or selecting them among existing answers" (p.6). Furthermore, they are also very versatile, which means that they can be used successfully with the different target population and in a variety of situations aiming at a variety of topics. In fact, as Bryman (2008) points out, they can even tap into attitudes that the respondents are not completely aware of, and contribute to the research purpose. Additionally, there are different types of questionnaires such as closed and open-ended. A closed item is when

the researcher determines the answers, and an open-ended is when the respondent answers as he or she sees fit.

The format presented in this study is a typical five-level Likert scale “Agree” “Strongly agree” “Neither agree nor disagree” “Disagree” “Strongly disagree”, the Likert scale is usually a five-point scale which is used to allow the respondents to express how much they agree or disagree with a particular statement. Likert scale (typically) provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement. This type of questionnaire was first initiated by Sir Francis Galton in 1874, as mentioned by Chamarette (2022). The questionnaire consists of seventeen questions and is designed for this specific study. The questionnaire is divided into three sections, one of which asks for basic participant information, another set of statements for social factors, another about economic factors that may affect students’ English language performance in the Bachelor in English as a second language undergraduate program at UNAD. The questions are separated into three sections, one gathers demographic information and the other two revolve around social factors and the perception of the importance of the English language, and their perceptions on the students’ performance in the English language, finally, the last section takes on economic factors affecting students’ English language performance considering aspects such as the parents’ education, parents’ occupation, and parents’ financial status. This characterization questionnaire is vital to identify the characteristics of the sample to be worked on during this research study, to determine initial general aspects of the target population that should be considered and contrasted with the study variables and other elements that may arise during the process. See appendix B: Socio-Demographic Questionnaire.

Survey

Survey Research is defined as the process of conducting research using surveys that researchers send to survey respondents. The data collected from surveys is then statistically analyzed to draw meaningful research conclusions. This instrument is used to extract information used in the different stages of the development of the study. According to Gómez (2006), the survey consists of “a set of questions regarding one or more variables to be measured” (p. 125). According to Gomez, surveys can be divided into two groups: open or closed, which refer to the type of question that is implemented, the research may utilize either one depending on its specific purposes, it is important to mention that survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160)

Description of the Survey

This information is collected by means of standardized procedures so that every individual is asked the same questions in more or less the same way. The survey’s intent is not to describe the particular individuals who, are part of the sample but to obtain a composite profile of the population. The characterization survey has fifteen (15) items; ten (10) items focused on personal information, name, ID, gender, age, socioeconomic Strata, region or area where they live, and semester; and five (5) questions oriented to students’ background with virtual language courses during their studies at UNAD. A sample of the survey can be observed in the following link. Link to survey: https://forms.gle/aPmh2fjXYd21zBZDA

CEPTO Test

This online test called the Cambridge English Placement Test (CEPTO) has three sections: listening, reading comprehension, and the section that assesses the application of

grammar and vocabulary in context (Use of English). Through a series of questions in the aforementioned skills, this test analyzes the students from level A1 to level C2 according to the Common European Framework of Reference. Through adaptive questions which means that the questions change in difficulty as the candidate displays more knowledge in their responses—the test assesses the general English language proficiency of the subject. This indicates that each candidate's test is unique and that the questions are based on their degree of proficiency.

Validation Procedures

There were various procedures taken into account regarding this research process, the students were presented with the interview formats and questionnaires so that the compiling process could take place after having implemented the mentioned instruments. The CEPTO results were collected from the students who took the exam during the first academic term of 2022, as well as use the ones from the last academic term in 2021, after collecting the information, an analysis and comparison process was done to obtain information that can lead towards enlightening this research proposal. Finally, a thorough report of the results of this study was considered including follow-up action, to give way to final conclusions.

Pedagogical intervention and Application

The main purpose of this study was to gather valuable information related to socioeconomic factors of the target population, as well as their level of engagement through the data instruments mentioned above, and contrast it with their language proficiency level, to look for answers or possible variables that could contribute positive or negatively to their language acquisition, this research study did not pose any pedagogical interventions different from the data collection instruments used to compile the needed information to be able to reach the objectives posed in this research study.

Data Analysis and Findings

Introduction to Data Analysis Findings

This chapter presents the analysis of quantitative and qualitative data gathered to establish the relationship between different variables when it comes to language acquisition for undergraduate students from the advanced English courses at UNAD, furthermore, this chapter shows a detailed description of the collected data and the categories and subcategories that emerged after said data was analyzed, which led to important findings obtained during the application and data collecting process from the participating population.

Data Management Procedures

This study searches for meaning and concludes findings by directly interpreting what was observed and reported by the subjects. Cohen et al. (2007) describes qualitative data analysis as the process of organizing and describing data, as well as the process of analyzing information obtained in relation to individual context definitions, and patterns, themes, categories, and regularity. A thematic analysis was conducted to analyze the data given the methodological approach and objectives of the current study. According to Nimehchisalem (2018), thematic analysis is grounded in well-founded theory and is a common technique for analyzing data in qualitative research. This approach to data analysis consists of six phases: data review, code generation, code review to find topics, topic review, topic definition and category naming, and report creation.

As part of the data analysis, the aforementioned phases were implemented to aid the process, in the data review, all the collected information was revised and cross-examined to identify similarities, then the researcher took the similarities obtained and created codified information through a code report generated by Atlas. Ti version 9.0, once the topics were

defined this gave way to category naming and the mentioned tool automatically created a report, Atlas. Ti version 9.0 was used to process the survey and open questions conducted to the students, thus determining the most important factors affecting their English language acquisition. For more comprehensive information, the researchers analyze data as it becomes available, allowing the results to guide subsequent data collection, these factors are presented below. See Appendix B: Data Analysis.

Figure 2

Atlas. Ti version 9.0 Analysis

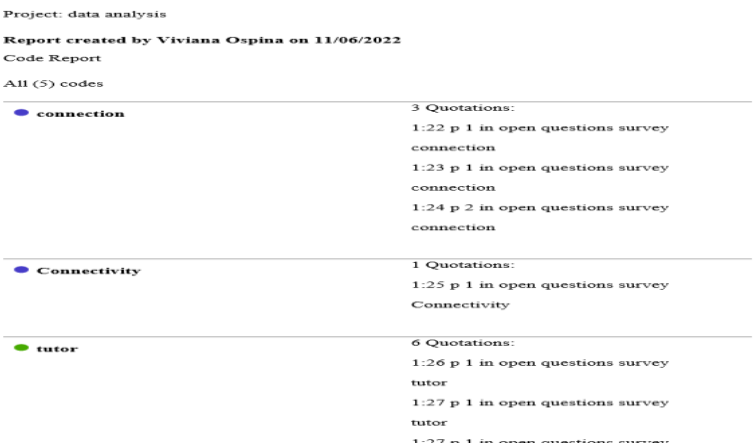
Note. This figure represents the coding process done through the use if the data analysis tool.

The data analysis of this study is based on quantitative and qualitative information obtained by the researcher through means of two instruments specifically created for the target population, and implemented during the development of this research study, quantitative data was gathered by the instrument “Socioeconomic Questionnaire” and the Cambridge English Placement test (CEPTO) was used to analyze the English level of the students, while qualitative data was obtained through a characterization survey. In this particular study, color coding method was used to make sense of the data collected and arrive to conclusions by collecting and

charting the information obtained from the subjects of study and then using, Atlas. Ti 9.0, free version. This program reduces the information until it finds the categories that are relevant to the study. Based on these approaches, software to process qualitative information allowed identifying emerging categories and subcategories to interpret the data collected. to review and code the information which opened way on the categories and subcategories that emerged from this study. Color-coding methods contribute to the development of initial categories and subcategories. It uses a color-based visual approach and is considered easier to use than traditional coding techniques (Stottok, Bergaus, & Gorra, 2011). These authors argue that using color coding has two main advantages. First, it helps you quickly switch from open to focused coding and develop categories and subcategories early on. Also, this visual approach is perfect for those who prefer visual assistance over theoretical or numerical coding methods. See figure below.

Figure 3

Code report


Project: data analysis

Report created by Viviana Ospina on 11/06/2022

Code Report

All (5) codes

connection	3 Quotations: 1:22 p 1 in open questions survey connection 1:23 p 1 in open questions survey connection 1:24 p 2 in open questions survey connection
Connectivity	1 Quotations: 1:25 p 1 in open questions survey Connectivity
tutor	6 Quotations: 1:26 p 1 in open questions survey tutor 1:27 p 1 in open questions survey tutor

Note. Report of data collected created by using Atlas. Ti 9.0 version

On the other hand, the qualitative codification is used to delete irrelevant information, as well as to analyze and understand the information obtained in a better way. Quantitative data

analysis was measured using statistical methods to get some conclusions which were analyzed using excel, as explained in a previous chapter, then the researcher continued to highlight a representative characteristic to be able to transform a set of numbers or observations into indications that help to describe or characterize these data within the groups of subjects, for this study. Subsequently, an individual analysis per participant was made to carry out an overall interpretation of the methodological approach.

CEPTO Test

The Cambridge English Placement Test is an online exam, which was presented and explained in the research design chapter. The results were taken and analyzed from the UNAD's CEPTO results database; these results are divided by year and academic term, however, for this study only students from 2021 and 2022 were considered. Out of the 25 students who participated in this investigation, 15 test results were able to be correlated; due to the University´s dynamics of continuous program study registration and because the UNAD University has five academic periods every year, thus making it more difficult for the researcher to keep track of all the subjects of interest.

Table 1

CEPTO test results in population

Students Overall Score Level	Number of students
A1	1
A2	5
B1	5
B2	4

Note. 25 students took part of the study, here we can see the test results of only 15 of them due to UNAD dynamics and continuous enrollment.

Socio-Economic Factor Questionnaire

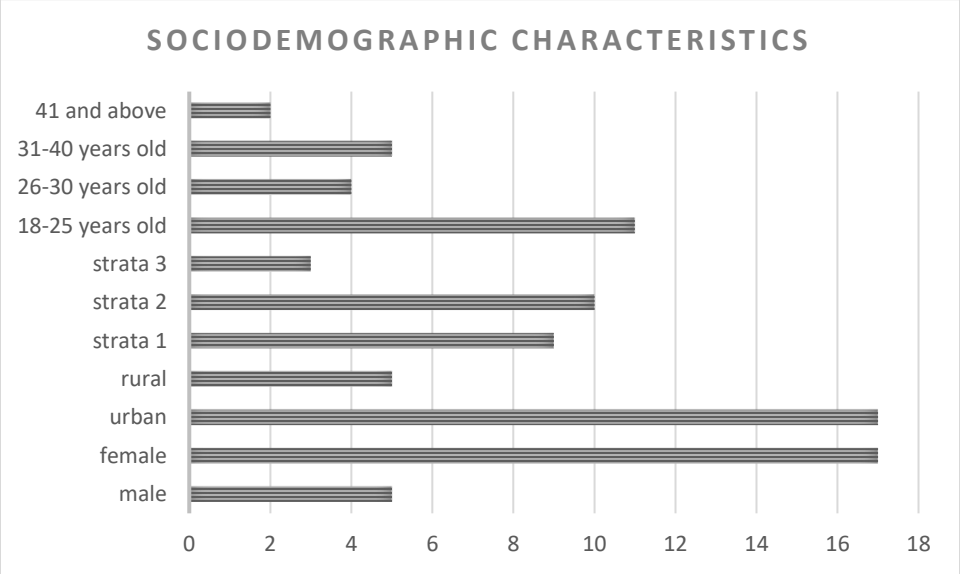
This data collection instrument allows for specific information on social factors affecting students' English language performance in the undergraduate program. The questions were separated into two sections, one of which sought after the importance of the English language, as well as economic factors affecting students' English language performance, and the other questions that revolved around the parents' education, parents' occupation, and parents' financial status.

Characterization Survey

This instrument was applied in first instance to determine the characteristics among the target population and their perceptions towards English and virtual learning settings for this language, secondly, it also allowed for identification of the sample population involved in this study. Such identifiers are demographic information and main characteristics. Consequently, the analysis described below is a quantitative one. Figure 1 describes the main characteristics of the student population, considering them important to outline the population's identity within this research process.

Figure 4

Sociodemographic characteristics of the sample 0f study



Note. Sociodemographic characteristics taken from the questionnaire render a profile of the UNAD student who took part in this study.

The chart shows the characterization of the population target of this study, the majority of the participants are female 75% vs male 25%, the results of the age variable show in detail that 50% of the participants are between 18 and 20 years old, 15% are between 26 and 30 years old, 25% are between 31-40 years old, and 10% are 41 years old and above. The chart also shows how that majority of students belong to UNAD zone Centro Bogota Cundinamarca 25%, followed by Centro Oriente and Centro Boyaca 20% accordingly, the rest of the students are registered at the other zones around the country.

Taking into account their previous academic professional background the participants mentioned not having previous professional careers 60% compared to 40% of the participants who mentioned having studied an undergraduate program before, finally, most of the participants belong to the urban area 80% vs 20% from rural areas, as far as their economic stratification the

chart shows that most of the students live in a strata 1 at 45% , whereas students from strata 2 represent a 40%, the rest of the students mention living in strata 3 15%.

Categories

As a result of the data analysis mentioned above three (3) categories were identified, Socioeconomic Stratification, Online Undergraduate Studies, and Economic Home Background. The first category Socioeconomic Stratification, resulted from the characterization survey, and the other two (2) categories arouse from the “Socioeconomic Questionnaire”, the category Online Undergraduate Studies gave way to two (2) subcategories called Connectivity and Tutor´s role which state different factors that may relate to the second language acquisition and engagement. See Appendix A: Emerging categories chart.

Discussion of Categories

Socioeconomic Stratification

From the previous analysis the first category emerged as socioeconomic stratification which according to Sepulveda et al, (2006) is a classification in strata of the residential properties in Colombia to assign subsidies and charge surcharges or contributions, to allocate subsidies and charge cost overruns or contributions. The use of the word stratification comes from geology, where "stratum" means layer. According to Light, Keller and Calhoun, (1991). Stratification makes it possible to identify the existence, quantity and quality of equality or inequality, in relation to access to education, payment for their work, and recognition when they occupy the same position or step within an organization or social institution. Therefore, taking into consideration the diversity of students enrolled at UNAD, looking into this category gives an insight as far as the socioeconomic background in concerned when reflecting upon students of the Bachelor in foreign languages with emphasis in English at the university.

According to Croteau, D., & Hoynes, W. (2013). The power in our society and how it is structured is based on relations of power regarding economic resources; therefore, it becomes decidedly relevant to discuss the role that students' socioeconomic background plays while learning English as a foreign language. This study shows that 85% of students who were involved in the research live in strata 1 and 2. It is important to mention that performance can be observed as mainly a combination of mental and economic satisfaction with a particular thing. If a person is mentally and socially satisfied, then confident results will reflect on his/her performance in almost everything (Nigel &William, 2005; Hill et al., 2004). This implies here, that there is a strong relationship between economic and social factors and the performance of English Language learning in students with lower socioeconomic backgrounds (Nigel & William, 2005). Furthermore, studies have shown that lower socioeconomic strata students achieve grades about 10% lower on national evaluations than higher socioeconomic strata students. (Seyfried, 1998). Given that most of the students that took part of this research belong to low stratifications within the country it could be assumed that social class or stratification influences both education and English acquisition. Bernardi and Requena (2010) analyzed the Spanish Labour Force survey data of the years 2005, 2006, 2007 and 2008, and they reported that service class (professional, senior administrative, and senior managerial employees) children had the highest rates of Compulsory education (CSE) completion (75.7%), whereas unskilled workers children's rates were much lower (38.1%), thus opening a possibility of correlation between socio-economic background and education.

Online Undergraduate Studies

The second category emerged from the analysis of the previous data, which reflects some the possible reasons why students at UNAD university generally choose this virtual and distance

modality to complete their undergraduate studies and pursue their academic and economic goals through superior education that offers flexible opportunities to include academic life alongside their daily life's responsibilities and objectives.

Table 2

Students' reasons for studying at UNAD Sample of study

Student	Answer
Student 1	First, that is 100% online, and second, the quality of the program
Student 2	The possibility of working if necessary
Student 3	I needed to study in virtual setting because I live so far from the city and it was the best opportunity
Student 4	The most important thing is that UNAD has virtuality
Student 5	I am motivated by the way in which they motivate students to get ahead regardless of the obstacles and regardless of the challenges that are presented to me
Student 6	"I am motivated because I do not have the economic resources to study in a university and the UNAD university gives me the opportunity to study from anywhere and I have to pay large amounts of money, only 9000 pesos which is a student insurance"
Student 7	Because I can work and have time for my study
Student 8	Because I work all day and I can´t go to the university

Note. Answers taken from survey.

Most students seek virtual learning due to the opportunity to work and study at the same time. Consequently, it can be inferred their need to work to comply with their needs, but also the understanding that education is the opportunity to improve their status. As mentioned above there is an important correlation between their socioeconomic background, and their reason to have chosen virtual learning which was inspired by the opportunities to work as they pursue a

professional career as mentioned by several students who took part of this study, some mention: “The possibility of working if necessary”, “Because I work all day and I can´t go to the university”, “The most important thing is that UNAD has virtuality”, “I am motivated because I do [not] have the economic resources to study in a university and the UNAD university gives me the opportunity to study from anywhere and I have to pay large amounts of money, only 9000 pesos which is a student insurance”, these statements confirm the need to find alternative means to sustain their basic needs at the same time as they are seeking to improve their economic standing and perceive education as an opportunity to meet their particular goals.

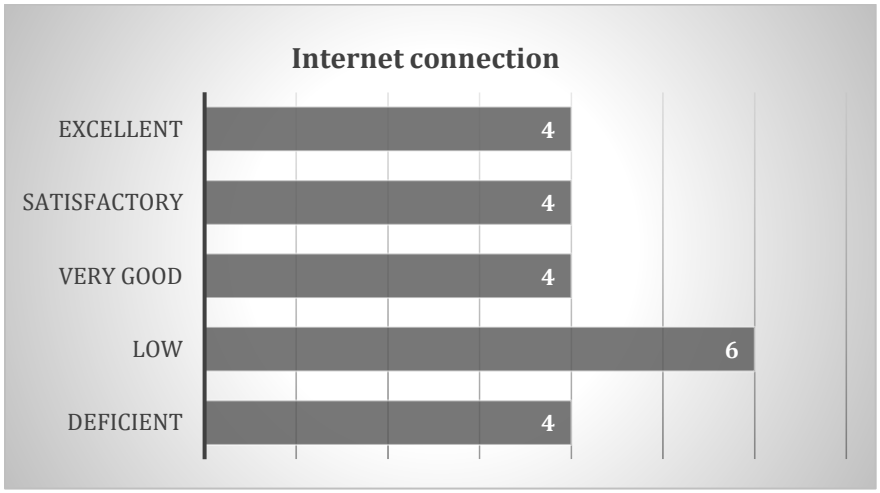
Connectivity

A subcategory from the second category arose from the analysis procedure, taking into consideration connectivity as another factor that may prevent students from further developing their language acquisition. Given that UNAD university is an online and distance university which learning activities are carried out through the online campus and is supported by online platforms, it is important to convey the need for the students to have reliable internet connection. Over the last decades, internet connectivity has improved enormously and is available everywhere such as homes, offices, places to visit, and schools (Ellore, 2014) Today, access to information can influence the academic performance of students and broaden their academic performance, the use of computer and access to online resources according to (Diaz, 2018) are comparatively important to students consequently this subcategory was taken into consideration for UNAD´s students who reported having deficient to low internet connection represent the 32%, whereas 23% of study subjects report satisfactory connection, through the sociodemographic survey the students reported having difficulties which correlates directly to another question posted in the same survey as “what motivated you to study at UNAD”, this

question was an open-answer type of question that enlighten the way students view virtual learning and proper connectivity as an opportunity to achieve their academic goals, furthermore, the subjects of study mention different reasons for choosing UNAD as their place of undergraduate studies.

Figure 5

Internet Connection



Note. An ample number of participating students report deficient to low internet connection which interferes with the proper language learning process

Tutor´s Role

A second subcategory emerged from the students´ answers and it relates to the tutor and the follow up he or she does while learning the target language, as mentioned by Bates (2005) in online learning the tutor is an agent who does much more than just bringing knowledge to the students, since he/she also teaches, learns, helps to learn, offers strategies, generates resources, guides, advises, etc. Bates, A. W. & Poole, G. (2003). The students mentioned the lack of follow up and timely feedback may hinder their language acquisition process due to the late response. Furthermore, some students mentioned the need of interaction with their tutors and how time can be a constraint to those needs. Nevertheless, the students understand that the tutors promote

valuable abilities, among them, autonomy which if based on the "scaffolding theory" of Jerome Bruner, we can recognize the importance of the evolution of the from dependence to almost absolute autonomy. E-learning favors the development of this capacity, because at first, the tutor offers a greater degree of help to the learner, with new work strategies and techniques so that, little by little, the student gradually acquires his or her own thus allowing them to assimilate the contents (Borges, 2007).

Economic Home Background

Finally, a third category emerged on an attempt to analyze the profile of the students of the English VI course at UNAD, and their perception regarding parental economic and academic background, thus influencing their education possibilities, as well as language acquisition when referring to their learning environments at home.

Table 3

Economic home factors of the sample under study

Question	Student Percentage
A well-provided home environment is helpful for a better performance in the English class communication process.	88% of students agreed or strongly agreed
Parental attitudes and aspirations play a central role in children's English language acquisition	75% of students agreed or strongly agreed
Care takers use of English at work can be influential in their kids' language learning	100% of students agreed or strongly agreed
More income gives you the opportunity to fulfil more than your basic needs	75% of students agreed or strongly agreed

Note. Opinions taken from questionnaire provided to sample population.

After close analysis of the answers given by the students, perceptions students have in the face of their economic status comes to mind. An 88 % of the students perceive that a well-

provided home environment is helpful for a better performance in the English class communication process thus creating a more appropriate manner for language development and acquisition, on the other hand 75% of the students reported that when it comes to Parental attitudes and aspirations these facts both play a central role in children's English language acquisition, likewise, 100% of the students who took part of this study see great influence in the parent´s work when it refers to language learning. Finally, 75% of the students perceive that to greater income, there will be more opportunities to fulfill basic needs within their life.

Dixon et al. (2012) mentioned that the ideal state for foreign language learners in the L2 context was influenced by higher family socio-economic status, parents and/or grandparents' education as well as a solid home learning practices. Previous research has shown that there was a relationship between parental education and the development of academic foreign language proficiency (Hakuta et al. 2000). This was so, because the more educated parents, the stronger language environments they provided at home, parents intervention in their upbringing constitutes an important view point when it comes to learning a second language and the importance it may have on the impact of their quality of life, parents who have more economic opportunities may guide their children towards more academic activities, and as such create a learning culture within their homes. Additionally, Aguilar-Rivera (2007) emphasizes how family support influences academic performance, Aguilar-Rivera (2007) concludes that family provides both affective and economical support for students.

Hypothesis Testing and Operationalization of Variables

After analyzing the data collected in which socioeconomic factors were the main category, it allowed the opportunity to state a research hypothesis that partially evidences the results, "the factors that affect the learning of English as a second language among students in

the advanced English courses of the undergraduate program in English at UNAD". As part of the procedures, quantitative and qualitative instruments were designed considering the variables or indicators described through this research process, which allowed for a contrasting analysis between the findings and the theory behind it. Such instruments were a sociodemographic questionnaire and a sociodemographic survey that provided relevant details to triangulate with the author´s theories. The second instrument used was the CEPTO test results, that gave insight on the English language level of the participants, to be able to compare their language command to the findings from the other instruments, said comparison open an opportunity to understand how the emerged categories which were socioeconomic factors, online undergraduate studies with its three subcategories "connectivity", "tutor´s role", and "economic home background" shed a light on the purpose of this study which was to analyze different variable that may affect English as a foreign language acquisition in the students from the undergraduate bachelor program in English at UNAD.

Reliability and Validity of Analysis and Findings

Regarding the data collection instruments applied during this process, reliability was considered an intrinsic part of the study considering what is stated by the authors as reliability of a measurement instrument, that refers to the degree to which its repeated application to the same individual or object produces equal results (Hernández Sampieri et al., 2013; Kellstedt and Whitten, 2013; and Ward and Street, 2009). The findings derived from this study open opportunities to understanding the categories and subcategories that arose during the investigation process. The information obtained was analyzed and systematized allowing for the variables to be useful to reach conclusions. Excel was selected as the software to validate the process, this is a spreadsheet application developed and published by Microsoft, and it organizes

data in columns and rows, they intersect in a space called a cell which contains data, text, or numerical values. Excel can analyze data, calculate statistics, generate tables, and represent data as charts or graphs.

The validity in this process was held in high regard to confirm the instrument´s valid criteria, validity, then is the extent to which an instrument actually measures the variable seeking to be measured (Hernández Sampieri and Mendoza Torres 2018).

Discussions and Conclusions

Introduction to Discussions and Conclusions

The following chapter discusses and shares drawn conclusions by emphasizing the significance of the results obtained, the pedagogical and research implications, the limitations of the present study, and the recommendations for further ones. It also attempts to provide an answer to the research question: What are some of the factors that influence the learning of English as a second language among students in the advanced English courses of the undergraduate program in English at UNAD?

Significance of the Results

The findings in this study can open a window of opportunity to understand the impact that socio-economic factors may have on students´ English Language performance of the undergraduate program at UNAD university, the results show the correlation between these two factors and the level of English as a foreign language, given that those students with low CEPTO test results all lived in low income strata divided equally in both strata 1 and 2 according to the social stratification mentioned in this study. Similarly, the perception students have when faced with the questions regarding parent education, economic stratification, and/or income implies the correlation between English language learning and effect socio-economic conditions may have in it. An important finding was that the economic stratum has a direct influence on the language acquisition of the subjects of study. Furthermore, 100 % of the participants work and have different reasons to choose virtual learning as quoted: “Personal improvement and work improvement”, “It is the best option due to my work schedules and the fact that I have to travel occasionally”, “Because I work all day and I can´t go to the university”, “I needed to study in virtual setting because I live so far from the city and it was the best opportunity”. However, this

fact has a direct negative effect on their language acquisition due to time restraints. The findings that are presented here support the existing literature review as emphasized by Steven (2002) who stated that some psychologists have shown that parents who perform well in education ultimately become the role models of their children and thus have a positive impact over their thinking and performance as far as education goes, having a positive influence towards learning and academic aspects.

Pedagogical and Research Implications for the Field of Study

According to various studies, the acquisition of a second language is highly influenced by a number of factors that can either promote or hinder said acquisition. These factors include age, socioeconomic context, cognitive factors, and engagement. Some researchers have examined the relation between learners' language performance and Socio-economic status variables. According to Akhtar (2010), the home environment has a direct focus on parents because they are responsible to build and manage it. Yuet (2008) mentions that the socio-economic background of students has an important role to play in their motivation to learn. She believes that one of the main reasons as low-income parents may often be so concerned with the basic necessities of life that they have little time to consider how to promote their children's cognitive development. This study takes an important role within the university given that observes the students profile and background to attempt to analyze the different variables that may influence their performance within the undergraduate program, this study provides a huge opportunity to dig further into the reasons that may hinder UNAD´s students' performance when it comes to their English acquisition processes, as such, teachers from the University could contribute by getting closely involved and acknowledging their students different backgrounds by looking into

the student´s characterization and approach them in a more personal manner to pave the way on a better English learning experience.

Research Limitations on the Present Study

When this research study was born, the conception of their language level had to do with economic stratification; however, after further research was done with the population, some limitations that arose from this study were the number of participants who took part of the study, as well as the lack of more information to specify economic stratification issues in the Colombian context, matter that lacks profound research in contrast to English acquisition, consequently gathering sufficient literature in the topic was quite challenging. Furthermore, not all of UNAD Advanced English courses´ population was reached due to lack of interest in the participation thus limiting the number of participants through the data collection process.

Recommendations for Further Research

This research study contrasted language acquisition with socioeconomic factors therefore, it leaves a window of opportunity for further research regarding strategies that can be implemented by the university to characterize the students and target their language acquisition taking into consideration their social and economic context and how to help them succeed in the acquisition process due to the importance that English language command has when it comes to future English teachers, on the other hand it may also be necessary to consider previous English exposure to determine its role while formally learning English as a foreign language in a virtual setting, finally, another aspect that may need further study is of gender differentiated English acquisition since it was not taken into account in this study, as well as how can implementing Pre and post mandatory, entry and exit tests may benefit English as a foreign language acquisition processes in the Bachelor in English program, at this moment the Bachelor program does not

require an English level test to begin the professional career, however, this leaves a gap that can only be visible once the students have started their studies, finally, another interesting field of study could be differentiated teaching according to a student characterization strategy to aid teachers as they begin the guiding process.

Conclusions

This research study attempted to explore probable factors that may hinder the English learning process in students of the Bachelor in English program, who are enrolled in the advanced English courses at UNAD. It was found that the socioeconomic status of learners is a fundamental factor that contributes to English acquisition as a foreign language in the 20 students who participated in this study. The economic strata of the participants have correlation with their language acquisition, given that after close review of their answers in the survey and demographic characterization done, the students who belonged to lower strata had lower scores in their CEPTO test, and therefore have more difficulties to complete the graduation requirements for the Bachelor in English program. It was also found that although their level of motivation to study at UNAD University was high, the majority of the participants did not obtain the exit English level expected to graduate in the program. Finally, parent´s background did not have correlation to foreign language acquisition in the subjects of study. Therefore, this investigation of the learners' language skills and the effects, of said variables may have on a student's learning performance as a main component language acquisition, beamed a light on some possible reasons for the difficulties the students present when facing the process of learning English as a foreign language. The three angles I explored were: students' socio-economic strata, parents' background, and motivation. It is expected that the findings of this study will pave the way for other researchers to undertake further investigations and find solutions based on the discerned results, further studies could consider previous English exposure to determine its role while formally learning English as a foreign language in a virtual setting, furthermore, another aspect that may need further study is of gender differentiated English acquisition since it was not taken into account in this study. To sum up, it could be highlighted that learners who belong to the

wealthier socio-economic strata are more prone to gain higher levels of success in English acquisition when compared to those of lower economic strata in the Colombian context, however this may not be an exclusive reason, there are other factors that may affect this learning process such as virtual learning strategies, cultural background, importance of foreign languages, among other reasons true to the Colombian context for students in higher education.

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Appendices

Appendix A Characterization Survey

Characterization Survey

The purpose of this survey is to gather basic information to characterized the target population for this research study, the information compiled will not be public, and it will be analyzed for the purposes of the study only by the researcher.

viviandreaospina@gmail.com (no compartidos)
Cambiar de cuenta

*Obligatorio

Full Name *

Tu respuesta

ID Number *

Texto de respuesta corta

Gender *

- Male
- Female
- Rather not say

Age *

- 18-25 years old
- 26-30 years old
- 31-40 years old
- 41 and above

In which academic term are you enrolled according to the study plan? *

- V Term
- VI Term
- VII Term
- VIII Term
- IX Term

Do you have previous professional studies *

- Yes
- No

Is the place where you live an urban or rural area? *

- urban
- rural

Do you own or rent your house? *

- rent
- own

Do you own a computer?

- yes
- no

What is the stratification of the place you live in. *

- 6
- 5
- 4
- 3

Internet connection *

	Deficient	Low	Satisfactory	Very good	Excellent
How do you rat...	○	○	○	○	○

What motivated you to study at UNAD University? *

Texto de respuesta larga

Why did you choose this professional career? *

Texto de respuesta larga

What is the most difficult part of learning English in a virtual setting? *

Texto de respuesta larga

According to your personal experience, what is the hardest English skills to learn? *

- ○ Speaking
- ○ Listening
- ○ Reading
- ○ Writing
- ○ Speaking and Listening
- ○ Reading and writing
- ○ all of the above

Appendix B Socio-Economic Factors Questionnaire

Socio-Economic Factors Questionnaire

The following is a questionnaire on the impact that social and economic factors may have on students' English
language performance.

viviandreaospina@gmail.com (no compartidos)
Cambiar de cuenta

*Obligatorio

Write your full name as it appears on your ID number *

Tu respuesta

Write your ID Number *

Tu respuesta

Socio-Economic Factors Questionnaire

viviandreaospina@gmail.com (no compartidos)
Cambiar de cuenta

Socio-Economic Factors Questionnaire

You are kindly requested to provide an honest response to all the questions. Each item is followed by a scale "Agree" "Strongly agree" "Neither agree nor disagree" "Disagree" "Strongly disagree".

Atrás | Siguiente | Borrar formulario

Social Factors

In this first section we will take into account social factors that may impact a students' English
language performance.

Choose the best answer according to your opinion *

	Agree	Strongly agree	Neither agree nor disagree	Strongly disagree
English language is an essential language for our social life.	☐	☐	☐	☐
Being the primary language in our world, knowing English is important.	☐	☐	☐	☐
Practicing English with your classmates in your free time helps in your performance in class	☐	☐	☐	☐

Being able to communicate in public places gives you self confidence that will be projected in your life	☐	☐	☐	☐
There is a relationship between social class and L2 achievement.	☐	☐	☐	☐
Students in the area where I am from face difficulties when learning English.	☐	☐	☐	☐
I feel comfortable while learning English.	☐	☐	☐	☐

Economic Factors

In this first section we will take into account economic factors that may impact a students' English
language performance.

Choose the best answer according to your opinion

	Agree	Strongly agree	Neither agree nor disagree	Strongly disagree
Do you think that there is a relationship between parents' occupation and students' English performance?	☐	☐	☐	☐
A well-provided home environment is helpful for a better performance in the English class communication process	☐	☐	☐	☐

The nature of your parents' occupation may have an effect on English learning process.	☐	☐	☐	☐
There is no relationship between the parents' Economic status and the students' achievements.	☐	☐	☐	☐
More income gives you the opportunity to fulfil more than your basic needs.	☐	☐	☐	☐
Parental attitudes and aspirations play a central role in children's English language acquisition	☐	☐	☐	☐
Parents use of English at work can be influential in their kids language learning	☐	☐	☐	☐

Appendix C Informed consent to participate in a research

TITLE OF STUDY

Factors that affect English language proficiency among students of advanced English courses in the undergraduate program in English at UNAD

PRINCIPAL INVESTIGATOR

Viviana Andrea Ospina Giraldo

Valle del Cauca

Vereda el Oriente Campoalegre Andalucía

3108323644

viviandreaospina@gmail.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Your participation in it is completely voluntary, you have the right to leave the study at any time and without previous notice, doing so will not affect your relationship with the tutors and/or University. If you decide to leave the study, please inform the researcher and/or tutor Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to establish and analyze the relationship between different variables when it comes to language acquisition for undergraduate students from the advanced English courses at Universidad Nacional Abierta y a Distancia-UNAD.

STUDY PROCEDURES

The research study procedure will be done in three different stages, the first stage is the piloting

of the surveys and questionnaires, where a sample of the population will be taken to conduct a pilot test for which I estimate approximately ten students of the English Bachelor program will be called upon to collaborate. After the piloting is done, the students will be presented with the final interview formats and questionnaires so that the compiling process can take place after having implemented the documents mentioned, secondly, the researcher will analyze the personal variables represented in gender, age, and perceptions towards learning, in the third stage it is intended to find answers to the question posed in regards to the need to analyze the main socio-economic characteristics and engaging factors that influence language acquisition of the students of the advanced English courses of the undergraduate program in English at UNAD.

RISKS

There are no foreseeable risks to this research study. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

There will be no direct benefit to you, nor payment will be awarded for your participation in this study. However, I hope that the information obtained from this study may potentially become a light to understanding learning processes and teaching methods for students who struggle with learning English as a second language within the UNAD. If you would like to be informed about the results of this study, we will contact you when the study is concluded.

CONFIDENTIALITY

Your responses to these structured surveys or questionnaires will be anonymous. Please do not write any identifying information on it. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, questionnaires, surveys, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION

If you have questions at any time about this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. It is up to the students to decide whether or not to take part in this study. If they decide to take part in this study, they will be asked to sign a consent form. After they sign the consent form, they are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship they have, if any, with the researcher. If they withdraw from the study before data collection is completed, their data will be returned to them or destroyed.

CONSENT

I have read and understand the provided information and have had the opportunity to ask questions. I understand that the course student's participation is voluntary and that they are free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form as the person in charge of the course English VI and/or the undergraduate program in English at UNAD. I voluntarily agree to allow data collection from the students who willingly want to participate of this study.

Teacher´s Name: _____

Teacher´s Role: _____

Teacher´s signature _____ Date _____

Investigator's signature Date: September 9th, 2022

Informed Consent

Factors that influence the development of proficiency in English language learning among students of advanced English courses in the undergraduate program in English at UNAD

TITLE OF STUDY
Factors that influence the development of proficiency in English language learning among students of advanced English courses in the undergraduate program in English at UNAD

PRINCIPAL INVESTIGATOR
Viviana Andrea Ospina Giraldo
Valle del Cauca
Vereda el Oriente Campoalegre Andalucía
3108323644
viviandreaospina@gmail.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Your participation in it is completely voluntary, you have the right to leave the study at any time and without previous notice, doing so will not affect your relationship with the tutors and/or University. If you decide to leave the study, please inform the researcher and/or tutor Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to establish and analyze the relationship between different variables when it comes to language acquisition for undergraduate students from the advanced English courses at Universidad Nacional Abierta y a Distancia-UNAD.

STUDY PROCEDURES
The research study procedure will be done in three different stages, the first stage is the piloting of the surveys and questionnaires, where a sample of the population will be taken

Participant's Initials: _____

to conduct a pilot test for which I estimate approximately ten students of the English Bachelor program will be called upon to collaborate. After the piloting is done, the students will be presented with the final interview formats and questionnaires so that the compiling process can take place after having implemented the documents mentioned, secondly, the researcher will analyze the personal variables represented in gender, age, and perceptions towards learning, in the third stage it is intended to find answers to the question posed in regards to the need to analyze the main socio-economic characteristics and engaging factors that influence language acquisition of the students of the advanced English courses of the undergraduate program in English at UNAD.

RISKS

There are no foreseeable risks to this research study. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

There will be no direct benefit to you, nor payment will be awarded for your participation in this study. However, I hope that the information obtained from this study may potentially become a light to understanding learning processes and teaching methods for students who struggle with learning English as a second language within the UNAD. If you would like to be informed about the results of this study, we will contact you when the study is concluded.

CONFIDENTIALITY

Your responses to these structured surveys or questionnaires will be anonymous. Please do not write any identifying information on it. Every effort will be made by the researcher to preserve your confidentiality including the following:

Participant's Initials: _____

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, questionnaires, surveys, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION

If you have questions at any time about this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. It is up to the students to decide whether or not to take part in this study. If they decide to take part in this study, they will be asked to sign a consent form. After they sign the consent form, they are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship they have, if any, with the researcher. If they withdraw from the study before data collection is completed, their data will be returned to them or destroyed.

CONSENT

I have read and understand the provided information and have had the opportunity to ask questions. I understand that the course student's participation is voluntary and that they are free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form as the person in charge of the course

Participant's Initials: _____

Informed Consent

Factors that influence the development of proficiency in English language learning among students of advanced English courses in the undergraduate program in English at UNAD

Informed Consent

Factors that influence the development of proficiency in English language learning among students of advanced English courses in the undergraduate program in English at UNAD

English VI and/or the undergraduate program in English at UNAD. I voluntarily agree to allow data collection from the students who willingly want to participate of this study.

Teacher´s Name: Milly Andrea Muñoz Fandiño

Teacher´s Role: Course Director English VI

Teacher´s signature _____ Date: September 11th, 2022

Investigator's signature Date: September 9th, 2022

Participant's Initials:

Informed Consent

Factors that influence the development of proficiency in English language learning among students of advanced English courses in the undergraduate program in English at UNAD

English VI and/or the undergraduate program in English at UNAD. I voluntarily agree to allow data collection from the students who willingly want to participate of this study.

Teacher´s Name: _Julio Tulande_____

Teacher´s Role: _Program Coordinator_____

Teacher´s signature Julio Tulande Date _20/09/2022_

Investigator's signature Date: September 9th, 2022

CONTACT INFORMATION

If you have questions at any time about this study, you may contact the researcher whose contact information is provided on the first page.

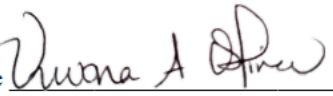
VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature Date 16/09/2022

Investigator's signature  Date 16/09/2022

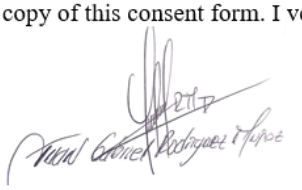
If you have questions at any time about this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.



_____ Participant's signature Date _____

Appendix D Emerging categories chart

EMERGING CATEGORIES CHART			
QUESTION	**CATEGORY**	**SUB-CATEGORY**	**INDICATOR**
What are some of the factors that affect the learning of English as a second language among students in the advanced English courses of the undergraduate program in English at UNAD?	Socioeconomic Stratification		Economic stratification
			Area of residency
			Working needs
			Importance of education in their economic status.
	Online undergraduate studies	Connectivity Tutor´s role	Student's´ perceptions towards Online learning.
			Engagement
	Economic Home background		The nature of parents' occupation may have an effect on English learning process.
			Parental attitudes and aspirations play a central role in children's English language acquisition.
			More income gives you the opportunity to fulfil more than your basic needs.

Appendix E Data Analysis

Project: data analysis

Report created by Viviana Ospina on 11/06/2022

Code Report

All (5) codes

connection	3 Quotations: 1:22 p 1 in open questions survey connection 1:23 p 1 in open questions survey connection 1:24 p 2 in open questions survey connection
Connectivity	1 Quotations: 1:25 p 1 in open questions survey Connectivity
tutor	6 Quotations: 1:26 p 1 in open questions survey tutor 1:27 p 1 in open questions survey tutor 1:27 p 1 in open questions survey

	tutor 1:28 p 2 in open questions survey tutor 1:29 p 3 in open questions survey tutor 1:30 p 4 in open questions survey tutor 1:31 p 4 in open questions survey tutor
● **virtual**	13 Quotations: 1:2 p 1 in open questions survey virtual 1:3 p 1 in open questions survey virtual 1:4 p 1 in open questions survey virtual 1:5 p 1 in open questions survey virtual 1:6 p 1 in open questions survey virtual 1:7 p 1 in open questions survey virtual

	1:8 p 1 in open questions survey virtual 1:9 p 1 in open questions survey Virtual 1:10 p 3 in open questions survey Virtual 1:11 p 4 in open questions survey virtual 1:12 p 4 in open questions survey virtual 1:13 p 2 in open questions survey virtual 1:14 p 2 in open questions survey virtual
● **work**	7 Quotations: 1:15 p 1 in open questions survey 1:16 p 1 in open questions survey 1:17 p 1 in open questions survey 1:18 p 1 in open questions survey 1:19 p 1 in open questions survey 1:20 p 1 in open questions survey 1:21 p 1 in open questions survey

Appendix F Atlas Ti. Analysis

ıt the same time.
ɔw technological tools that facilitate the teaching-learning process and my personal growth.
rsity and t has more experience in the virtual mode than other universities.

ɔest opportunity.

of the obstacles and regardless of the challenges that are presented to me
h the necessary time and be able to do my personal things and be able to have great communication with my tea
ısionally
dad presencia y la universidad UNAD me da la oportunidad de estudiar desde cualquier lugar y tengo que pagar g

more effort to learn.

ortance of being an active part within students' processes.

effort I will achieve it.

lish.

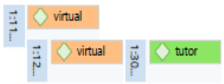
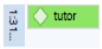
available at the moment.

p to have a good pronunciation and fluency.

uestions unanswered.

e ayude te explique y te oriente de una vez o así sea para practicar

learn by onmself



aprende y los tutores no alcanzan a responder todas las dudas que tenemos.