UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

Students' Perceptions on the Implementation of English as a Compulsory Subject at UQROO
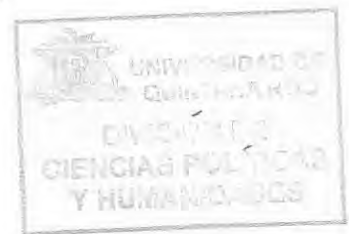
TESIS

Para obtener el grado de:

LICENCIADA EN LENGUA INGLESA

Presenta:

Erika Giovanna Lara Sima

Directora:

Dra. Caridad Macola Rojo

Chetumal, Quintana Roo, México, agosto de 2015

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Tesis elaborada bajo la supervisión del comité del programa de Licenciatura en Lengua Inglesa y aprobada como requisito para obtener el grado de:

LICENCIADA EN LENGUA INGLESA

COMITÉ DE TESIS

Directora: _____
Dra. Caridad Macola Rojo

Asesor titular: _____
Mtra. María Isabel Hernández Romero

Asesor titular: _____
Mtro. José Luis Borges Ucán

Chetumal, Quintana Roo, México, agosto de 2015.

ACKNOWLEDGEMENTS

First of all, I would like to express my gratefulness to God for the good health and wellbeing that were necessary to complete this project.

I would very deeply like to thank my advisors Doc. Caridad Macola Rojo and Mtra. Deon Victoria Heffington for their continuous support: I thank you very much for your patience, motivation, and immense knowledge. Your guidance helped me all the time to complete this thesis. I could not have imagined having better advisors and mentors for my study. I thank you immensely for believing in me and inviting me to be part of this important project. Without your precious support it would not have been possible to conduct this research.

Besides my advisors, I would like to thank the rest of my thesis committee: Mtro. José Luis Borges Ucán, Mtra Maria Isabel Hernandez Romero and Mtro Rafael Velasco Argente for their insightful comments and encouragement. I thank Teacher Sonia Teresita Sansores Valencia for her time, help and patience during the documentation process.

Last but not the least; I would like to thank my family: my parents Eduardo Lara and Victoria Sima, my sisters for supporting me spiritually throughout writing this thesis and my life in general. I am grateful to my partner who supported me through this venture. This thesis is the result of our effort together.

I also place on record, my sense of gratitude to one and all, who directly or indirectly, have lent their hand in this venture.

Erika Giovanna Lara Sima

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ABSTRACT

This research resides on the inquiry about what students think or how they feel towards the implementation of English in their curricula as a mandatory subject. In 2007, the University of Quintana Roo included English as a compulsory subject in all the educational programs, except the English Language major which included the subject in its curricula but not in compulsory terms. The purpose of this study was to explore the opinions students had about English as a mandatory subject. Semi- structured interviews were used. In the, the direct views of the six participants involved in this study were noted. The grounded theory approach was used in order to have the answer to this inquiry. The data was analysed throughout the open and axial codification, in which codes were assigned to the categories resulting from the interviews and organized in each of the families resulting from the open coding. This allowed us to interpret and explain the impact of the implementation of English as a compulsory subject on students. The interpretation of the results showed that the impact of the English language include both negative and positive aspects, the results also allowed to address the issue of teaching and learning process at UQROO and to consider the proposals for improving the language.

Key words: students' perceptions, compulsory language course.

CHAPTER 1: INTRODUCTION

As it is well known, communication is a necessity for people and sometimes the difference between languages interferes with the communication among people. Specifically, English plays an important role in professionals' lives since it is one of the most commonly used languages around the world.

As a result of the English expansion and its labeled recognition as the world language, combining it with the fast globalization and immigration trends, there exists a necessity of learning this language across a variety of contexts. Many jobs recruit people who speak the English language to a certain extent in order to deal with clients from different parts of the world and to perform any other language-related task required.

According to Fisher (2015) in his article "Why English, Not Mandarin, Is the Language of Innovation" he cites the 2014 EF English Proficiency Index for companies(EF EPI-c) which is a report of an evaluation of global workforce English skills and says: "English is a top priority for the world's fastest-growing markets because it's the common language that diverse and international companies use to communicate". The necessity of speaking English in the workplace has therefore increased the number of individuals looking to showcase their English skills for potential employers.

One of the main university concerns is the level of education they offer, the advantage of providing high quality educational programs in order to prepare people capable of working successfully in their professional area. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), students should be prepared for a globalized world in order to be able to successfully develop themselves in the demanding world. Philip

Altbach, Liz Reisberg and Laura Rumbley (2009), in their report at the "Congreso Mundial sobre la Enseñanza Superior de la UNESCO", confirmed:

Universities have always been affected by international trends and, to some extent; they have been operated within a broader international community of academic institutions, scholars and researchers. However, the twenty-first century realities have magnified the importance of the global context. The growth of English as the dominant language of communication science is unprecedented since Latin dominated the academy in medieval Europe. The information and communications technology have created a universal means of contact instant and simplified scientific communication. At the same time, these changes have helped to concentrate the responsibility of editors, databases and other key resources in the hands of universities stronger and some multinational companies, located exclusively in the world developed. (p.7)

Many people look for the opportunity to increase their abilities and become better prospective workers for themselves; people need to prepare themselves to be part of the competitive workforce around the world, even if they didn't attend school. The English language can offer more opportunities to be in contact and establish communication with people around the world and get a start into the business field. On the other hand, Schools are implementing English Language lessons to students in order to provide them with more knowledge and tools for the future as professionals.

Recently, many public preschool, primary, and secondary schools in Mexico have implemented the English language as a subject that all students have to take as mentioned by Basurto (2010):

English as a Foreign Language (EFL) is not yet a subject within the curricula of primary education in state schools, though for some years now 'pilot' English classes have been introduced in some state schools throughout the country. However, it is important to point out that in all private elementary schools in urban areas EFL lessons are compulsory. (p. 30)

With the purpose of giving UQROO students better opportunities in different situations, English as a compulsory subject was implemented in their curricula. Those better opportunities include advantages when applying for a job at the end of their major because it is believed that having certain level of English knowledge increases their possibilities to work with international industries, to participate in exchange programs and to provide students with an extra tool for their future.

Originally, the implementation of the English language in all the majors at the University consisted in taking four levels of English. Some years before, the importance given to the English language decreased and went from being considered as an important subject to be an extracurricular subject. The lack of English competence was considered one of the causes of delayed degree conferral; as a result, policies towards this subject changed and a solution was deemed necessary. All the students from the generation of '91 to '99 were given the opportunity to obtain a degree using a certificate of introductory level of English.

Unfortunately, this opportunity to obtain the degree by using an introductory English certificate did not increase the rate of students who graduated so the H. Consejo Universitario of the University of Quintana Roo established that the English language will be implemented as a compulsory subject in the students' curricula of all majors except in the English Language major.

"Acuerdo 8. 1 Definir como una política institucional la incorporación del inglés en los planes de estudio de todos los programas educativos. Asimismo, el H. Consejo Universitario definirá las condiciones de la incorporación del inglés en los planes de estudio. Estas condiciones serán presentadas a más tardar en la sesión ordinaria de julio."(Acosta, Borges, Heffington, Macola, & Ortegón , 2014)

The University of Quintana Roo also included English in the curricula as a compulsory subject in 2007. Some of the reasons that underlined this decision were to reduce the high failure rates in English subjects, as well as to provide students with a more holistic formation that would help them expand their opportunities by participating in exchange programs with English speaking countries and have better opportunities of employment after culminating their studies.

After seven years of the inclusion of English as a compulsory subject, the impact has not yet been measured in terms of students' perceptions. Therefore, the main aim of this study is to identify students' perceptions on the inclusion of English as a mandatory subject. It is considered that this study will provide an insight into students' opinions and also useful feedback regarding how the teaching of English as a foreign language at UQROO could be improved.

It is important to know the results of the implementation of English as a compulsory subject in the University of Quintana Roo. This is mainly for the optimization of the other majors' curricula besides the English Language major, since these English language subjects form part of all the majors at the University of Quintana Roo; and moreover, to have a wider

view of the results of this modality as well as provide the improvement of English language courses.

Basing the results on the students' perceptions, the importance of the implementation of English as a compulsory subject will be shown, providing feedback on its positive or negative impact according to students and providing insight into the proper implementation of the English language subject in the curricula of these majors in the future.

Crystal (2003) stated that "A language's future seems assured when so many organizations come to have a vested interest in it". This is the situation of English, which is seen as a global language. He also continues by considering that "English has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education" (p. 29). As a result, the idea of learning English in different levels has risen around the world. Nowadays, English is being taught in different school levels, but the perceptions of students about implementing English as a subject have not been studied and yet not understood. Having the opportunity to understand the opinions of students towards English can be a path for those who are interested in working in the field of teaching and learning English as a foreign language.

This study is part of a macro research project "Impacto de la inclusion del inglés como asignatura obligatoria en la formación general de estudiantes en la UQROO", which aims at analysing the impact of the inclusion of English as a foreign subject at UQROO. A mixed research design is used in this macro research project. Researchers who are part of this project firstly started out with a quantitative section, analysing the failure rates of the different educational programs in the Chetumal campus, as well as conducting a survey which provided the basis for the qualitative research we are undergoing in this thesis project.

This research will show the importance of knowing the opinions of students towards having English as an obligatory subject in the curricula of different majors; furthermore, it may encourage teachers and students to carry out more studies about the perceptions of students. It is important to know what students think about this modality. It is essential to investigate the issue of the perceptions of students as they are the main participants of this modality, which can affect them positively or negatively depending on their views and positions on the subject of English as a mandatory subject.

It is worth mentioning that teachers or researchers at other universities that require English as a compulsory subject could interpret how the inclusion of English has worked based on approval or failure rates of the students. It is very important to inquire about the subjects directly in order to have valuable information that will help improve both the way in which English is being taught, and students' considerations by understanding the different situations students go through as a result of this type of modality of the English subject.

There is not a study like the one carried out in this thesis, specifically talking about the University of Quintana Roo; thus, the intention is to provide an explanation to this inquiry on students' views. It will be very interesting and useful to review how this project can help people interested in the field of Teaching English as a Foreign Language (TEFL) to understand the opinions of students regarding learning English.

The purpose of this study is to analyze the perceptions of the students at the University of Quintana Roo campus Chetumal in different majors on the impact of the implementation of English in their curricula as a compulsory subject; in other words, to explore the opinions students have about English as an obligatory subject in order to have a

wider explanation of students' views towards the English modality nowadays at UQROO University.

Throughout this project, the following questions will be answered:

1.   What are students' perceptions towards the teaching-learning process at UQROO?

2.   What is the impact of the implementation of English as a compulsory subject?

3.   What do students use English for?

4.   What are some suggestions given by students for the improvement of the English language teaching process?

This research will be useful to other researchers, especially the ones who wish to work in the TEFL field; moreover, this thesis will shed light on possible answers to students' points of view towards the English language as a subject. It will provide ideas about the implementation of English in the curricula of students and its impact so that it could be helpful for future generations of students and teachers.

It is expected that this study provides guidelines for the analysis of the opinions of students regarding the inclusion of English as a compulsory language in the curricula , either the opinions are positive or negative , as well as to encourage interest to carry out more similar studies to increase knowledge in this and related fields.

CHAPTER 2: THEORETICAL REFERENCE

Many studies have been carried out about English language teaching all over the world; however few studies have been conducted in the area of perceptions of students regarding English as a compulsory subject. Since this study focuses on students' perceptions, we will start by defining a "perception" according to different authors, as well as mentioning previous research about students' perceptions since it is important to review what others have found in similar studies. Moreover, we will explain the development of teaching English as a foreign language, firstly worldwide, secondly nationally, and finally locally as well as a brief description of the differences between EFL and ESL. There will also be described different types of English instruction used around the world to provide a framework that could be found useful to contextualize this project.

2.1 Defining perceptions

Students'' beliefs and perceptions about the learning process can affect their motivation, their receptivity with respect to activities in class, study strategies, and, ultimately, its performance (Arredondo and Rucinski , 1996 , Brown , 2009 ; Horwitz , 1988; Schulz , 2001 ; Woods , 2003) .

It is important to understand and have an idea of how student perceive their education process as well as any particular item that takes part in it. The following definitions of perceptions were found in different sources and given by different authors in order to show a variety of them in this study. In order to have a more completely-explained term, there will be exposed the different definitions but finally, there will be chosen the definition which this study will be working with.

Reyes (2009) stated that "The definition of perception varies from person to person". Different people perceive different things about the same situation. But more than that, we assign different meanings to what we perceive. And the meanings might change from one person to another. One might change his/her own perspective with time or simply make things mean something else. Sometimes the perceptions people have about specific things depend on different factors; the place where they come from, religion, previous experiences, values, and many others, which is why it is said that perceptions can change throughout time.

According to the Merriam Webster dictionary (2014) a perception is defined as "*the way you think about or understand someone or something*". Moreover, Robert Efron (1969) declares that a "perception is man's primary form of cognitive contact with the world around him".

Eggen & Kauchak (2001) gave a cognitive dimension of a perception; they see a perception as the process by which people attach meaning to experiences. They stated that "after people attend to certain stimuli in their sensory memories, processing continues with perception. A perception is critical because it influences the information that enters the memory when it is working".

While there are different understandings of perceptions, research studies do not really give a clear definition of students' perceptions about language learning and they generally seek to identify learners' preconceived notions about what is involved in learning a foreign language. For the purpose of this study, a perception will be referred to as "*the way we see or have an idea of things, our personal opinion towards certain phenomena*".

2.1.1 Previous research in perceptions

The views of students are almost never consulted or heard and remain silent even though changes are made in the educational system.

Rudd, Colligan and Naik (2006) propose 'If education is to become more personalized, then the views of learners must be heard' ,they even pointed out that research increasingly suggests that when learners are really engaged in shaping and leading their own learning and education this can result in benefits for learners, teachers, the institution and the system as a whole.

The views or perceptions of students are important to the educational system since according to Rudd (et al: 2006: 6) it allows educational Institutions to understand, commit and meet students' needs.

"It has been recognized that consulting students is of vital importance when aiming at school improvement in the field of education (see, Flutter, and Rudduck; 2004; Rudduck, *et al.*, (1996) and the benefits of involving them in foreign language curricula planning has been recognized (Payne, 2007).

In EFL classrooms, students' views on the teaching and learning process seem to have been ignored for the most part since 'very many teachers seem to find it difficult to accept their learners as people with a positive contribution to make to the instructional process' (Allwright, 1984: 167).

As this study focuses on analyzing students' perceptions, these should be central to have a wider understanding of how they experience the different situations intertwined which affect the teaching and learning process of English as a compulsory subject, I will review studies that have been undertaken in the field of perceptions and in the English as a Foreign Language in which students have been central to research. The

importance of listening to what students have to say concerning their learning experiences has been noted by Smyth (2006) (cited in Basurto, 2015) who states that:

> When students feel that their lives, experiences, cultures, and aspirations are ignored, trivialized, or denigrated by school and their curricula, they develop hostility to the institution of schooling. They feel that schooling is simply not worth the emotional and psychological investment necessary to warrant their serious involvement. (p. 62)

This thesis will discuss previous studies about perceptions, and mention a study carried out by Tayo & Adediwura (2007). This research aimed to analyze perceptions towards teachers' knowledge of matter. The study investigated the relationship/effect of students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills on students' academic performance. The population consisted of three senior secondary schools (SS.III) students in the South West Nigeria senior secondary schools. The study sample consisted of 1600 purposely selected SSS III students from 15 selected secondary schools.

A questionnaire with four sections was developed and administered on the subjects. It is a test battery with section A containing the demographic data and the remaining three sections containing twenty items each. The instrument has a test-retest reliability of 0.64 over a period of two weeks and a Cronbach coefficient alpha 0.70. The collected data were analyzed using simple percentages, Pearson Product Moment Correlation and chi-square statistics to test the three hypotheses generated in the study. The result shows that students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students' academic performance.

Another study regarding perceptions is the one conducted by Barkhuizen (1998), in which the author mentioned the lack of interest sometimes teachers have regarding students' perceptions or opinions about the English class, what they think about or how they perceive the class. In this study they claimed that students' insights and impressions are also worthy of consideration. Teachers' perceptions are often at variance with those of learners (Barkhuizen, 1998: 86; Garrett & Shortall, 2002: 27). This study sought the views of undergraduates. The participants were divided into subgroups according to their subject specialisms. Some were taking English Studies (and so more likely to choose English language teaching as their future careers), and this group was referred as English Studies. Others were taking Basque, Spanish and German Philologies (with different future aspirations), and that group was referred as Other Philologies. Those groups were also divided into subgroups according to whether or not they had experience of NSTs in their English language education. The results of this study have a summary as the following: most of the groups expressed their preference towards the Native Speakers Teachers (NSTs). Some other groups said that NSTs and NNSTs should work together, at the same time, in the same classroom with the same lesson.

On the other hand, there are two intriguing additional aspects of these findings to consider in the present study. One is that the preference for NSTs at university level should be seen in the context of the very meager percentages of NSTs currently working at university level in BAC. The other is that it was the English Studies students who were even more in favor of NSTs than the Other Philologies students, and yet the English Studies students are the ones most likely to be hoping to gain teaching jobs subsequently in the university sector. Hence these results do not appear to have been influenced by the possibility of an increase in competition for employment.

Another study that had concerns about perceptions, was a study carried about by Lara & Uh (2014). The study used a quantitative design, and they decided to carry out an exploration in students' and former students' perceptions of the English Language Major at the University of Quintana Roo of their English language teaching professional training in order to have a study that helps those students to improve their performance as teachers. This study was carried out simultaneously at four different universities in Mexico: Universidad Veracruzana, Universidad de Guanajuato, Universidad de Colima and the University of Quintana Roo.

In this study, it was mentioned that students' perceptions have a big influence in the learning process, which is why these types of studies are being carried out nowadays, so that the information gathered and demonstrated can help teachers and students to improve the teaching-learning process.

It was requested the participation of 96 students that were enrolled in the English language major as well as a representative of 38 alumni that had finished their studies in the last 5 years (2006-2012) who were working in the TEFL field in different levels and in public and private schools. The authors used questionnaires as instruments and two main questions were answered: 1) how do students from the English Language Major perceive their own professional training and 2) how do alumni from the English Language Major perceive the training they received.

The results showed that a great percentage (67%) of students were satisfied of their own performance by the training they received while a small percentage (32%) said that they were not satisfied because of different factors. The suggestions for the improvement of the major offered at the University of Quintana Roo included some changes in the curricula; modification of the name of the program, increase the motivation teachers give to students, and some others. This thesis study was a good one since it takes into account the perceptions

of both students and alumni in order to give suggestions on the improvement of this major offered at the University of Quintana Roo. The researchers dug into the opinions of the main actors and it was useful because those student and alumni could give suggestions as a result of their own experience though out the major.

All those studies helped to analyze the idea of how important is to dig into students' and teachers' perceptions, those types of studies can lead people to understand the reasons, ideas and considerations teachers and students have regarding a specific topic.

Because the widespread use of English as a language of wider communication will continue to exert pressure towards global uniformity (Graddol, 1997), it is important to extend research in the field of teaching English and give a general view based on students' perceptions in order to provide an explanation of what students think about learning English and mostly having English as a compulsory subject.

According to Graddol (1997), English is closely associated with the leading edge of global scientific, technological, economic and cultural developments, where it has been unrivalled in its influence in the late 20th century. That is why English popularity is said to be a result of the global trends in technology along with the spread of population and economy. English is believed to be one of the most widely used languages around the world, enough reason for hundreds of millions of people to learn English language in the world for trade, technology and communication needs.

No matter what you want to do or be, the importance of English is essential in any field of personal and professional life. English language is the tool to communicate with people from other countries in the globalized world in which we live. This is one of the main reasons why English is learned: it represents the current and future of communication (Graddol, 1997).

2.2. English as a Worldwide Perspective

English is being taught all over the world even if people use different modalities to teach it as Crystal stated "English is now the language most widely taught as a foreign language". There are variety of modalities in which English can be taught; as a second language (ESP), as a medium of instruction (EMI), for specific purposes (ESP), for academic purposes (EAP) or as a foreign language(EFL) but which of those modalities to use depend on the learners' needs.

Most universities worldwide require students to take several semesters of a foreign language, and English is either a choice among other languages or required.

The number of public language schools in EFL settings in Mexico has greatly increased in recent years. Some of these schools are very good and recognized for their educational quality; unfortunately, there are some other schools that have no well-established theoretical basis and offer very low quality on terms of level of education and teachers. Those academies hire people who are not qualified and rely on books to teach students.

There are some other countries that have an English program for those foreign students who want to start their major at an English language speaking country. Or some others that offer a variety of different English programs. Other countries such as Korea have implemented English Medium Instruction (EMI) as a teaching form at university school. As students need to be literate in English to study in most international schools, many of these schools offer English for Academic Purposes (EAP) classes or tutoring for those who need it. The focus of ESP classes is usually on listening to academic lectures, reading texts and literature and writing. Some other universities in EFL settings offer English for Specific Purposes (ESP) courses to fill a need within a particular major (Gebhard, 2006)

It is important to mention the modalities in which English can be taught, each one heading towards specific goals.

Each group of people, every situation and every purpose guide us to place each individual in any of these forms of teaching English language as well as some others that may exist in order to meet their respective target.

It is really important to mention here some of these methods because it will let us explain in a more comprehensive way some of the ways in which for several years the teaching of English language has been carried out. Each mode with its own goal and in a different context as mentioned previously.

2.2.1 English as a Second Language (ESL)

EFL and ESL can be and are many times confused, that is why here there is the support of some authors in order to give a wider explanation on their differences.

This is important because as it was mentioned before, the mix-up between these two modes of teaching English can provoke misunderstandings.

ESL is an acronym for English as a Second Language. People who study ESL speak other languages, such as Arabic, Chinese, French or Spanish as their first or native language. However, they live in places where English is used as the first or native language, such as Australia, Canada, New Zealand, the United Kingdom, and the United States.

Second Language is the learning of a nonnative language in a setting in which that language is spoken. Here, Gebhard (2006) mentions some differences between EFL and ESL settings as follows:

To begin, the populations of students are different. In many EFL contexts, the population is homogenous in many ways, for example, all sharing a history of being Korean,

German, or Egyptian. ESL settings, however, for the most part are quite heterogeneous. Students from a great variety of countries can be found in the same EFL classroom.

Besides, in EFL settings there are fewer opportunities for learners to use English outside the classroom. Quite often the only understandable English some EFL students experience is in the classroom although this has been progressively changing due to the quickly spread of technology, such as the internet and satellite television. On the other hand, when ESL students leave the classroom, they have many other situations in which they can practice their English.

In addition, the goals of learning EFL and ESL are often quite different. In many countries where English is a foreign language, a dual goal for teenagers studying in the educational system is to pass English entrance exams to enter good high schools, and universities, and more recently, to be able to use English as a global language.

In the ESL setting, the purpose is often tied to literacy, The aim is to use English like a native speaker, including being able to read, write, and interact in English in culturally defined ways.

Second language acquisition is different from learning a foreign language. Second language acquisition of a nonnative language occurs in an environment in which the nonnative speaker has easy access to speakers of the language being learned. In contrast, foreign language learning refers to the learning of a nonnative language in the environment of one's native language. (Gass & Selinker,2001).

Learning a second language usually depends heavily on learning experiences in more constricted environments associated with the classroom or some other formal setting. In these settings, a major goal frequently is to formally teach people/ learners the elements of language that are learned much more informally in their native language. Consequently,

assumptions regarding teaching and learning second language are very different from assumptions about children learning their native language.

2.2.2 Teaching English as a Foreign Language

On the other hand, EFL is an acronym for English as a foreign language and is studied by people who live in places where English is not a first language. English is presently taught to EFL students in public schools worldwide, and in recent years the trend has been to offer English to younger and younger students. For example, in the recent past, English was introduced to most Japanese students at the age of 13 when they entered junior high school.

Gebhard (2006) provides examples of teaching English in elementary levels around the world. He points out the situation of Turkey's recently lowering the start of English from sixth grade to the fourth, Italy's recent School Reform Bill that shifted the start of English to the elementary level, and Saudi Arabia's reform to do the same.

Students' experience varies from place to place or country to country. For example, in elementary school in South Korea, teachers dedicate 40 minutes two times per week to teach English. Teachers turn to songs, games and reading activities for teaching English but sometimes they use traditional methods such as "repeat after me " and grammar manipulation exercises. Moreover , the time used for teaching English at secondary level, increases by five minutes daily, resulting in 45 minutes of instruction four days a week.

Gebhard (2006) informs that the Secretariat in Mexico has recently established a new English curriculm for the public schools that includes teaching English to elementary school students through music, games and other engaging activities.

Given those differences mentioned before, it is important to point out how inaccurate is to consider both learners of EFL and ESL in having the same goals. The information presented above explains in a brief but clearly different goals or objectives that have students in these two modes of learning English language, either as a foreign language or second language. Among the main objectives which the comparison is made to bring out the differences between EFL and ESL is that readers achieve roughly understand the contexts in which people can see if they are learning a language as a Foreign language or second language presenting here both the type of circumstances in which students usually find EFL or ESL .

2.2.3 English as a Medium of Instruction (EMI)

In some contexts, as in the case of Korea, English Medium Instruction (EMI) has been implemented as a method of instruction in the university classroom. In accordance with Byun, Chu, Kim, Park, Kim and Jung (2010), EMI offers following advantages: 1) the teaching subject in English helps the students to be prepared in the academic atmosphere of its specialization and allows the graduated students to have a higher level of linguistic skills; 2) the use of English as way of instruction (training) allows to increase the internationalization, providing a major mobility of students and teachers visitors in the institution.

Another manner of English as a medium of instruction includes the use of the CLIL. CLIL means Content and Language Integrated Learning. This media refers to teaching subjects such as science, history and geography to students through a foreign language. The classes can be taught either by the English teacher using cross-curricular content or the

subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and English.

The term CLIL was coined by David Marsh, University of Jyväskylä, Finland (1994): "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."

However, CLIL teaching has been practiced for many years, from the Babylonian era to the early sixties when bi-lingual education was introduced in many schools around the world. Even if people are unaware of the term CLIL, they may already have been using CLIL methodology for many years.

2.2.4 English for Specific Purposes (ESP)

People are different and have different interests, as well. As the demand is growing for English courses, tailored to specific needs, influential new ideas have begun to emerge in the study of language. For instance, Hutchinson and Waters (1987) claim that the growth of English for specific purposes, then, was conveyed by the combination of three important factors: the expansion of demand for English to suit particular needs, the developments in the fields of linguistics ,and finally the educational psychology expansion that focus its attention on the learner.

The field of English for specific purposes has become more popular in the past 40 years as mentioned in the *International handbook of English language teaching* Cummins & Davison (2007) "English for specific purposes (EFL) which addresses the communicative

needs and practices of particular professional or occupational groups, has developed rapidly in the past forty years to become a major force in English language teaching and research."

The beginnings of ESP are at the end of the Second World War, by 1945, a year in which the expansion of scientific activities, technological and commerce took place internationally. This expansion created a unified world dominated by two main forces - technology and commerce - which in its relentless expansion soon demanded for an international language. For various reasons but in a more remarkable way the economic power of the United States in the post-war world, the role of international language was assigned to English.

The purpose was to create large numbers of people wanting to learn English, not for the pleasure of knowing the language if not for the English was the key that opened doors for international affairs both in technology and commerce. In the past, knowing another language let people consider those who knew it as people who had had a well-rounded education, but few had asked why learning another language because they had no specific purpose.

Now as the English had been accepted as the international language for technology and commerce, it soon created a new generation of learners who had very clear on why they were learning the language. These men engaged in business, women who wanted to sell their products, mechanics that needed to read instructions manuals, doctors who wanted to keep up with developments in their field and lots of students whose courses included books and articles only English versions. At the same time in which the English language was increasing demand for specific uses, new ideas began to emerge great influence for the study of languages .

There was a variant as the main objective of linguistics, this was no longer just teaching grammar of the language but also new studies paid attention to determine what were the rules for the use of language in specific situations. It was different to say that people learn

/ teach English for commerce or for engineering. Hutchinson and Waters (1987) explain the idea was that if the use of English varies from situation to situation, there ought to be possible to determine the features of specific situations and then make these features the basis of the learner's course.

In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. "Tell me what you need English for and I will tell you the English that you need" became the guiding principle of ESP. (Hutchinson & Waters, 1987).

New developments in educational psychology also contributed to the rise of ESP, the importance was given to the attitudes students had towards learning. As it is nowadays topic of discussion, each learner was considered to have different needs and interests which would of course influence their performance when learning. That is why, the creation of ESP raised as an option to give students more motivation, learn better and faster if they were learning through their specialist area.

 All three factors seemed to point towards the need for increased specialization in language learning. ESP is only a branch of EFL/ESL, which are the main branches of English language teaching in general. English for specific purposes can then be identified as an approach that does not uses a particular kind of language or methodology. It is an approach to language instruction, which is centered on the learner's needs. ESP should properly be seen not as any particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning. It was Strevens (1988) who characterized ESP as a modality which is centered on the language and activities appropriate to particular disciplines, occupations and activities, he assumes that this modality is required by particular learners. By stressing students' target goals and the need to prioritize competencies, specificity clearly he distinguishes ESP and general English, and has helped

decouple university language teaching from the grammar or 'personal writing' approaches of earlier days.

English for Specific Purposes is directed specifically to meet precise needs of specific groups of people; most of the work done by ESP teachers is concerned with designing appropriate courses for those learners.

To create the course design, certain questions are asked and answered so that these important issues covering the specific objectives of the students are treated in the course design such as why they want to learn English, when, where and other objectives that will lead to delineate learning theory, curricula and types of teaching techniques that are useful for learning groups of learners.

Given that the purpose of an ESP course is to allow learners to function satisfactorily in a target situation, that is, the situation in which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. The identified features will form the syllabus of the ESP course. Usually this process is known as need *analysis*.

ESP according to Hutchinson & Waters (1987) is presumably divided into two main types differentiated according to whether the learners requires the English for Academic study (EAP: English for Academic Purposes) or for work/ training (EOP/EVP/VESL: English for Occupational Purposes/ English for Vocational Purposes/ Vocational English as a Second Language). This is, of course, nor a very clear distinction : people can work and study simultaneously ; it is also likely that in many circumstances the language learnt for immediate use in a study environment will be used later when the students take up, or return to, a job.

Thus, English for specific purposes must be seen as an approach and not as a product. It is not a different or particular kind of language or methodology neither consist of a

particular type of teaching material. Understood properly, it is an approach to language learning, which is based on the needs of the learner, based on the learners' reasons for learning a foreign language

The University of Quintana Roo offers a major called "Sistemas comerciales" in which the modality of English for specific purposes is promoted with the subject "Inglés para negocios" as it tries to instill in students the idea of using English for trading purposes. The course design for this subject includes the kind of language that a person could use in the context of business dealing with customers, entrepreneurs and other related issue, giving the opportunity for the students to analyze the purpose why they are studying English which could be defined as "learning the ability of conducting business internationally".

It is very important to mention this kind of modality of teaching English language and its characteristics, even more in this work, because the University of Quintana Roo has implemented this subject for students of "Sistemas comerciales". This work could either help to promote interest in carrying out a study on how this subject has helped or damaged students, on whether they consider the subject as important, and helpful for their future as professionals or not. It could also help improve this modality of English for Specific Purposes at the University of Quintana Roo either in content or teaching methods.

2.2.5 English for Academic Purposes (EAP)

In order to begin with the explanation of this modality, it is very important to have in clear that English for academic purposes has the specific aim of helping learners to study, conduct research or teach in that language.

It is also important to mention that English for Academic purposes presumably is one of the two branches in which ESP is divided: English for Academic purposes (EAP) and

English for occupational purposes (EOP), thus these two branches are subdivided then into the disciplines and occupations with which each one is concerned. As a result, EAP could be divided into English for Biology, for mathematics, for economics, etc. on the other hand, EOP may be separated into English for doctors, for teachers, for nurses, etc. Even though, the distinctions between these two major branches have been treated to be exposed previously, it is said that it is still not clear-cut.

According to Strevens (1988) ESP/EAP consist of English Language Teaching which is

- Designed to meet specified need of the learner.

- Related in content (i.e in its themes and topics) to particular disciplines, occupations and activities.

- Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of discourse in contrast with "General English".

Jordan (1997) declares that EAP is concerned with those communication skills in English which are required for study purposes in formal education systems. He claims that students may need EAP for higher education studies in their own country, e.g for reading texts; or for higher education studies in English speaking countries. Students may also use EAP on pre-departure courses in their own countries before studying abroad.

EAP itself is divided has two divisions according to Coffey (1984) cited by Jordan (1997): it "may be either common core or subject-specific", divisions that have been designated by Blue (1988) as English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP).

Subject-Specific English is then the language needed for a particular academic subject, e.g. economics, together with its disciplinary culture. It includes the language structure, vocabulary, the particular skills needed for the subject, and the appropriate

academic conventions. On the other hand, to refer to the General Academic English, it includes incorporating formal, academic style, with proficiency in the language use.

This EAP courses may be conducted by native speakers of English or non-native speakers. The courses can be pre-sessional or in-sessional as well as they can be "short" (from 4-12 weeks) or "long" (6-12 months or longer).

Many British universities and colleges have developed pre-sessional EAP courses for their overseas students to attend before they start their specialist studies. These courses are normally of 4, 8 or 12 weeks' length and are full-time in the summer; also they provide 20 to 25 hours of tuition a week. These kinds of courses are called "short courses". EAP may have a relation to this study since according to student's variant point of view about English; students feel that English helps them for their academic purposes; as mentioned before: reading textbooks or understand something related to their majors.

After all, for those four modes of teaching English; EFL, ESL, ESP and EMI, Rogers (1982) suggests to "avoid courses becoming EFNPP courses (English for No Particular Purpose) and is implicitly accepting the utilitarian option." (Cited in Rossner & Bolitho 1990, p. 29)

Many people may think that learning English is useless, but it is refuted by comparing the same case in which other subjects in school curricula all over the world that will not be "needed" as well.

Rossner and Bolitho (2009) propose that "if English is useless, they would like someone to tell them, twenty years after leaning school, why algebra or mathematics is useful"

2.2.6 Teaching English as a Foreign Language in Mexico

The situation in Mexico regarding EFL has not been the same as in other countries; it is supposed that previous learning acquired in a level of education serves as the basis upon which new learning can be built. However, the prevailing situation of EFL learning within the Mexican educational system has resulted in students having to start from very basics every time they start a new level in which EFL is compulsory subject throughout their student career.

In the educational context of Mexico, although official documents state that English or French are compulsory in secondary and preparatory education, the reality is that only EFL is taught as a foreign language in public schools throughout the country. There exist an exception which is the preparatory school attached to the Universidad Nacional Autónoma de México (UNAM) where several foreign languages are offered to students in preparatory education, although EFL is the most widely chosen option (Terborg, *et al.*, 2007). More recently, EFL learning has become compulsory during, at least, the first year of university studies in most state universities in the country. In Mexico, language-in-education policy makers promote 'English for Everyone' (Wedell, 2008) in public educational contexts where learning a foreign language is obligatory. Moreover, policy-makers are at present considering the introduction of compulsory EFL learning in the last two years of primary education, even though no research has been conducted that reports the impact that EF language-in-education policy and planning has had in other levels of schooling where EFL has long been a compulsory subject – secondary and preparatory – from the perspectives of the main stakeholders of the teaching and learning process, namely teachers and students.

In order to keep up and follow international trends and policies to encourage the teaching of foreign languages at an early age, many countries have promoted the incorporation of the teaching of English at primary level.

Such tendency became more powerful at the end of the 90s in Latin America; specifically in countries like Argentina, Chile and Colombia (Tocalli - Beller: 2007 Vera: 2008).

For many years the official teaching of English was limited to high school and secondary school in Mexico. However, since the 90's, five states of the Mexican Republic initiated the implementation of programs for the teaching of English in their public primary schools, from 2000 to 2003, other 13 states joined the previous ones, and by 2009 were already 21 states (from the 32 that conformed the country) that had an English primary State Program (Canalseb : 2009) . While some state programs had similar names , the only characteristics in common among them, besides English , was their heterogeneity , each one had significant differences both in coverage , curricula, approaches and methodologies of teaching , educational materials and hours of class as well as in the preparation and recruitment of teachers (PNIEB , 2009; Davies , 2009; Castañedo and Davies : 2004) .

In order to find greater consistency between them and coordinate the education offered at the different educational levels, for a long time it was intended to create a national program for teaching English. Such submissions culminated in 2009 with the creation of the " Programa Nacional de Inglés para la Educación Básica" (PNIEB) , which consisted of the curricula plans and programs from 3rd to 6th preschool primary (same according to the plan , they would go gradually implemented in schools by 3rd starting preschool , first and second grade) ; the readjustment of the three grades of high school; the development of guidelines and educational materials ; and the formulation and implementation of teachers training programs.

In Mexico, the Secretaría de Educación Pública (SEP) recognizes the importance of teaching English to prepare students for a globalized world, and it fully supports the teaching of English beginning at the primary level (Jimenez, 2008). As a result, Mexico has

implemented the English subject in schools curricula. English has become almost mandatory in many schools all over the country of Mexico.

There are secretariats that ask for the addition of English in the curricula as a compulsory subject in primary, secondary and kindergarten level (Secretaría de Educación Pública, 2006). Over five years ago, in the majority of the states the government introduced English in the curricula of elementary schools, tailored in the program called Programa Nacional de Inglés en Educación Básica (PNIEB).

The PNIEB program was projected with the purpose of articulating the teaching of foreign language in the three levels of basic education and achieve, through this joint, that at the end of their secondary education, students have developed plurilingüe and pluricultural Competences in both English and Spanish languages they need in order to successfully face the communication challenges of a globalized world, build a broad view of the linguistic and cultural diversity at global level, and to respect their own culture and that of others.

Thousands of people have been involved in the EFL academic activity for many years in state schools in the state of Quintana Roo where great deal of effort and money have been invested in this activity with very disappointing outcomes. Although English as a Foreign Language (EFL) is regarded as an essential part of education in Mexico, profound problems concerning EFL have been long disregarded.

The continued emphasis on EFL in the Mexican educational system (Cancino, 2002; Herrera, 2002; Medellín, 2002) has also seen its introduction as a compulsory subject at university levels (Carrizales, 2002). For example, at the University of Veracruz, which has offered an undergraduate EFL programme for over 40 years, much more recently, EFL was introduced as a compulsory subject in the first two semesters of the curricula of all

undergraduate programmes offered by the Universidad Veracruzana (UV). (Basurto, 2010). Although the English language as a foreign language is considered an essential part of the education in Mexico, there haven't been shown any effort to improve this branch of study as well as solutions to fundamental problems regarding teaching / learning English.

In 1991 the University of Quintana Roo was created and thus the English program which included 4 levels of English as a requirement for certification

By 1998, the subjects of English were part of extracurricular subjects (i.e. they were not within their curricula as compulsory subjects) so each curricula of different majors offered by that time at the University of Quintana Roo established their own language requirement.

In 1999 due to the fact that several students could not finish their major and receive their certificate, the English language subject was eliminated as a requirement for graduating. .It was until 2007 when English was included as a mandatory subject in the curricula (4 compulsory levels).

The University of Quintana Roo implemented the teaching of English as a compulsory subject since 2007 for different reasons, among them, to provide students with an extra tool, increase their possibilities of participating in international industries, exchange programs and reduce the high failure rates of the subject.

From 2007 all educational programs UQROO incorporated the following general compulsory subjects (except the English Language Major):

Introductory English (96 hours per cycle / 6 credits)

Basic English (96 hours per cycle / 6 credits)

Pre-intermediate English (96 hours per cycle / 6 credits)

Intermediate English (96 hours per cycle / 6 credits)

CHAPTER 3: METHODOLOGY

This study is part of a broader research project which aims at knowing the perceptions of students regarding the implementation of English as a compulsory subject. The results obtained in this study will provide a solid basis for the improvement of the English language as a compulsory subject, at the same time; it will be very useful for other universities that have similar interrogatives about the implementation of English as compulsory subject, that can use the results as a reference.

For the purpose of this study, a qualitative design will be used, analyzing the data with induction and basing the information on the grounded theory.

3.1. Research design

Hernandez Sampieri (2006) refers to qualitative research as the one that is based more on an inductive process which means to explore and describe, and then to generate theoretical perspectives. In like manner, Spradley (1980) and Holliday (2003) agree on the fact that qualitative research allows to explore, analyze and interpret the reality with the aim of establishing relations, interpreting data and drawing conclusions.

According to Gonzales (2003) induction is categorized as the process that goes from the general to the particular element. In order to go through this process, it is important to meet these four steps that contribute in the systematization of the data in the best methodical way:

1) Conceptualization: put in order the resulting participants' ideas.

2) Categorization (codification): group the ideas that emerge.

3) Organization: picture how the groups relate to each other.

4) Structuration: distribute and manage categories in a conceptual scheme.

Regarding the grounded theory, its basic design of the approach is that theoretical propositions emerge from the data obtained in the investigation, rather than from the previous studies because the results expect to be reliable answers of the investigated phenomenon. The procedure is the one that generates the understanding of an educational, psychological, and communicative or any other phenomenon that is concrete.

The Grounded theory uses a systematic qualitative procedure to generate a theory that explains in concepts an action, interaction or a specified area. This theory is known as substantive or midrange and applies to a more concrete context, (Glaser & Strauss, 1967). These two authors developed the Grounded Theory in 1967 as a method to derive systematically theories about human behavior and the social world with empirical basis.

The main objective of Grounded Theory is the fact of basing the concepts in data and, to this end; it requires a fundamental ingredient, the creativity and critical thinking of researchers. It is recommended for those researchers to be open to multiple possibilities, exploring several of them before choosing one and not using linear ways of thinking.

Glaser (2000) cited in Prato (2011) mentions that the use of the grounded theory is suitable specifically for those phenomenon related to human behavior within a particular field of study. Glaser states that it is an appropriate methodology to determine the knowledge of a particular social phenomenon to have the implication that arises from the data, but not from the data itself. The grounded theory is able to provide theories, concepts, hypotheses based on data directly and not of theoretical frameworks previously established. (p. 80)

Although the methodology of grounded theory is focused on generating a theory from data collected, in this investigation its methodology will be used only for data analysis: Constant Comparison Method (CCM).

3.2. Research Questions

Throughout this study, the following questions will be answered:

1. What are students' perceptions towards the teaching-learning process at UQROO?

2. What is the impact of the implementation of English as a compulsory subject?

3. What do students use English for?

4. What are some suggestions given by students for the improvement of the English teaching process?

3.3. Research Participants

In this section, the participants will be described with detail. It is important to mention that since this study is part of a broader study, all elements considered such as the participants were chosen based on the needs of the study itself. Given that this broader study follows a mixed approach, the same participants involved in this study were also involved in the quantitative one.

One of the first steps followed in order to select the participants was to request data files from the "Departamento de Servicios Escolares". The data generated was used to analyze the rates of failure in English subjects, before and after the inclusion of the English subject. The selection was done by academic division and major. The group to conduct the surveys was selected from the major with the highest rate and the one with the lowest rate of failure. The complete population for this study included students from different majors at the University of Quintana Roo, campus Chetumal. This population comprehends 7,088 undergraduate students that enrolled in /or have completed courses in English between the

years 2003 and summer 2013 at the University of Quintana Roo campus Chetumal. (Acosta, et al, 2014)

This population was a result of the exclusion of:

a) Students enrolled in graduate programs

b) Students from other campus or academic units.

For surveys, students were randomly selected from the careers that had higher academic performance and lower academic performance. Subsequently, six of these participants were chosen to participate for the interviews.

The groups taken were intact, complete according to the section of the major, from basic to intermediate levels, approximately 630 students. "Of those 630 students, 221 were surveyed which represents 33.3% per cent, the requirement for the study to be considered reliable. From each major, two students were selected- the highest and the lowest student of academic performance" (Acosta Olea, et al, 2014). From this population, it was intended to select a group of six students whom were applied semi-structured interviews in order to have enough information to carry out the qualitative research. The six students were selected based on the information they shared in the surveys (see appendix A) as well as the availability they had to participate in interviews.

This study is the first of its kind in the University of Quintana Roo regarding students' perceptions on the implementation of English as a compulsory subject. Therefore, it is necessary to do the analysis of this study with the purpose of understanding the way students think about the English language and its status, as well as the important role this subject is

having in Mexico because it is a tendency implemented in several Mexican universities nowadays.

3.4. Instruments

Based on the results obtained from the surveys, the semi-structured interviews were carried out in order to obtain a more complete frame of the phenomenon. In this research, semi-structured interviews were used in which the exhibition and the voice of the main actors in the studied phenomenon were exhibited. Richards (2003) notes that this instruments (the semi-structured interviews) are useful not only in the collection of data about a particular event, but to seek understanding and deepen their complex, elusive and changing forms.

It is also important to mention that the interview is considered one of the most direct methods to obtain information about the studied phenomenon. (Gillham (2000), Drever (2003) & Kvale (2009)).

The sequence of the interview first started by thanking the interviewee for his/her participation, then the project was briefly explained and the interviewer requested consent to record the interview and use the information obtained for any publications, they were asked to suggest a nickname which would be used when publishing any information obtained that was necessary to show in any document or any other publication in order to keep the anonymous status of the participants. Because the interviews were semi -structured, the process of the formulation of questions was based on a few questions that were already written and others that were formulating instantly taking into account the ideas shared by the participants. Therefore, it was given the opportunity to dig a little deeper into the personal experiences of each student participant in this project.

Subsequently, the interviewee was invited to narrate his/her experience at the University openly; students could include the reasons for failure or success in the English language subjects as well as their suggestions for improving the teaching and learning of this language. At the end of the interview; students were allowed to include any other matter that concerns those regarding English as a compulsory subject, if they had any. The interviews were carried out in Spanish since it is the native language of interviewees, it was used an interview guide in order to be clear in addressing the key points during the interview and so the information gathered could be useful for this research. (See appendix B). The following questions represent a sample of the interview protocol:

Why are you studying English?

What other reasons motivate you to study English?

What is your opinion about English as a compulsory subject?

What could be the difficulties of this subject since it is compulsory?

Why do you think English is important as a student?

Why do you consider English important in your future professional life?

What do you think you can do to improve your English level?

The semi-structured interviews guides allowed the interviewer to seek for the most necessary information, yet he/she had the opportunity to ask some other different questions to have a better and deeper understanding of the opinion of participants.

3.5. Data Generation Procedure

The macro study in which this research is framed is mixed. But for purposes of this particular study, a qualitative study method was used. The macro research project was

integrated into a multi-method approach (triangulation) in which the same phenomenon was investigated using procedures and data sources of the quantitative design: surveys were used as implementation guidelines.

The methodology used was a mixed design, involving two main phases: a quantitative and a qualitative one. For the quantitative phase, it was necessary to request a data base from the Departamento de Servicios Escolares, which provided statistics regarding failure, enrollment, among other data for each one of the different levels of English between the years 2003 and 2013. From each academic division, the programs with the higher and lower rate of failure were selected in order to participate in the surveys.
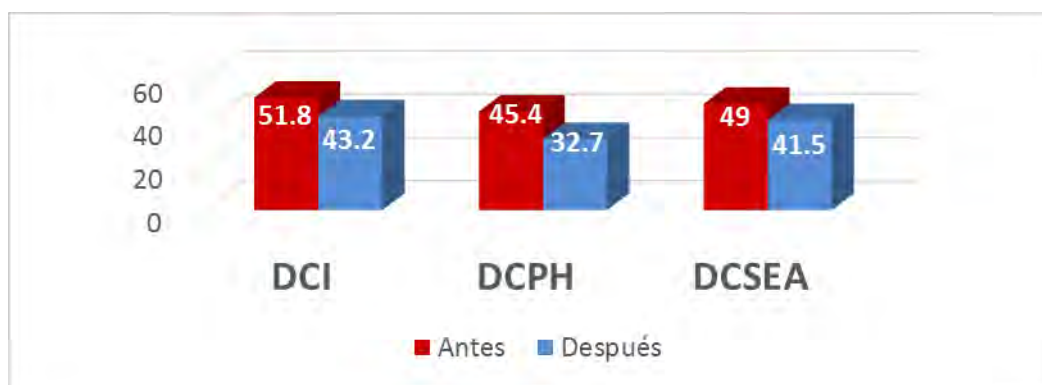
Figure 1 Rate of Failure by Academic Division

As can be seen in figure 1, the Division of Science and Engineering (DCI) has the highest rate of failure, followed by the Division of Social and Economic Administrative Sciences. The Division of Political Sciences and Humanities (DCPH) has the lowest rate of failure. Also, you can see that in the three divisions, the rate of failure decreased as a result of the implementation of English as a compulsory subject. It is important to note that data from the Division of Health Sciences (DCS) is not included in this chart since it was created in 2009.

In the survey, instrument used in the quantitative phase of this macro study, participants were invited to write their personal information for contact in case they were interested and selected for participation in the following phase of the study that were the interviews.

Regarding this part of the study, the qualitative design was used in order to analyze and use all the previous information gathered with the quantitative design and give an explanation of this phenomenon in a qualitative form.

For the qualitative part of the study, students were selected for the interviews from those who included their personal information in the surveys. Semi-structured interviews were carried out to the six students involved in this research process. The location where the interviews were conducted was the University of Quintana Roo, each one in the teachers' office. All interviews were recorded on a digital voice recorder, and the file containing any given interview was transferred immediately afterwards to the researchers' computers.

All the interviewees were students that took English classes at the University of Quintana Roo, campus Chetumal. Since Spanish is the mother tongue of all the interviewees, the interviews were carried out in Spanish.

The research participants were interviewed once, individually. Each interview consisted of approximately seven questions that were already formulated as the basis for the interview as well as some others that arose when considering the answers and information given by the interviewee. The duration of each interview varied between 7 to 17 minutes. Most of the questions were formulated taking into account students' opinions about the implementation of English as a compulsory subject and the effect it has had. In case it was required, a second interview was planned to be carried out.

This instrument provided the necessary flexibility so that participants respond freely and extensively, as well as to promote a communicative and empathetic interaction with the interviewer.

3.6 Data analysis

The data collection and analysis happened simultaneously. As the study used the grounded theory, there was carried out a comparison between incidents provided by the data with other similar incidents that belong to the same category, exploring their differences and similarities. Now the objective of the use of the grounded theory is fulfilled, to use the constant comparison method in order to explore the differences and similarities among the identified incidents. Next, there will be presented one by one the steps followed to perform the data analysis of this study.

For the purpose of the data analysis, the following process was followed:

1) The recording of interviews

2) Interviews transcriptions

3) Identification of the topics araised

4) Tagging

5) Grouping and coding of categories

6) Conformation of categories

7) Selection of quotes for the analysis support

With the aim of organizing and displaying data by generating mental maps and categories diagrams and developing relationships among them, two programs were used: Excel 2010 and Mindjet Mindmanager 2012.

The grounded theory has as its main feature that data is categorized with open coding, then the researcher organizes the categories resulting in a model of interrelations (axial codification), which represents the emerging theory and explains the process of phenomenon in the study.

Open coding

The open coding refers to the process of generating initial concepts from data. This process was used in this study in order to create first the concepts from the information that emerged in this study.

According to Strauss and Corbin (1990) cited in Hernández, Herrera, Martínez, Páez, & Páez (2011), the open coding fragments the data in small parts; they are scrutinized and compared in search of similarities and differences. The events objects and actions or interactions that are considered similar in nature or related in meaning are grouped under more abstract concepts, labeled categories. (p. 12)

The open coding in this study was carried out as a first step to generate the concepts of the data as well as reduce the information in categories.

Axial coding

The axial coding refers to the development and linking of concepts into conceptual families. Hernández, et. al. (2011) cites Galeano (2004) who says that the axial codification condenses all the descriptive codes, and make sure that the concepts remain unmodified – unless they result irrelevant for analysis and the interpretation of new data that are

incorporated to the process of research through the theoretical sample. The bases for the codification are revised thoroughly to ensure their validity and reliability. (p. 172)

Thus, when carrying out the axial codification in this research, the families were formed with which the respective analysis of the phenomenon in study was carried through. The analysis concluded with three main families: the importance of English, the teaching-learning process and the consequences of the inclusion of English.

As this process was implemented, with the aim of providing visual understanding for the result of this procedure, two computer programs were used: Microsoft Excel and Mindjet Mindmanager.

Usually, from the employment of the grounded theory and its codification process a theory is produced but in this study, the open and axial codification will be used for the comparison of the data for the creation of concepts, later categories and families.

According to Creswell (2005), during the generation of theory, it is recommended that the investigator questions himself/ herself:

-What kind of data am I finding?

-What are the data and emerging elements presenting me? (Categories)

-Which process or phenomenon is happening?

- What theories and hypotheses are resulting?

- Why do these categories, links and schemes emerge?

For the qualitative analysis, the voice of the main actors in the phenomenon under study was exposed. Mason (2002) explains that "qualitative research intends to produce complete and contextualized interpretations based on rich, clear and detailed data" (2002: 3), a target that is appropriate for the objective of this study, since it is intended to understand as

much as possible, what is the impact, both positive and negative, of the inclusion of the English as a compulsory subject in the curricula.

There was a separated analysis of the quantitative and qualitative data. The quantitative data analysis was carried out based on recollecting and filtering the information and then the data was presented graphically.

Among the relevant topics in the analysis in the impact of the inclusion of English as a compulsory subject in the curricula, the following are included: suggestions to improve the teaching and learning of English; usefulness of English in the exercise of their profession; differences compared to the requirement and dedication in English subjects and the importance of the use of English in other disciplinary subjects.

First of all, each of the interviews conducted were transcribed into a word format. After having all the transcripts, the analysis was conducted.

The data was analysed across the open and axial codification, codes were assigned to the categories resulting from the interviews in order to interpret and explain the impact of implementation of English as a compulsory subject. It was necessary to engage in continuous comparison to identify similar events and to group them into the same conceptual categories. Next, axial coding was used, which consists of generating categories and subcategories (splitting categories) to establish larger categories and make connections among larger categories and subcategories (splicing categories). To facilitate the management of the amount of data that was recollected, as it was mentioned before, two computer programs were used: Mind Manager and Excel. In order to establish categories, the categories were regrouped and it was drawn a conceptual map. These programs helped to display the data by generating visual maps and diagrams of developing categories and their relationships.

CHAPTER 4: RESULTS AND DISCUSSION

It is expected that this study becomes useful and provides tools for other people who are interested in the field of teaching and learning English. The results will guide learners and teachers to understand the perspectives of students and their perceptions towards having English as a compulsory subject as it is the main objective of this thesis project. Whether students consider the modality as something positive or negative, important or not important in their academic lives, it is relevant to investigate into the phenomenon and analyze the information gathered, as well as show to others the results of the arising analysis.

This work was also carried out with the intention of giving a proposal on the improvement of the teaching of English and the probable modification of the curricula of all majors with the implementation of English for Specific Purposes (ESP).

In this section of the study, the results of the interviews carried out will be displayed. The information presented is qualitative data that represents the perceptions of the students regarding English as a compulsory subject.

There were six students interviewed from different areas of study such as the Division of science and engineering (DCI), the Division of Social and Economic Administrative Sciences (DCSEA), the Division of Political Sciences and Humanities (DCPH). These students were active in the school years from 2003 to 2013.

As it was mentioned before, the Grounded theory, on which the analysis of this study is based, enabled the identification of significant issues, forming the three general groups of topics that will serve as a basis for the next analysis phase. Figure 2 shows the three general groups which will be referred to as families.

Impact of the Inclusion of English		
Importance of English	Teaching-learning process	Consequences of the inclusion of English

Figure 2 Table with the three general group of topics (families) emerging from this study.

It is essential to mention that this group emerged from the constant and cyclic comparison which results in the integration of data into categories, and after having defined the corresponding labels from the opinions expressed by the participants.

In this first part of the analysis, it was taken into account the issues that were repeated often in each transcription of the interviews and specific topics were prioritized to only have three families.

As a result, the families showed in figure 2 emerged which include topics related to the importance of English, the Teaching-learning process and Consequences of the inclusion of English.

The table with the families was made in order to serve as a basis and a visual aid to carry out the analysis. It was decided to select a color to recognize each family, thus, having a more understandable overview of the analysis which would convey the results of the study.

From the collected information in the interviews, the chart for the families with their corresponding categories, as shown in figure 3, was created with the help of a computer program:

Figure 3 Families with their Corresponding Categories

Next, the manner in which the analysis and systematization of data in this study was conducted will be explained. Generally, the steps will be presented and detailed for a better understanding of the process:

1.From the recording of the interviews, a Word format was decided to be used for the transcriptions (see appendix C).

2. Having finished the transcriptions of the interviews, the next step was to analyze each highlight the main ideas of the text, leaving notes or comments on the margin of the format.

3.As a group, in order get to know and establish collective relations, the comparison of the ideas that had been identified from each interview was carried out.

4.It was decided to establish keywords or "tags" that describe as much as possible the ideas expressed by each of the participants and relate the tags to the information it contained.

5.From the labels of all participants, a core set of data was created to display the information and to be able to observe what information had a relation, marking

them with colors that represent a "category " , which arises from the grouping of matching tags which were interrelated.

      6.After selecting the categories, three main families were defined, what helped to have an overview of the students' perceptions on the implementation of English as a compulsory subject.

Then, the analysis in which the categories were included in the families was displayed in a table; the families include the following categories as shown below in figure 4: Time management, Impact of English as mandatory subject, Importance of English for information search, Importance of English in their profession, the Importance of English nowadays, Methodology, Quality of teaching, English for Specific Purposes and Learning Strategies.

Angie	Charles	Alexis	Eban	Bruno	Chío	CATEGORIAS	
Utilidad para investigación	Necesidad para ejercicio laboral (motivación)	Utilidad en ámbito profesional	gusto/facilidad por inglés	Utilidad de inglés en ámbito académico	importancia de inglés/idioma universal	IMPORTANCIA INGLÉS AMBITO ACADEMICO	
Poco tiempo pa estudio	Inglés como algo extra	materia obligatoria vs PIN	importancia del inglés como idioma universal	necesidad de inglés para ejercicio profesio	importancia de inglés/ubicación geográfica	IMPORTANCIA INGLÉS EN PROFESIÓN	
Confusión con otros idiomas	falta de tiempo y dedicación pa aprendizaje	Repercusiones en atraso	PIN vs AG	Uso comunicativo del inglés	versiones de inglés que se aprende	ESP	
Práctica del idioma	importancia inglés (ambito profesional)	Utilidad de inglés/ investigación/actualización	Variedad de idiomas	buenos maestros	bajo nivel de inglés al ingreso	IMPORTANCIA INGLES ACTUALMENTE	
Atraso (Impacto neg)	obligatoriedad	utilidad del inglés en ámbito académico	Utilidad de inglés pa obtener información	calidad de enseñanza	importancia de inglés/ ámbito profesional	ESTRATEGIAS DE APRENDIZAJE	
Motivación (impacto pos)	ingles comunicativo(imp. Positivo)	Comunicación en vida laboral	estrategias para entender literatura en inglés	practicas orales en el aula	nivel de ingles al ingreso	METODOLOGÍA	
Utilidad laboral	saturación de materias	falta dedicación personal	metodología motivante	estrategias de aprendizaje	inglés para intercambios	CALIDAD EN LA ENSEÑANZA	
Idioma universal	afecta titulación por promedio (imp neg)	buena calidad de enseñanza	falta de práctica	aprendizaje-enseñanza efectiva	importancia inglés/búsqueda información	IMPACTO INCLUSIÓN AG	
Características de grupo	Inglés es una carga	repercusiones de retraso	importancia de práctica aúlica	mayor acceso a equipo	inglés para comunicarse	ADMINISTRACIÓN DE TIEMPO	
falta de tiempo y dedicación pa aprendiz	obstáculo para titulación por promedio	estrategias de aprendizaje	utilidad de inglés para comunicarse		maestros de inglés uqroo		
maestros buenos	importancia del inglés en diferentes ámbitos	materia obligatoria vs PIN	enseñanza basada en el libro}		enseñanza de inglés en uqroo		
Conocer personas	inglés comunicativo	Preferencia cursos uqroo	estrategias de aprendizaje		falta de información		
práctica con familiares	inglés con porpósitos específicos	clases en inglés	importancia a vocabulario/gramática		nivel de exigencia		
Énfasis en gramática	ESP en vida laboral	maestros que se adecuen a diferencias de aprend	falta de congruencia entre inglés y carrera		estrategias de aprendizaje		
Metodología	falta de tiempo para la enseñanza	materia obligatoria vs PIN (motivación)	utilidad de inglés en ámbito laboral		metodología		
Realizar ejercicios	Estrategias de aprendizaje	Utilidad en ámbito estudiantil	Practica del inglés (Metodología)		análisis contrastivo entre idiomas		
Pronunciación	calidad de enseñanza del inglés				inclusión de círculos de conversación		
Speaking practice	buenos maestros				variedad de idiomas		
	incluir círculos en el aula				metodología		
Listening					ingles general vs ESP		
Asignación de maestros							
más practicas orales							
Cumplimiento (forma de motivación)							
Teacher talking time							
Clases basadas en libro							
Aprendizaje continuo							
Actualización del idioma							

Figure 4 Comparison of Interviews with Keywords

It is important to note that the systematization of data is not carried out in a linear manner, as Strauss and Corbin (1998) reported, because in each of the steps it was necessary to return to the beginning or any of the previous steps in the coding and reviewing the interviews, ending in a cyclic or zigzag process.

Figure 5 shows the areas where the impact of English was analyzed. It was used a computer program called Mindjet Mindmanager 2012 with which it was possible to conduct a comprehensive map to show the relationship of the issues addressed in this study
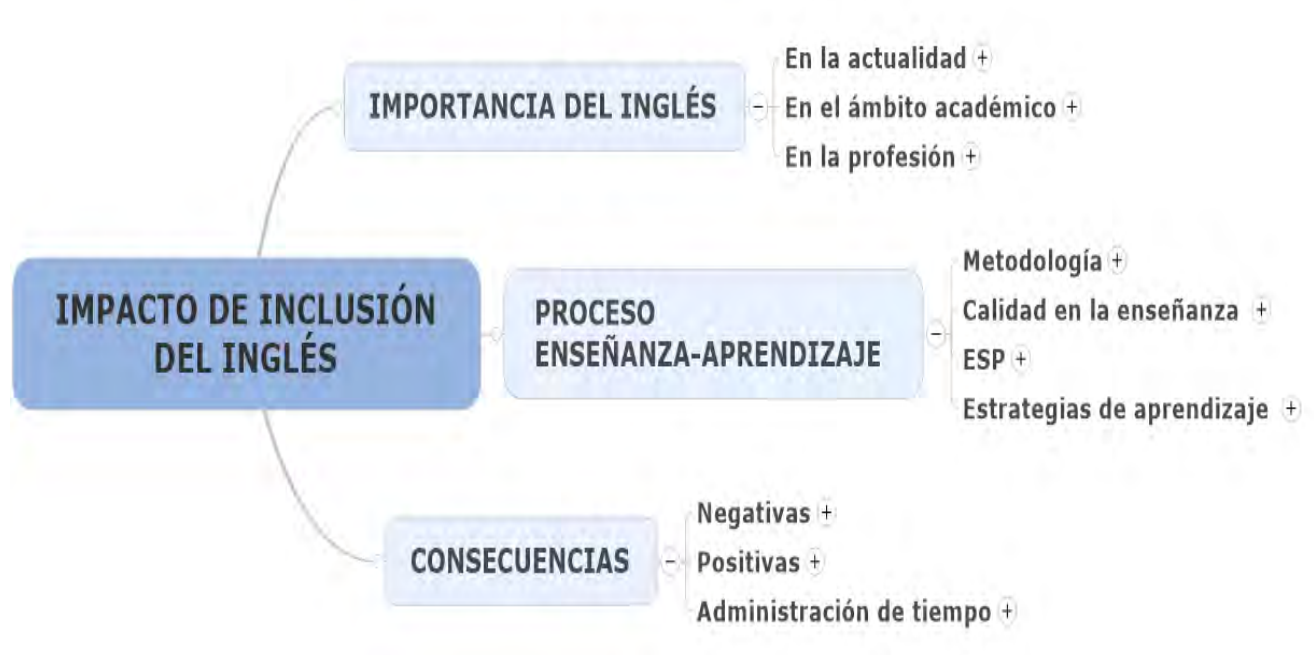
Figure 5 Conceptual Outline of the Impact of the Implementation of English

Importance of English: First of all, according to the information gathered from the interviews, the importance English has nowadays was analyzed: the importance it has for their academic requirements and the importance and usefulness it will have in the future for them as professionals.

Teaching and learning process: respecting the teaching-learning process, there was an analysis of the methodology, the quality of the teaching of English they had received by teachers in earlier times, the strategies students had employed to learn and practice the English language as well as the suggestions they had for the future improvement of the teaching of English . In this case, the importance of use English for Specific Purposes was pointed out by the participants.

Consequences of English as an obligatory subject: the consequences were measured from the positive/ negative opinions students have taking into account their personal experiences when learning English at the University of Quintana Roo. There were included the reasons why students could consider the implementation of English as mandatory subject as something positive/negative. This also included the variety of languages they study and their management of time when learning English.

Because the research questions were clearly defined as to know students' perceptions towards the teaching-learning process at UQROO, the impact of the implementation of English as a compulsory subject also to know what students use English for and to gather some suggestions for the improvement of the English teaching process, these families must help to find answers for those inquiries so as to have a clear analysis of the impact of the implementation of English in the curricula.

4.1 Importance of English

First of all, the importance students gave to the use of English was analyzed. In the interviews, it can be seen that participants consider it important and useful in three

fundamental areas as you may see in figure 6: English as a universal language nowadays, in their academic lives and in their future professional practice.
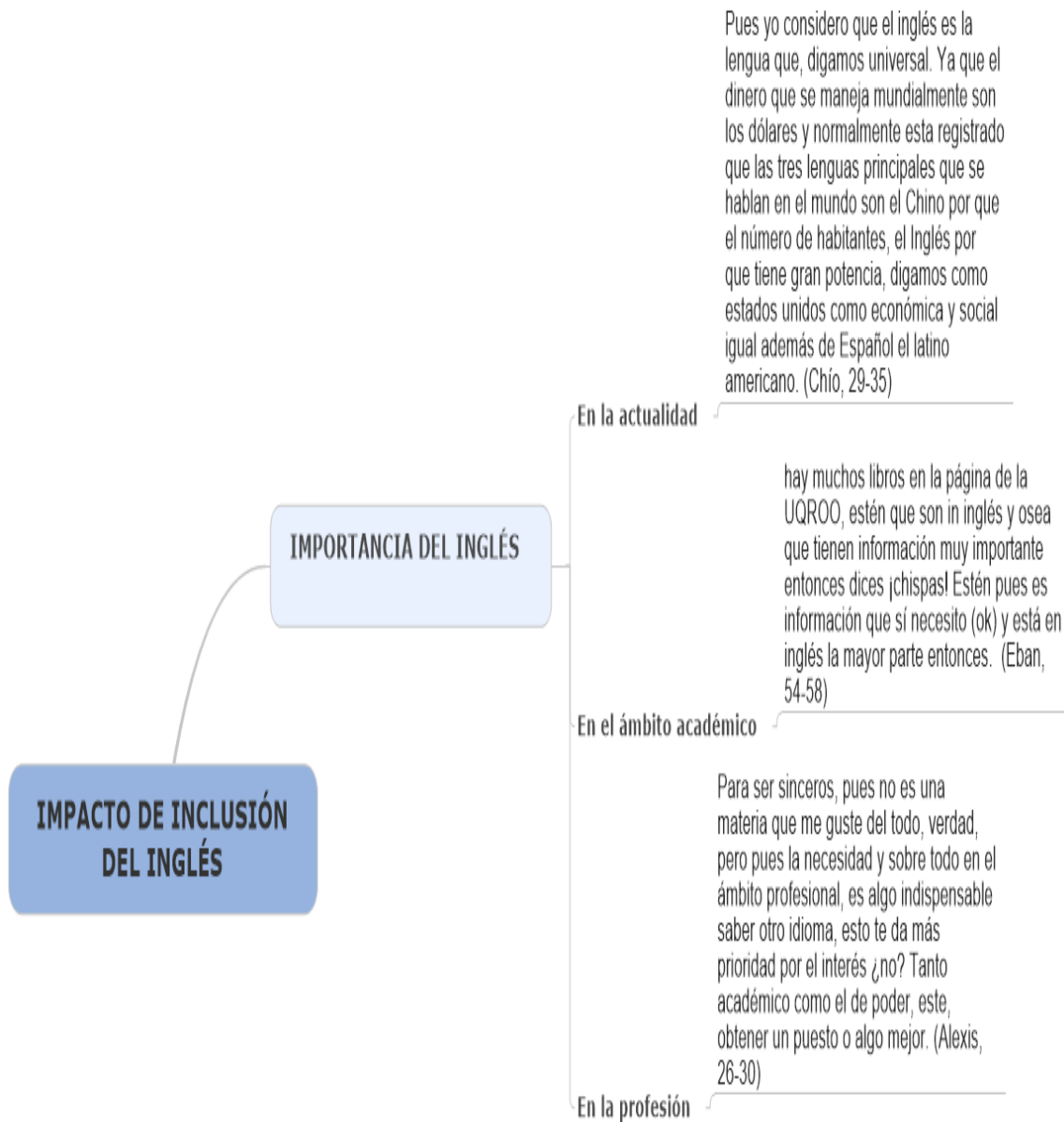
Figure 6 Conceptual Outline of the Areas where English is Considered Important

The participants pointed out the importance of the English language because of its demand around the world. They noted that the English language is important for countries that have this language as their mother tongue. These countries are and have been world powers; therefore, they have great influence around the world. Moreover, students commented the usage of the language to have access to the necessary information to fulfill their academic training. It is worth noting that students perceived English as important in their professional development once they finished their majors.

En la actualidad.- "Yo considero que el inglés es la lengua que, digamos universal. Ya que el dinero que se maneja mundialmente son los dólares y normalmente está registrado que las tres lenguas principales que se hablan en el mundo son el Chino por que el número de habitantes, el Inglés porque tiene gran potencia, digamos como estados unidos como económica y social igual además de Español el latinoamericano" Chío (29-359)

En ámbito académico.-"Hay muchos libros en la página de la UQROO, estén que son in inglés y ose a que tienen información muy importante entonces dices ¡chispas! Estén pues es información que sí necesito (ok) y está en inglés la mayor parte entonces..." Angie (54-58)

Ámbito profesional.-"Pues no es una materia que me guste del todo, verdad, pero pues la necesidad y sobre todo en el ámbito profesional, es algo indispensable saber otro idioma, esto te da más prioridad por el interés ¿no? Tanto académico como el de poder, este, obtener un puesto o algo mejor" Alexis (23-27)

Moreover, through the information gathered in the interviews, it was perceived that students have not been using and integrating the skills gained, developed and practiced in the

English courses for their academic major subjects; i. e, sometimes students use English on some occasions to search for information or read papers, but they do not integrate their knowledge systematically in the literature or conferences as part of their vocational concentration.

*"Para mi carrera como no he hecho así como servicios pues, no. Pero digamos que quiero consultar una página o algo así de alguna asociación y mayormente digamos que no acá del estado si no de Belice (ujum) y sí me ha tocado que tengo que traducir de pronto libros y pues ya se me facilita y es más verídica la información que de acá de Quintana Roo ya que no son muchos proyectos explotados en cuanto a mi carrera "*Chío (95-101)

4.2 Consequences of the Inclusion of English

The findings have shown that students consider learning English as something very important/ fairly important for their education. Students also noted the positive and negative part of the implementation of English as well as the importance of having English and no other languages included in the curricula. Also, there are included some of the reasons why students believe that the implementation represents problems for them, on several occasions; lack of time management to devote the required time to study this language. Figure 7 Category of Consequences shows the three aspects in which it is considered that the implementation of English had any consequences.
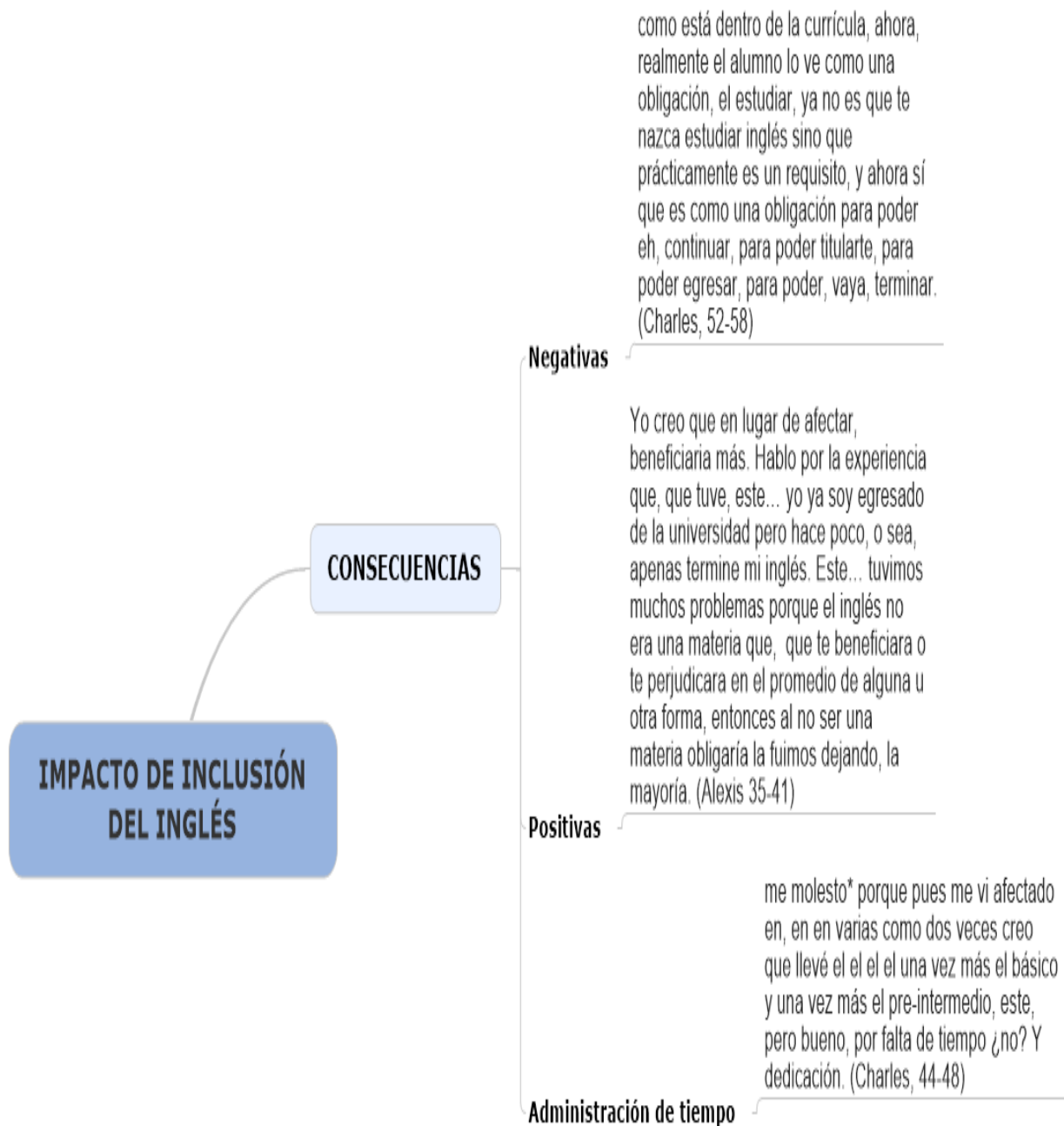
Figure 8 Category of Consequences

The results of this investigation have indicated that students perceive the impact of the inclusion of English both positively and negatively. Mainly, in the case of students who graduated in previous generations and had the level of English as a graduation requirement, it is believed that it is helpful to have it included in the curricula (positive). Students think that the implementation of English in the curricula as a compulsory subject instead of affecting

was beneficial since the previous generations who did not have the subject as mandatory, decided to take the course at the end of their majors underestimating the importance of the subject.

"Yo creo que en lugar de afectar, beneficiaría más. Hablo por la experiencia que tuve. Yo ya soy egresado de la universidad pero hace poco, o sea, apenas termine mi inglés. Este… tuvimos muchos problemas porque el inglés no era una materia que, que te beneficiara o te perjudicara en el promedio de alguna u otra forma, entonces al no ser una materia obligaría la fuimos dejando, la mayoría…" Alexis (35-41)

There was one ´participant that agreed completely on the implementation of the obligatory subject modality saying openly that English is important and positive to be a requirement for obtaining a degree:

"El inglés sí se me hace que es, sí está bien que sea un requisito" Angie (49-50)

Nevertheless, there is also a feeling of rejection by students towards the inclusion of English as a general course in their curricula. In some cases, students estimate that they lose the motivation to study English because they feel that it is an obligation, they do not study the language because they like it but because they need it to be able to graduate from the University, Charles (52-59) mentions:

"Como está dentro de la currícula, ahora, realmente el alumno lo ve como una obligación, el estudiar, ya no es que te nazca estudiar inglés sino que prácticamente es un requisito, y ahora sí que es como una obligación para poder eh, continuar, para poder titularte, para

poder egresar, para poder, vaya, terminar, ¿no? Entonces, este, en realidad ésos son los

problemas que yo le veo"

Likewise, students express that sometimes they could not handle the demanding schedules they had with subjects of their study area plus the demands of the English subject, and regard it as an obstacle to graduate by grade point average (negative).

"Me afectó porque por una ocasión me saturé en mis materias, me inscribí y reprobé la car-la materia de inglés. La reprobé porque tuve un diplomado, y se me complicó y por el trabajo, la escuela y demás, que a veces son, a veces pudiéramos decir que son excusas que uno pone, ¿no? Pero en realidad no fue así en realidad fue de que reprobé la materia y fue algo que no me permitió obtener mi titulación por promedio" Charles (63-70)

Participants also commented that taking the subject of English when not paying much attention or devoting the time required to study it caused them discomfort or delay in their majors.

"me molestó porque pues me vi afectado en, en en varias como dos veces creo que llevé el el el el una vez más el básico y una vez más el pre-intermedio, este, pero bueno, por falta de tiempo ¿no? Y dedicación"... (Charles 44-48)

The interviews suggested that some students consider it more important to focus on the subjects that are part of their training discipline/ major, leaving the study of English to the end of their major or as additional courses to fulfill a degree requirement, for example:

"Entonces si las personas se dedican a enfocarse a sus carreras y tienen encima al inglés, entonces como que sí, o sea, atrae problemas" Charles (77-79)

4.3 Teaching- Learning Process

It was important that the analysis of the interviews provided various categories to order them in the family called teaching-learning process, those are visually organized for optimal understanding as shown below in Figure 8. Being aware of the students' views about the process of teaching and learning at the University of Quintana Roo allowed this investigation to be more complete. It provided an idea of the amount of language practice that students perform as well as suggestions such as techniques for improving practice of the language inside and outside the Institution. The same participants provided information to know a little more on the quality of teaching at the University in relation to teachers, teaching techniques carried out by teachers to teach the language and learning techniques used by students to learn and practice the language.

Afterwards, the analysis of the interviews shed light about the importance of the suggestions provided by the students for the improvement of different areas, improvements which will work as a basis for possible changes and carry out an improvement in the teaching-learning process at the University of Quintana Roo.

Figure 9 Category of Teaching- Learning Process

In the methodology, everything in regards to language practice, the methods applied by teachers in the English classes as well as learning strategies used by students was included. Finally, there were taken into account the suggestions for implementing English for Specific Purposes.

Practice and use of language and the development of language skills in the classroom; the first was understood as the need of more practice of the language in a dynamic way. The development of language skills in the classroom meant that students suggested implementing

speakers' corners in the classroom. They proposed that teachers enable them to practice their class acquired skills, especially speaking:

"siempre que hacen las conversaciones, tanto la prim… porque he tenido dos maestras desde que ingrese aquí (aja) las dos maestras lo han hecho las conversaciones de que en no sé nos dan las dinámicas en donde vamos a poner este ejercicio para que practiquemos el, el, el estem la como decirlo, la pronunciación de las palabras para que aprendamos a gesticularla bien y pues eso me ayuda y me gusta mucho porque me ayuda a mejorar (aja) eso siempre me ha gustado" Bruno (75-83)

"Entonces a mi criterio y a mi punto de vista es, es hacer lo que una maestra hacía el hacer los círculos de conversación en el aula. " Charles (190-192)

It was important to discover that there are several students mentioned that their classes were based on a book that is why a category that takes into account their opinions regarding this event emerged. Students suggest teachers to try to avoid book based classes and implement other resources for teaching English.

"de que solo se basan, por ejemplo del libro y solo están hable, hable y hable y así Y hay muchos que no dejan así como que, en poquito tiempo nada mas de responder ¿no? Angie (258-261)

"Pues la verdad que siempre han sido solo libros solo, solo libros (aja). Igual y en algunos casos te lo daban o bueno al menos aquí lo tienes que conseguir si se tiene que comprar y,y si nada más que yo recuerde puro libro" Eban (166-169)

Participants also mentioned the importance of time in which the courses are developed. That is, sometimes the books bring several units that need to be seen or covered in a semester, which is sometimes difficult for both students and teachers. This happens because it is expected to finish a book in each level and fulfill all units but it is also important that students have enough practice and know how to use the knowledge acquired in each unit or topic studied.

*"el tiempo que le dedican al inglés, por ejemplo, es muy muy corto. O sea a veces sentía de que iban rápido por querer abarcar el, el, ¿cómo se llama? El temario. Y a veces no se lograba concluir. "*Charles (147-150)

Though it cannot be attributed only negative comments to time in which the units of the books are covered. There are also students and teachers who made learning and teaching the language effectively on schedule.

"(las clases) me sorprenden mucho porque todo lo que había visto en la secundaria y en la prepa pues lo vi en dos semestres y pues estoy emocionado por saber que voy a ver más adelante y (ok) es algo nuevo que me gustaría aprenderlo." Bruno (103-107)

Regarding satisfaction with courses in English, the participants recognize the quality of education and the preference to take courses at the University of Quintana Roo. They expressed that the English teaching quality is high, for example:

"En la universidad, o sea, ah, o sea se ve definitivamente la calidad de la enseñanza, es, este, elevada, ¿no? Se ve. Pero vuelvo a repetir que es como, dedicarle un cien por ciento al inglés ¿no? Sí me gustaría seguir estudiando, inglés." Charles (169-173)

However, as it was mentioned before, they highlight some aspects that could be improved, such as more exposure and practice of the language, including speakers corners in the classroom, using a variety of methods to teach, not working only with textbooks, and including of English for Academic Purposes (EAP) since it may be helpful for them as students and future professionals.

"Que se les diga a los maestros que sean de eso de que hagan un poquito más de ejercicios: prácticos, orales, así, para que podamos aprender que sean más…" Angie (245-247)

"Entonces a mi criterio y a mi punto de vista es, es hacer lo que una maestra hacía el hacer los círculos de conversación en el aula." Charles (90-92)

"Pero más que nada práctica porque uno puede practicar a la hora que habla pero hacer las dinámicas grupales, con algunos alumnos, juegos sí. Si porque le digo que yo tuve la experiencia en primer semestre y la verdad me gustó mucho." Eban (264-268)

*"Hay maestros que este si saben demasiado ¿no? y todo pero… que no aterrizan a las necesidades del alumno "*Alexis (148-150)

"Sería padre si te pueden apoyar o si se puede decir ¡ah eres de leyes! Vamos a darte, vamos a llevar primero un entronque de inglés general, ya que vayas avanzado obviamente te vas a

encontrar en momentos en que tienes que utilizar por ejemplo, ciertas leyes que mmm no sepas como se dice pederasta, genocidio o algo así" Chío (413-418)

It is evident from the results that an area of opportunity for English courses would lead to an ESP teaching approach. As it was mentioned previously, English for Specific Purposes is divided into two branches: English for Academic Purposes and English for Occupational purposes. Students want both, they need to be able to read a book, an article or conduct research in their area of study but also they feel useful to learn vocabulary and terminology that help them develop their knowledge in their professions. There were explicit suggestions in which students perceive the needs of covering the possible uses of English language in their majors: Using the language for specific purposes, and reading a specific book or using the language in their future as professionals.

It is important to mention that the modality of English for Specific purposes is now being applied only in one major offered at the University of Quintana Roo, which is "Sistemas comerciales". It will be very useful and important to add more subjects to other majors in order for the students to have more specific purposes to learn English. It is expected that they feel and understand how useful it is to learn a second language and more if they can apply their knowledge in the working field. Other subjects can be offered that imply more information about each major and the area students are dealing with in order to improve students' level of English as well as having a clear and useful objective when learning English. Students and teachers could work together so all could feel that they are using the English knowledge to do things specificifally like reading a biology book in English with specific terminology; knowing the names of microorganisms, how to litigate, knowing law terminology by reading stories about important cases, etc., that type of activities that have to do with their area of study. It is expected that students understand that any preparation they

are receiving is for them to be more capable of dealing with situations nowadays; being more international by knowing how to read, write or manage any situation that requires the English language, thus have an advantage over others as students and future workers.

On the other hand, there was carried out the task of investigating the learning methods used by students to learn English as they may provide valuable information to analyze other methods that help students learn better and to suggest some activities for English language teaching.

Students said in the interviews that some of them use the printed other online dictionaries. Also some students think that is easier to learn by flashcards, notes or songs and the consultation of various sites online.

While many students resort to other resources, the average student consults the teacher directly and the student supports his/her learning with extra material that the textbooks used in the courses bring with them.

"siempre tendría a la mano un diccionario de inglés por si algo no lo entiendo, así pues, yo soy de la idea de que lo estoy leyendo y no lo entiendo lo anoto en un ladito y al final lo busco." Bruno (90-93)

"aprende con canciones o haz unas tarjetitas así prácticas o ve tutoriales en YouTube de cómo cambiar las cosas en pasado o puedes entrar a páginas de apoyo, por ejemplo están boa, están diferentes páginas y así como que él entendía así como que tienes razón por qué con canciones como que la pronunciación te ayuda mucho". Chío (247-252)

"Preguntarle al maestro, acercarme y preguntar al maestro, preguntar a los alumnos, agarrar el CD, por ejemplo, hay libros que traen el CD, en la, en la oficina en los ratos de, de, de ocio y entrar un ratito en el CD". Charles (157-160)

"cuando no entiendo el tema me meto al buscador, a los Googles y buscar en las páginas sobre el tema y siento que ingles lo interpreto más, o sea, leyendo lo puedo interpretar que hablándolo." Alexis (122-125)

Then, the information discussed above is the result of the information gathered from the interviews as well as the analysis carried out. Next, the answers to the research questions previously raised are exposed. The perceptions of the students towards the teaching-learning process at UQROO include the following:

Students think that the teaching-learning process at UQROO is good. Some teachers have high-quality methods to teach and students who have had the opportunity to study in other language center have preferred to take the courses at the University of Quintana Roo rather than in another place. It is remarkable how students perceive the importance of practicing English in the classroom as well as giving suggestions to implement the conversation circles and school hours. In several situations, students said that the classes at UQROO are very good but there are always suggestions for both teachers and in general to the field of teaching English.

As previously mentioned, classifying English as a mandatory subject can impact students both positively and negatively. Each individual is different, with different goals and different ways of thinking; that is why through the interviews there were participants who had a very open mind about learning English and expressing the importance and benefits that

learning a language included; on the other hand, there were others who let investigators see the other side of the coin on the inclusion of English as a compulsory subject.

Some students expressed their inconvenience at this modality, since they had different interests; they were affected by failing the subject or not graduating with a high grade because of the failure of the English subject. It was important to have both perspectives so this information helps as a basis to determine and analyze more deeply the aspects on which the modality of English as a compulsory subject could be improved in the curricula of the majors offered at UQROO; to help make changes and help students to see the study of English language as an advantage and not a problem. This is so far, what the analysis of the information in this study could represent as the impact of the implementation of English.

As relates to the uses of English, here is the part where it was analyzed the importance of English in the lives of students. Through the analysis of the interviews, three main areas where English language learning has been an important part in the formation of these students were identified: English as a universal language nowadays, in their academic lives and in their future professional practice.

Several of the students participating in this study recognize the importance of the English language in modern times. That is the reason why they feel the need to learn this language, mostly because of the opportunities for internationalization.

That is, students see the importance of knowing English to take advantage of any opportunity of obtaining a scholarship to study or work abroad and deal with people of different nationalities using this language as a means of communication.

As some participants mentioned, English is important because it is the language of one of the current world powers. So also mentions Phillips (1992) "English is now entrenched worldwide, as a result of British colonialism, international independence, "revolutions" in technology, transport, communications, and commerce, and because English

is the language of the USA a major economic, politic and military force in the contemporary world" Now there will be presented the suggestions that were identified for improving the process of teaching English:

First of all, it will be started with the suggestions made by the participants to teachers: Students mentioned that most of the teachers who taught them English were very good but they also needed to improve some aspects, for example: to interact more with students, plan more activities in groups and not spend the class time speaking, forget the days when classes were based only on what the books contain and students added that it would be a good idea for teachers to use class time to conduct speakers' corners with the aim of students having time to practice the speaking skill.

Moreover, it was suggested that teachers ask the same standards for all divisional academies, especially taking emphasis on the division of health sciences since, apparently, the teachers are very sympathetic to the difficulties students have with the other subjects they have to take which could cause that those students underestimate the importance of learning English.

Because each curricula of every major offered at the University of Quintana Roo has certain levels of English as required for certification which include 4 levels: introductory, basic, pre-intermediate and intermediate, another recommendation that emerged was that of providing sufficient information about the placement test that each admitted student has the right to take with the purpose of having proof of the knowledge of English that students come with and being able to place them in the appropriate level of English.

Finally, one of the areas in which this study pays more consideration to is the suggestion that emerged through the needs of students in the use of English, speaking in the academic and professional field.

It is worth mentioning that the main intention is the inclusion of English for specific purposes but in this area of study two branches result, serving both fundamentally in the lives of students: English for academic purposes and English for occupational purposes. These students clearly expressed their views regarding the need to use language as a means to expand their knowledge either by consulting literature, writing a document in English, conducting research or attending conferences or workshops directed in English about their area of study. Due to globalization, different presenters traveling around the world giving lectures is now very common.

In the same way, and even emphasizing a little more, participants stressed the importance of learning terminology and specialized vocabulary in English for their working areas and in their future as professionals. Students think it is more important for teachers to meet their future needs by helping them to learn how to conduct legal proceedings, close a business deal or promote tourism, using English. In this case, students will see the advantage of learning this language as it would allow them to offer a more complete service, extra work, providing an advantage over other non-English speaking colleagues.

Conclusions

This study was carried out in order to present the impact that the implementation of English as a compulsory subject has had so far. The University of Quintana Roo has included the English subject as obligatory since 2007 in order to reduce the high failure rates of the different levels of English and promote internationalization processes.

The interviews evidenced, among many other things, that students consider learning English as important or moderately important in relation to their training. This importance is

reflected in different areas: English as a universal language nowadays, importance of English in their academic lives as students and in their future professional practice.

The students recognized the importance of English due to its influence over many countries, including the United States and other countries that have English as their mother tongue or one of its official languages as a result of being major world powers, sources of employment and development today, causing the need to use this language to stay abreast of developments and be more likely to interact with those countries.

A second objective of the inclusion of English was to encourage students to use English literature and promoting internationalization processes and with this study it was observed that the objective was met. However, it appears that the use of their abilities in English is not systematically integrated in the subjects of their professional concentration.

As a result of the analysis that was conducted of the families: the importance of English as well as the family of teaching-learning process, it was noted both the importance of learning the language because of students' needs which were related to their majors and that there could be exposed a perspective of the effectiveness of the teaching of English regarding the education of each student.

Some students clearly remarked that English is just one more subject in their curricula, that they do not actually use the knowledge gained due to various circumstances and this is where a mystery arises because it is necessary to carry out a detailed investigation that allows researchers to explain the reasons that lead to this, to know the existing reasons why the learners' English knowledge hasn't been integrated to their study field.

Perceptions of students, expressed through interviews, indicated that they are satisfied with the courses, teachers and methodology used for the subjects of English. Additionally, they provide some suggestions for improvement, including: greater exposure and practice in

the language, speakers' corners in the classroom, using a variation of methods for teaching English, and the inclusion of English for specific purposes (ESP).

It is noteworthy that the inclusion of English for specific purposes as a general term was proposed since each teacher or departmental division could decide when and how to consider using this type of English language instruction.

Because English for Specific Purposes is divided into two branches which are English for academic purposes and English for occupational purposes already mentioned above, it is important to emphasize that, due to the request made by students to make teachers meet their needs in the fields of education and at work, it is required to consider both branches of this language instruction (ESP).

UQROO students consider important the English language as a tool for continuous use in their school activities like consulting a book that is in English, reading an article of their own interest or need to fulfill any task or work, attending a conference of international standards and carry out studies and research that require applying their acquired language skills; likewise, students recognize that their need includes a preparation for their future life as professionals.

Students wish to finish their major well-prepared and capable of developing themselves in the workplace. They consider that they must acquire these tools during the learning process in the institutions they attend but often it is not always the situation, as Lara & Hu (2014) mentioned:

"It is believed students are well-prepared to work in the field they studied, but most of the time, this preparation gives them only the basic tools needed to start."(p. 10)

It is due to the reasons stated by the participants in this study that proposing to include English for specific purposes is considered. These results are very significant for knowing the impact of the inclusion of English after eight years of its implementation. Thus, it is

considered that the data obtained provided valuable information for improving the teaching-learning process of English. It is suggested to carry out future research to keep up with the impact in future generations of students.

It was great to carry out this study because as a future teacher of the English language it is very important to know the students' perceptions regarding the English language, not only in compulsory mode but in general.

One as a precursor of the language has this idea of the English language being a really necessary object of study due to various reasons, always in favor of the implementation of this language, seeking to open fields for further research for the benefits it brings but rarely one is given the task of exploring other perspectives.

Explore those opinions of individuals who think that learning the language is not very important or the reasons that others have to consider this language as unnecessary or harmful. It is beneficial to explore both perspectives to have a balance which measures the potential advantages and disadvantages of learning the language in terms of the perceptions of students, understand the different viewpoints of students and thus perform a better language teaching.

It was nice to have direct contact with students through interviews and the information collected led the results presented in this study to be much more factual, since students could add information spontaneously and naturally. Also, it was significant to be able to investigate a little more about the object of study through the responses expressed by the participants and to conclude in a more complete and comprehensive thesis study.

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Appendix A

A Survey

Encuesta para estudiantes de Inglés General en la UQROO-Chetumal

Estimado estudiante:
Te pedimos tu apoyo para responder una encuesta que pretende recabar datos para un proyecto de investigación respecto al impacto que ha tenido la inclusión del inglés como asignatura obligatoria en los diferentes programas educativos de la UQROO y, a la vez, buscar estrategias que permitan mejorar la enseñanza y el aprendizaje de esta lengua. Tu participación es de vital importancia para este estudio. La información proporcionada en esta encuesta será estrictamente confidencial y únicamente se utilizará con fines de investigación. Muchas gracias por tu participación.

1. **Indica la carrera que estás estudiando:**

_____

2. Marca con "√" la opción **que refleje tu conocimiento de inglés al entrar a la carrera:**
___ Nulo
___ Básico
___ Intermedio
___ Avanzado
___ Muy avanzado
___ Nativo

*3. Marca con "√" el c*urso **de Inglés General (AG) en el que estás inscrito en la actualidad (Ciclo Primavera 2014):**
____ Inglés Introductorio
____ Inglés Básico
____ Inglés Pre-Intermedio
____ Inglés Intermedio
____ Inglés Post-Intermedio

4. Marca con "√" **la opción que señala la importancia que le atribuyes al aprendizaje del inglés en tu formación académica:**
____ Muy importante
____ Medianamente importante
____ Poco importante
____ No lo considero importante

5. ¿Para qué utilizas el inglés en tu programa educativo? Marca con "√" la(s) opción(es) que corresponda(n). En caso de ser necesario, puedes señalar más de una opción.

____ Recibir clases de concentración profesional en inglés, impartidos por maestros invitados.
____ Asistir a conferencias impartidas en inglés, que estén relacionadas con tu programa educativo.

____ Realizar lecturas en inglés de bibliografía asignada por el profesor.
____ Buscar en internet fuentes de información en inglés.
____ Usar el inglés para la realización de prácticas profesionales de la carrera.
____ Participar en un programa de intercambio académico.
____ Otros: _____

¿Con qué frecuencia utilizas las siguientes estrategias para tu aprendizaje del inglés? Marca con "√" la opción que más se acerque a tu realidad.

		Siempre	A veces	Casi nunca	Nunca
6	Le dedicas tiempo al estudio del inglés fuera del horario de clase.				
7	Eres capaz de identificar los temas y/o habilidades que necesitas reforzar.				
8	Pides ayuda a algún compañero, maestro o especialista en los temas que te resultan más difíciles.				
9	Llevas un control y seguimiento de los errores que usualmente cometes en inglés.				
10	Utilizas el contexto para inferir el significado de una palabra desconocida.				
11	Agrupas palabras nuevas de acuerdo a temas afines.				
12	Utilizas un diccionario inglés-español para buscar el significado de palabras.				
13	Utilizas un diccionario inglés-inglés para buscar el significado de palabras.				
14	Utilizas la repetición (escrita u oral) para aprender palabras nuevas en inglés.				
15	Utilizas el inglés fuera del aula para hablar con tus compañeros, profesores u otras personas que tengan conocimiento de este idioma.				
16	Memorizas diálogos o exposiciones para utilizarlos en clase.				
17	Identificas cuando cometes un error de pronunciación.				
18	Prefieres escuchar canciones, series, películas, etc. en inglés, en vez de español.				
19	Lees textos académicos en inglés (revistas, artículos académicos, internet, etc.) relacionados con tu carrera, fuera de las tareas asignadas en el aula.				
20	Lees en inglés por placer (novelas, cuentos, foros, chats, etc), fuera de las tareas asignadas en el aula.				
21	Utilizas el inglés para redactar textos informales (chats, foros, correos, etc), fuera de las tareas asignadas en el aula.				
22	Elaboras un esquema para organizar tus ideas antes de escribir un texto.				
23	Sigues el modelo/patrón proporcionado en clase para redactar tus propios textos.				
24	Aplicas las reglas gramaticales aprendidas en diferentes situaciones (en forma oral o escrita).				
25	Utilizas ejercicios de comparación-contraste de tiempos verbales (ejemplo: Presente simple vs. Presente continuo).				

En caso de utilizar otra(s) estrategia(s), favor de anotarla(s) a continuación

_____

_____

26. ¿Has reprobado alguna de las siguientes asignaturas? En caso afirmativo, escribe el número de veces y continúa en la pregunta 27. En caso contrario, pasa a la pregunta 28.

Ejemplo:
Inglés Básico   *1*
Inglés Pre-Intermedio   *2*

Inglés Introductorio   ____
Inglés Básico   ____
Inglés Pre-Intermedio   ____
Inglés Intermedio   ____
Inglés Post-Intermedio   ____

27. ¿Cuáles consideras son causas que le atribuyes a tu reprobación? Marca con "√" la(s) opción (es) que corresponda(n). En caso de ser necesario, puedes señalar más de una opción.

____ Falta de dedicación al estudio del inglés
____ Dificultad para el aprendizaje de lenguas
____ Muchas materias en la carga académica
____ Situación personal, familiar o laboral
____ Libro(s) y materiales utilizados en el curso
____ Maestro(s) que impartió la(s) asignatura(s)
____ El inglés no tiene utilidad en mi carrera
____ Otro: _____

28. En el caso de haber <u>aprobado</u> las asignaturas de inglés en las que te has inscrito, ¿cuáles consideras son las causas? Puedes señalar más de una opción.

____ Tiempo y dedicación al estudio del inglés
____ Utilidad de libro(s) y materiales utilizados en el curso
____ Maestro(s) que impartió la(s) asignatura(s)
____ Metodología utilizada por el profesor
____ Recibí clases de inglés adicionales a las asignaturas AG.
____ Gusto por el idioma.
____ Facilidad para aprender idiomas.
____ Otro: _____

29. ¿Qué opinas acerca de los cursos de inglés general que te brinda la UQROO?

_____
_____

30. ¿Cómo consideras que te ha beneficiado o perjudicado que las materias de inglés sean obligatorias y requisito de titulación?

_____
_____

31. ¿Cómo crees que puedan mejorarse los cursos de inglés ofrecidos en la UQROO (condiciones del aula, maestros, tamaño del grupo, metodología, enfoque de las asignaturas, etc.)?

_____
_____
_____
_____

26. ¿Has reprobado alguna de las siguientes asignaturas? En caso afirmativo, escribe el número de veces y continúa en la pregunta 27. En caso contrario, pasa a la pregunta 28.

Ejemplo:
Inglés Básico   *1*
Inglés Pre-Intermedio   *2*

Inglés Introductorio   _____
Inglés Básico   _____
Inglés Pre-Intermedio   _____
Inglés Intermedio   _____
Inglés Post-Intermedio   _____

27. ¿Cuáles consideras son causas que le atribuyes a tu reprobación? Marca con "√" la(s) opción (es) que corresponda(n). En caso de ser necesario, puedes señalar más de una opción.

_____ Falta de dedicación al estudio del inglés
_____ Dificultad para el aprendizaje de lenguas
_____ Muchas materias en la carga académica
_____ Situación personal, familiar o laboral
_____ Libro(s) y materiales utilizados en el curso
_____ Maestro(s) que impartió la(s) asignatura(s)
_____ El inglés no tiene utilidad en mi carrera
_____ Otro: _____

28. En el caso de haber <u>aprobado</u> las asignaturas de inglés en las que te has inscrito, ¿cuáles consideras son las causas? Puedes señalar más de una opción.
_____ Tiempo y dedicación al estudio del inglés
_____ Utilidad de libro(s) y materiales utilizados en el curso
_____ Maestro(s) que impartió la(s) asignatura(s)
_____ Metodología utilizada por el profesor
_____ Recibí clases de inglés adicionales a las asignaturas AG.
_____ Gusto por el idioma.
_____ Facilidad para aprender idiomas.
_____ Otro: _____

29. ¿Qué opinas acerca de los cursos de inglés general que te brinda la UQROO?
_____
_____

30. ¿Cómo consideras que te ha beneficiado o perjudicado que las materias de inglés sean obligatorias y requisito de titulación?
_____
_____

31. ¿Cómo crees que puedan mejorarse los cursos de inglés ofrecidos en la UQROO (condiciones del aula, maestros, tamaño del grupo, metodología, enfoque de las asignaturas, etc.)?
_____
_____

En la segunda parte de este estudio se realizarán entrevistas, de manera aleatoria, a algunos participantes con el fin de identificar técnicas que ayuden a mejorar la enseñanza del inglés en la UQROO.

Si estás dispuesto a participar, por favor llena el siguiente apartado. Es importante recordarte que la información proporcionada será estrictamente confidencial y únicamente se utilizará con fines de investigación. **Tus datos NO aparecerán en ningún documento o reporte oficial**.

Matricula

Tel. de casa y/o trabajo (incluyendo clave lada):

Celular (incluyendo clave lada):

Correo electrónico que utiliza con mayor frecuencia:

¿Trabaja actualmente? Sí   No

Lugar de trabajo:

¡Gracias por tu tiempo y cooperación!

Appendix B

<u>**Guía de entrevista**</u>

Introducción:

Agradecimiento por participación.

Explicar brevemente sobre el proyecto.Pedir consentimiento para la grabación de la entrevista y ser utilizado en publicaciones sin dar a conocer la identidad de la persona. ¿pseudónimo?

Desarrollo:

a) ¿Por qué estudias inglés, aparte de que sea una materia obligatoria? ¿Hay alguna otra razón? (MOTIVACIÓN)

b) Cuál es tu opinión acerca de que Inglés sea una asignatura general obligatoria (que dificultades puede acarrear)?

c) ¿Consideras el inglés importante en tu vida como estudiante? ¿Por qué?

d) ¿Hasta ahora ha tenido algún impacto el estudio del inglés?

e) ¿Consideras el inglés importante en tu futura vida profesional? ¿Por qué?

f) Platícame un poco acerca de tu experiencia de aprendizaje del inglés en la UQROO desde tu ingreso.

g) ¿Cómo aprendes el inglés? (Cuáles técnicas has usado; cuáles te funcionan y cuáles no?)
   - ¿Qué consideras podrías hacer para mejorar tu inglés?

h) ¿Qué opinas sobre tus clases de inglés?
   - ¿Sugerencias para mejorar el aprendizaje?

i) ¿Has tomado clases de inglés fuera de la UQROO?
   - ¿Dónde? ¿Por cuánto tiempo?
   - ¿Cuál ha sido tu experiencia?

Conclusión

¿Hay algo que quieras agregar que no hemos abordado en esta plática?

Agradecimiento por su participación

Appendix C

Transcripts

Pseudónimo: (Charles) Entrevistadores: JLB- Mtro. José Luis Borges R-Mtro: Roberto Acosta

0001 Prof	¿Ya está?	
0002 JLB 0003 0004 0005 0006 0007 0008 0009 0010 0011 0012 0013 0014 0015	Ok, entonces, pues, bienvenido, buenas tardes, agradecerte tu participación y que nos hayas, este, dado un poco de tu tiempo. Y, brevemente estamos haciendo esta investigación del área de idiomas y el área de ingenierías para saber si la medida de la implementación del inglés como asignaturas generales, pues qué impacto ha tenido en, ahorita en, 7 años que se tomó esa, esa medida. Hemos hecho ya un análisis de tipo cuantitativo, es decir, de números, eh, y quisiéramos ahorita hacer más cuestiones cualitativas. Para esto te, te pedimos que vinieras a esta entrevista, en la cual, pues este, va a ser usada la información con puros fines de investigación, e inclusive tú, todos los entrevistados les cambiamos el nombre, ¿no? les ponemos un seudónimo ahí, para,	
0016 C	No hay problema, luego dice el verdadero	
0017 JLB 0018 0019	Ah, perfecto, gracias. Entonces, bueno, vamos a empezar, este, no sé si quieras tu empezar, y yo después, termino, o?	
0020 JLB 0021	Ah, sí sí claro, voy a empezar, ¿cuál nombre te gustaría que manejáramos?	
0022 C	Está bien Carlos	
0023 JLB 0024 0025 0026	¿███? Muy bien. Eh, ███, amm, una pregunta quisiéramos hacerte es, ¿por qué estudias inglés, aparte de que es una materia obligatoria, ¿qué es lo que te motiva a estudiar? ¿Hay alguna otra razón?	
0027 C 0028 0029 0030 0031 0032 0033 0034 0035 0036 0037 0038 0039 0040 0041 0042 0043 0044 0045 0046	Sí, en el ámbito profesional, bueno, al menos, cuando yo traba…, en la práctica, yo tuve un pequeño problemita, eh, mi rama por ejemplo es rama de derecho, 'tonces' una ocasión, tenía que dar una asesoría a unas personas que venían de fuera, extranjeros, 'tonces' teníamos que solicitar a una persona calificada en el, en idiomas que venga a hacer el intérprete, ¿no?, el español al inglés y viceversa. Entonces a raíz de eso, eh, me causó un poco de, pues el entusiasmo, la iniciativa, no sé, el deseo, más bien el deseo de, de, estudiar inglés, ¿no? 'tonces', eh, obviamente si hubo sus problemitas dentro lo que es la carrera, porque dentro de la carrera pues uno se dedica de lleno a estudiar a estudiar a estudiar y el inglés prácticamente lo dejamos, como a lo último y no le dedicamos el cien por ciento del inglés, vaya, no nos especializamos en el inglés, nos especializamos en una carrera, ¿no?. Digo, me molesto* porque pues me vi afectado en, en en varias como dos veces creo que llevé el el el el una vez más el básico y una vez más el pre-	Motivación

Falta de tiempo para dedicación al estudio del idioma |

0047 0048 0049 0050	intermedio, este, pero bueno, por falta de tiempo ¿no? Y dedicación, pero de que es importante el inglés, es importante ¿no? Y te digo porque en el ámbito del profesional se necesita, ¿no?	Importancia del inglés en lo profesional
0051R 0052 0053 0054	Y, ¿cuál es tu opinión acerca del inglés, eh, que el inglés sea una asignatura general obligatoria?, ya ves que, ¿cual, qué, qué crees que pueda acarrear esto, que se incluya como materia obligatoria en los programas?	
0055 C	Bueno, eh, lo que pude yo observar, eh, dejamos, o sea	

0056 0057 0058 0059 0060 0061 0062 0063 0064	Como te vuelvo a repetir en relación a la primera pregunta, dejamos el inglés como, o sea como está dentro de la currícula, ahora, realmente el alumno lo ve como una obligación, el estudiar, ya no es que te nazca estudiar inglés sino que prácticamente es un requisito, y ahora sí que es como una obligación para poder eh, continuar, para poder titularte, para poder egresar, para poder, vaya, terminar, ¿no? Entonces, este, en realidad esos son	Inglés obligatorio para obtener titulación
0065 0066 0067 0068 0069 0070	los problemas que yo le veo, de que sí está bien el inglés pero no meterlo dentro de lo que viene siendo la currícula, o sea que sea parte de una asignatura más dentro de la carrera, bueno, te estoy hablando en relación a lo que es mi carrera, ¿no? o sea, en lo personal por ejemplo, a mí me	Inglés opcional
0071 0072 0073 0074 0075 0076 0077 0078 0079 0080	afectó, me afectó porque por una ocasión me saturé en mis materias, me inscribí y reprobé la car- la materia de inglés. La reprobé porque tuve un diplomado, y se me complicó y por el trabajo, la escuela y demás, que a veces son, a veces pudiéramos decir que son excusas que uno pone, ¿no? Pero en realidad no fue así en realidad fue de que reprobé la materia y fue algo que no me permitió obtener mi titulación por promedio.	Afectó para no obtener titulación por promedio/
0081 0082 0083 0084 0085 0086 0087 0088	Entonces yo tuve promedio, no incurrí en ninguna reprobación en mi carrera, pero si meten la carrera del inglés, perdón, la asignatura del inglés como parte de la currícula, va a afectar no solamente a uno de una, de una eh, que sea la carrera sino a varias carreras, ¿no? Hay seguridad pública, hay economía y finanzas, hay sistemas comerciales, hay infinidad de carreras, ¿no? Entonces si las	Impacto negativo
0089 0090 0091 0092 0093JLB	personas se dedican a enfocarse a sus carreras y tienen encima al inglés, entonces como que sí, o sea, atrae problemas ¿no? Atrae consigo problemas, bueno en mi caso, en lo personal me ocasionó eso.	Enfocarse en la carrera aparte el ingles
0094 0095	Ah ok. Más que nada que te impactó en reprobación.	

0096 0097 0098 0099 0100 0101 C 0102 0103 0104 JLB 0105 0106 C 0107 JLB 0108 C 0109 0110 0111 0112 0113 0114JLB 0115	En reprobación. En reprobar y me impactó en que no me pude yo titular por promedio. O sea, o en su defecto bueno mi aspiración era elaborar una tesis elaborarla bien y aspirar a la mención honorífica, por ejemplo, ¿no? Y este, y en este caso no, o sea, se enfoca uno ya tomas entonces la tesis por un lado, tomas la titulación por promedio la dejas a otro lado y ya te enfocas a una maestría a lo mejor ya sea solo para salir o egresar o el EGEL que es una examen general de egreso o una monografía, ahora sí que algo más rapidito, ¿no? Pero no se trata de eso, yo creo que hay que buscar mecanismos a mi criterio ver y apoyar al alumno, o que sea una asignatura pero que no repercuta para titularte y tener el promedio porque en realidad lo que se te califica son tus conocimientos en la carrera, ¿no? No tanto en el inglés a lo mejor y sí como asignatura, pero no que, que reprobar inglés no te, no te quite ese, que será, esa oportunidad de poder titularte por promedio, ¿no? Ah ok. Y, ¿consideras el inglés, entonces, importante en tu vida como estudiante?	Obstáculo para modalidad de titulación Inglés como materia opcional

0116 C 0117 0118 0119 0120JLB 0121 0122 C 0123JLB 0124C 0125 0126 0127 0128 0129 0130 0131 0132 0133JLB 0134 0135C 0136 0137JLB 0138 0139 0140C 0141 0142	Importante es, o sea, como asignatura es importante el inglés. En el ámbito personal, educativo, laboral, es muy importante, educativo también es importante. ¿Y hasta ahora ha tenido algún impacto el estudio de inglés para ti? ¿Ha tenido algún impacto? Sí Digamos, ¿qué tipo de impacto ha tenido? Benéfico, o sea, me ha beneficiado, ¿no? El saber inglés al menos entablar una, una conversación, entender al menos un diálogo, o algunos diálogos en una película en inglés. O sea, eso ayuda, ¿sí? O sea, escuchar a algunas persona que están conversando y al menos tú tienes la idea de qué es lo que están conversando ése es el impacto que, que uno adquiere no, cuando, cuando se involucra en lo que viene siendo el inglés. ¿El que puedas comprender una conversación te motiva a seguir aprendiendo? De hecho sí, si si si, claro, por supuesto Ok, y, en la parte profesional, nos comentaste, ¿verdad?, que debido a que es derecho, te, te te ayuda, ¿lo consideras importante, no? ha tenido un impacto. Sí, importante, importante porque bueno en el caso por ejemplo de derecho en la, en la notaría pública, si llegan personas extranjeras	Importancia en diferentes ámbitos Inglés como medio de comunicación Para entender las conversaciones Motivación

0143	generalmente hacen fideicomisos, por ejemplo. Porque no pueden adquirir propiedades pero sí a través de fideicomisos, pero hay que explicarles, por ejemplo a lo mejor y ==especializarse porque no==	
0144		
0145		
0146		
0147	==es lo mismo un inglés de la escuela que un inglés==	ESP
0148	==especializado en términos jurídicos==, por decirlo,	
0149	¿no? Entonces al o mejor y sí una especialización	
0150	o sea es importantísimo, en cualquier ámbito,	
0151	¿no? ==Entonces en el ámbito de derecho es==	
0152	==importante, porque pues así digamos, puedes==	
0153	==ofrecer un servicio plus, algo adicional, ¿no? O==	Utilidad en vida laboral
0154	==sea tus conocimientos en derecho pero también y==	
0155	==cobrar un poquito más, a lo mejor, porque lo estás==	
0156	==dando, estás dando una asesoría en inglés.==	
0157	Exactamente, am, ahora voy a ceder la palabra.	
0158JLB	Ahora pasaríamos un poco a la parte de, tu	
0159	experiencia propiamente en los, en la universidad,	
0160	eh, ¿Cómo fue tu experiencia del aprendizaje, del	
0161	inglés, de obviamente los 4 niveles obligatorios en	
0162	la UQROO desde tu ingreso hasta que lo	
0163	concluiste el AG-154, inglés intermedio?, ¿Cómo	
0164	consideras que fue tu experiencia?	
0165	Fue, bueno, pues estudiar inglés es bueno, ¿no? O	
0166C	sea, la experiencia que tuve pues es que tenía que	
0167	llevar la materia, y la experiencia en el aula pues	
0167	era importante, lo que más puedo yo decirles en	
0168	cuanto a eso, es de que ==el inglés es una asignatura==	
0169	==que hay que llevarla de principio a fin. Y el==	
0170	==tiempo que le dedican al inglés, por ejemplo, es==	Falta de tiempo para enseñanza
0171	==muy muy corto. O sea a veces sentía de que iban==	
0172	==rápido por querer abarcar el, el, ¿cómo se llama?==	
0173	==El temario. Y a veces no se lograba concluir==	
0174		

0175	==digamos la última unidad. Entonces esas son las==	
0176	==experiencias que yo tuve, y en lo personal, si yo==	
0177	==faltaba un día de inglés, era como perderme un==	Tiempo dedicado insuficiente
0178	==mes, ¿no? En el inglés o sea se le perdía el hilo no,==	
0179	==entonces es como volver a retomar y empezar, y,==	
0180	==eso es en lo personal.==	
0181R	Y ¿Cómo eran tus estrategias de aprendizaje en el	
0182	idioma?	
0183C	==Preguntarle al maestro, acercarme y preguntar al==	
0184	==maestro, preguntar a los alumnos, agarrar el CD,==	
0185	==por ejemplo, hay libros que traen el CD, en la, en==	Estrategias de aprendizaje
0186	==la oficina en los ratos de, de, de ocio y entrar un==	
0187	==ratito en el CD==	
0188 R	eso sería lo que más te funcionaba entonces	

0189C	En el auto	
0190	Esa técnica	
0191	Así es	
0192R	Este, y ahorita que hablabas de, bueno, vas, te	
0193	motivó para seguir estudiando, eh, ¿qué	
0194	consideras que podría hacer para mejorar tu	
0195	inglés, seguir estudiando aquí en la universidad?	
0196	¿Por fuera? ¿Por tu cuenta?	
0197C	En la universidad, o sea, ah, o sea se ve	
0198	definitivamente ==la calidad de la enseñanza, es,==	
0199	==este, elevada, ¿no? Se ve. Pero vuelvo a repetir de==	Calidad de la enseñanza del
0200	==que es como, dedicarle un cien por ciento al inglés==	inglés en la UQROO
0201 C	==¿no? Sí, sí me gustaría, me gustaría seguir==	
0202Prof	==estudiando, inglés.==	
0203	Y con base en tu experiencia, si te pidiéramos,	
0204R	"oye, ¿qué sugieres para mejorar del punto de	
0205	vista del profesor, la enseñanza del inglés?", ¿tú	
0206	que opinarías?	
0207C	Como, no entendí	
0208R	Desde el punto de vista del profesor, o sea, ¿qué	
0209	nos dirías? ¿Está bien como enseñan? O ¿sugieres	
0210	algunas cosas desde tu punto de vista?	
0211C	Bueno es que cada, como dice el dicho ese ¿no?	
0212	Cada maestrito con su librito, todos los maestros	
0213	tiene ==sus técnicas, todos, todos, tienen forma==	
0214	==diferentes de enseñar, y todas la técnicas que yo vi==	
0215	==en lo que yo estuve estudiando, o sea todas las==	
0216	==técnicas son, son excelentes, ¿no? Entonces yo,==	Diferentes técnicas de
0217	==pero también que es lo que pudiera yo decir a lo==	enseñanza/
0218	==mejor y que ayudaría a lo mejor y y , involucrarse==	Incluir círculos de conversación
0219	==más con los alumnos, por ejemplo hay maestros==	en el aula
0220	==que no les gusta eso de lo de los círculos de==	
0221	==conversación, y hay otros que sí les gusta lo de los==	
0222	==círculos de conversación. Entonces a mi criterio y==	
0223	==a mi punto de vista es, es hacer lo que una maestra==	
0224	==hacía el hacer los círculos de conversación en el==	
0225	==aula.== Porque uno viene aquí y pues agarra lo más	
0226	fácil, ¿no? O o un nivel menor o no sé qué hace	
0227	pero no agarra lo que realmente está viendo en el	
0228	en el aula. Tonces el hacer la , los círculos de	
0229	conversación en el aula por ejemplo el de todo el	
0230	horario, los horarios de la semana a lo mejor	
0231	agarrar una última hora del fin de semana y	
0232	dedicarlo a una, a un este círculo de conversación	
0233	en el, en el salón. Una práctica.	
0234		
0235R	Oye y ¿has tomado clases de inglés fuera de la	
0236	UQROO?	

0237 C	No	
0238R	¿No?	
0239 C	No	
0240	Siempre ha sido aquí en	
0241	Solo en la universidad	
0242R	En la universidad. Bueno, pues no se, si, José Luis, ¿tengas algún otro comentario, una pregunta?	
0243		
0244JLB	Eem, bueno em, ▮▮▮▮▮▮, en el caso de am, bueno esta plática hemos tenido, hemos comprendido que tú la consideras importante, sobre todo el área que trabajas. ¿Hay algo que quisiera agregar, que no hemos, eh, abordado en esta plática?	
0245		
0246		
0247		
0248		
0249		
0250C	No, abordaron todo	
0251JLB	Quizá alguna recomendación	
0252C	Ninguna	
0253JLB	¿No?	
0254C	Bueno la recomendación nuevamente esa, ¿no? En cuanto a la asignatura, que sí que es bueno que sea una asignatura porque de una u otra forma creo que debemos de tener el inglés como, como un segundo este, idioma ¿no? aparte del nuestro, ¿no? ==Este, bueno y hay otros que están, ya están fuertes y también tenemos que involucrarnos. Pero, este, no, no hablando en el, en en en estrictamente de que sea un requisito para poder por ejemplo titularte, o a lo mejor y sí para poder titularte, pero que no repercuta directamente a lo que es el perfil de la carrera.== Si, para que el haber incurrido yo en una reprobación en el inglés, que repito, el inglés es muy bonito pero yo creo que hay que dedicarle el cien por ciento, pero a lo mejor y ese, ese semestre pues me fue mal o reprobé el inglés, entonces que me permita a mí que reprobar inglés bueno pueda retomar el inglés, curse el inglés pero que no repercuta en obtener la la el promedio en lo que yo estoy estudiando, en lo que me fascina, lo que amo, que es mi carrera, ¿sí? En de lo que me voy a desempeñar afuera, ¿sí? Y yo pueda titularme por promedio, o en su defecto hacer una tesis y que me den la mención honorífica, ¿no? Es lo único, pero de ahí en fuera el inglés es, debería de continuar, ¿no? O sea, a mi criterio.	No repercuta para titularte o al perfil de la carrera
0255		
0256		
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0276		
0277		
0278		
0279		
0280		
0300		
0301JLB	Muy bien, eh, en este caso, eh, en tu caso, ¿ya eres egresado?	
0302		
0303C	Estudié apenas en Mayo, terminé el último nivel, y, presenté en Abril, en, en Marzo presenté el EGEL, lo pasé y ya tiene como quince días que me titulé, pero por EGEL. Yo aspiraba a titularme por	
0304		
0305		
0306		

0307 0308 0309 0310 0311 0312 0313 0314 0315	promedio o sea mi promedio fue noventa y cuatro en la carrera. Y en la primera carrera fue nueve diecisiete y lo mismo me pasó. Y es que el inglés no estaba como asignatura. Era un nivel este, introductorio. Ahí fue por una materia, perdón, no nada que ver el inglés. Y esta, esta esta ocasión digo ah voy a esforzarme y todo y entro y veo que ya está como asignatura y fue el problema que se presentó, ¿no? Pero bueno	

Entrevistador: Dra. Caridad Macola (Cari) Pseudónimo: Angie

0001 Cari 0002 0003 Ang 0004Cari 0005 0006 0007 0008 0009 0010 0011 0012	Ok, bueno, empezamos esto con... lamm… la entrevista a ▇▇▇▇▇▇▇▇▇▇ ▇▇▇▇▇▇ cuyo pseudónimo es Angie...bueno,(es este, es este), ah ok, ah ok, entonces esto primero que todo te agradecemos muchísimo que hayas venido y que te hayas tomado el trabajo de venir a hacer esto… hoy. El proyecto es, este… sobre todo lo que nosotros queremos saber cómo mejorar las asignaturas generales , en las de inglés, por supuesto..bueno..Y…¿porque estudias inglés?, aparte de que es una materia obligatoria, porque crees que…	
0013Ang 0014 0015 0016 0017 0018 0019 0020 0021	Porque por ejemplo ahorita en la licenciatura que estoy estudiando pues mayormente ==la mejor información, por decirlo así, está en ingles== ya que todavía no ha sido traducida a lo que es el español entonces es importante que NOSOTROS que estamos estudiando una licenciatura y que hacemos temas de investigación entonces... ==Sepamos varios idiomas no solamente el inglés== ya que eso hace ==más fácil lo que es la búsqueda de información y el aprender nuevas cosas==.	Utilidad Variedad de idiomas Facilitador
0022Cari	Y tú estás motivada para aprender inglés…	
0023 Ang 0024 0025 0026 0027 0028 0029 0030	Si…,ss pues hay veces que por lo menos, mmm, el tiempo==, el tiempo es así como que lo que se nos hace difícil==, no?, se me hace difícil por, el tener que entrar a las materias de inglés y luego, por ejemplo, si estoy aprendiendo otro idioma u otra gramática entonces así como que, se dificulta un poco y necesitamos más, ==para aprender inglés necesitamos la práctica y el estar constantemente estudiando== .	Tiempo entre otras materias Práctica del idioma
0031 Cari	Y... ¿y que otro idioma estas aprendiendo?	
0032 Ang 0033 0034 0035	Bueno, el semestre pasado emm.. Era más que nada es gramáticas, es latín y pues yo me estoy enfocando más a lo que es el español y, la gramática, sintaxis todo eso	
0036 Cari 0037	Muy bien , muy bien, muy bien sí.. esto, bueno y, y…cuál es tu opinión del hecho de que, bueno, esto… en que	

0038	semestre estas?	
0039 Ang	Yo ahorita estoy en cuarto, (voy a pasar a quinto)	
0040	Ah en cuarto, bueno entonces no, no sabes que, esto,	
0041	anteriormente, antes de que tu entraras las asignaturas de,	
0042	de inglés no eran obligatorias, entonces esto, se pasaron	
0043 Cari	hace unos cuanto semestres, se pasaron a ser obligatorias,	
0044	¿cuál es tu opinión en cuanto a eso, de que las asignaturas	
0045 Ang	estas de inglés sean obligatorias?	
0046	Puues en mi caso no resulto así, digamos como que, de	
0047	que te bloquee no? porque muchas veces en que	Atraso
0048 Cari	repruebas el inglés , pues <mark>te vas atrasando</mark>	
0049	Mmm aja	
0050	Pero pues en mi caso no porque yo fui así, conforme al	
0051	nivel así de inglés dependiendo de mis semestres,	
0052	entonces para mí no fue algo así como que me afectara	
0053	entonces a mí me parece que es, <mark>es bueno porque te</mark>	Beneficios al aprender ingles
0054	<mark>ayuda</mark>, no? Aparte de <mark>aprender un nuevo idioma y te hace esforzarte para aprender</mark>	Motivacional

0055 Cari	Mm aja, y ¿consideras el inglés importante?, ya	
0056	dijiste que lo considerabas importante	
0057 Ang	Mmhm	
0059 Cari	En tu vida de estudiante porque hay muchas,	
0060	ammm, hay mucha eh hay mucha información en	
0061	inglés y, ¿ por alguna otra razón?	
0062 Ang	<mark>En lo laboral</mark>	Importancia en su futuro laboral
0063 Cari	Aja	
0064 Ang	Esten, ahorita pues es un <mark>idioma se podría decir</mark>	
0065	<mark>universal</mark> tanto como el español y ahora el	Idioma útil
0066	mandarín, no? También entonces yo digo que es	
0067	importante porque cuando muestras tu currículo	
0068	ahora ya es por decir obligatorio el que sepas el	
0069	inglés y que tengas este… más del 80% no? De,	
0070	de inglés, entonces yo siento que es…	
0071 Cari	Entonces en tu vida laboral, tú te ves trabajando	
0072	¿cómo…?	
0073 Ang	Yo me veo trabajando como <mark>maestra de español</mark>	
0074	<mark>pero también esten, en otros países</mark>, entonces es	Inglés para trabajar en otro país
0075	necesario que aprenda también el inglés.	
0076 Cari	Y por supuesto los maestros siempre son	
0077	investigadores.	
0078 Ang	Aja, aparte	
0079 Cari	Mmhhm, hmmhmm	
0080	Y? , necesitan, (risa)	
0081 Ang	Necesitan, esten, investigar en libros (risa) y es	
0082	allí donde…	
0083 Cari	Hasta ahora ¿has tenido amm, algún (eeh uh)	
0084	impacto el estudio del inglés? Es decir, tú, el	
0085	hecho de que tú ya estás ¿en qué semestre?	
0086 Ang	En cuarto	

0087Cari	En cuarto eh , y el de inglés? En que…?	
0088Ang	También ya termine	
0089Cari	Ok, entonces (.) mmm, ¿como tú ves los	
0090	resultados que has tenido?	
0091Ang	Puuees ehh, me ha tocado emm, de las personas	
0092	que me han enseñado, pues, lle.., en algunos	
0093	casos siento que, como me he metido en salones	
0094	que son de lengua inglesa, entonces hay veces en	Difícil en salones de L.I/
0095	las que si se me ==dificultaba mucho==, por ejemplo	características del grupo
0096	en, en el básico, que es como que más, el que te	
0097	lleva no? A todos los demás, entonces en ese sí,	
0098	pero mayormente fue mi culpa también de que, de	
0099	que no pudiera aprenderlo así totalmente esas	
0100	partes y que si me fuera como que un poquito mal	
0101	ahí, por ejemplo, ==no le daba el tiempo suficiente.==	
0102	==A pesar de que por ejemplo, emm, el maestro o la==	
0103	==maestra que me enseñaba pues era muy bueno, de==	Calidad maestros uqroo/
0104	==hecho me== la recomendaron y por eso fue que entre	administración de tiempo
0105Cari	Mmm	
0106Ang	Pero así, fue mi culpa como le mencione hace un	
0107	momento, de que ==no le puse toodo el tiempo para,==	
0108	==para poder aprender== y ya todo lo demás se me	
0109	hizo así como que, un poquito más difícil porque	Administración de tiempo
0110	no llevaba así mucho conocimiento, se podría	
1111	decir, pero pues ya con el tiempo en que me puse	
0112	a estudiar y aparte los maestros que me siguieron	
0113	tocando entonces	
0114		

0115	Siento que, que sí, pues he aprendido así un poco.	
0116Cari	Y… y, y ese, ese impacto es negativo que te ha	
0117	pasado ¿y el impacto positivo?	
0118Ang	Que… por ejemplo, la universidad es ==una==	
0119	==universidad que tiene mucho, mucha gente ¿no?==	Ingles comunicativo
0120	==De otros países, entonces, el aprender , por==	
0121	==ejemplo el inglés, me ayudo a, a hacer nuevos==	
0122	==amigos…== en el caso de que mi hermana es eh	
0123	,maestra de lengua inglesa, licenciada en lengua	
0124	inglesa, entonces me ayudo a que pudiera pla-a-	
0125	==hablar con ella, praticar, y también eso de que==	
0126	==tenemos familia que está en estados unidos==	Inglés -medio de comunicación
0127	==entonces fue una manera también de poder==	
0128	==comunicarnos== porque hay algunos que no hablan	
0129	así como que al 100% el español entonces eso	
0130	sería…	
0131Cari	Muy bien, muy bien, esto, entonces en tu futura	
0132	vida profesional, tú lo ves como…?	
0133Ang	==Como un parte aguas a mi crecimiento en lo==	Crecimiento laboral
0134	==laboral.==	
0135Cari	Hmm, hhmm, entonces, esto, lo de tu experiencia	

0136 0137 0138Ang 0139Cari 0140 0141Ang 0142Cari 0143Ang 0144 0145 0146 0147 0148 0149 0150 0151 0152Cari 0153Ang 0154 0155 0156Cari 0157Ang 0158 0159 0160 0161 0162 0163Cari 0164Ang 0165 0166 0167 0168 0169 0170 0171 0172 0173Cari 0174 0175Ang 0176Cari	de aprendizaje del inglés me dijiste que en el, en el… Básico En el básico tuviste que, ¿y qué paso anteriormente? ¿En el intro? El intro, a ver… En el intro si me fue muy bien, aparte porque me toco con mi grupo de la carrera esta, entonces siento que, como que la maestra así como que sabía ¿no? De que estábamos iniciando, era muy didáctica, es lo que me gusta de las clases, de los maestros, de que son muy didácticos, como es un idioma pues lo tenemos que aprender, siento que es la mejor manera en la que nos pudieron haber enseñado. Aja Entonces, me fue bien porque, nos hacía hacer muchos ejercicios de gramática entonces todo eso nos iba ayudando a, a poder aprender. ¿Y en pre-intermedio? En pre-intermedio… allí…en básico y en pre-intermedio casi como que, la verdad no me, no me gusto en la forma así como que, es que ya venía de intro pero por ejemplo de una forma dinámica y así y ya luego entre a esos dos y luego como que… Cambio Aja, también creo que porque en que entre a lengua inglesa, al área ¿no? Del salón de los de lengua inglesa pues como ellos ya sabían, más porque toman diferente clases, entonces como que yo me veía así como que más atrasada y SI también veía con mis demás compañeros que no éramos de la licenciatura de lengua inglesa como que nos atrasábamos, como que un poco más… Habían muchos alumnos de la licenciatura de lengua inglesa en el grupo Sí, sí, entonces es por eso… Mmm ¿Y ahora en el último? En, en intermedio.	Cursar con el mismo grupo de la carrera beneficia Calidad maestros UQROO Metodología/ calidad enseñanza UQROO Importancia practica de gramática Diferentes métodos de enseñanza de maestros Características de grupo/ diferencias en niveles

0177 0178 0179	<mark>más ejercicios a realizar,</mark> siento que esa es la mejor manera que podemos aprender, también en el caso de escuchar, que se nos pusieran muchos, estén…	Mas ejercicios para practicar ingles
0180Cari	Más	
0181Ang	Aja, más	
0182Ang	MAS, más, más ejercicios de escuchar	
0183Cari	Aja	
0184	De escuchar y más ejercicios de hacer	
0185Ang	Aja para que aprendamos la gramática	
0186Cari	¿Y qué más?	
0187Ang 0188	Mmm, también círculos de, del salón de clases, círculos de conversación y creo que eso seria..	
0189Cari 0190	En el mismo salón de clases, que haya espacio para, para tener conversaciones	
0191Ang 0192	Sí, porque, por ejemplo en los círculos de conversaciones, son de quince personas	
0193Cari	Aja	
0194Ang 0195 0196	Y hay así como que veces como que no, no te dan las ganas de participar o muchas veces nada más vas para…	
0197Cari	Para cumplir	
0198Ang 0199 0200 0201 0202 0203 0204	Para cumplir, aja, o también por el tiempo más que nada. Hay veces que, pues no tenemos el suficiente tiempo para ir, <mark>entonces creo que lo mejor sería que en la misma aula de clases en esas dos horas se diera como por lo menos diez minutos y así la maestra nos vaya escuchando y nos vaya corrigiendo</mark>	Speaking practice
0205Cari 0206	Mmhm , ¿y haz tomado clases de inglés fuera de la UQROO?	
0207Ang 0208 0209	Mmmm no, cursos aparte de las que daba mi escuela, mi propia escuela, en la prepa no, en la secundaria tome y en la preparatoria.	
0210 Bel 0211 0212	Mmhm, y… ¿Hay algo que quieras agregar? sobre esto que no hayamos abordado, que tú te sientas, siéntete libre de expresar todo lo que tu creas.	
0213Ang 0214 0215 0216 0217	Pues, a ver, podría ser que a <mark>la hora de de escoger, porque siento creo que escogen a los maestros de cada licenciatura entonces que , que escojan a los más didácticos (risa) para, para las licenciaturas aparte…</mark>	Asignación de Maestros
0218Cari	Si, si esto…	
0219	(tocan la puerta)	
0220 0221	Otra persona: Hola maestra, ¿está bien que le robe cinco minutos?…	
0222Cari 0223	Hola que , eehh…si, si	
	Otra persona: Si la espero…	
0224Cari 0225	Esto, aja, que sean, que sean los más didácticos	
0226Ang	Ooo, <mark>o que se les diga a los maestros que sean de eso de que hagan un poquito más de ejercicios:</mark>	Ejercicios orales

0227 0228	prácticos, orales, así, para que podamos aprender que sean más…	
0229Cari	Que sean, menos aburridos	
0230Ang	EXACTO (risas)	
0231Cari	¿Por qué son aburridas en este momento?	

0232Ang	No, no podría decir que todas ¿no? Porque…	
0233Cari	No, no, no, está bien…	
0234Ang 0235 0236 0237	Pero estem…Porque mayormente, como nosotros muchos así entran nada más porque es obligatorio, tenemos que entrar, tenemos que cumplir por lo menos con siete tenemos que pasar ¿no?	Ingles obligatorio
0238Cari	Mmhm	
0239Ang 0240 0241 0242	Aja y pues a veces de que solo se basan, por ejemplo del libro y solo están hable, hable y hable y así, Y hay muchos que no dejan así como que , en poquito tiempo nada mas de responder ¿no?	Teacher talking time / clase basadas en libro
0243Cari	Mmhm	
0244Ang 0245 0246	O nada más cuando te medio preguntan, unos así momentitos ya si contestas. Ah porque lo he visto (risas)	
0247Cari	Si, si claro	
0248Ang 0249 0250 0251 0252 0253	Siento que es por eso que se torna no se aburrido y pesado, más que nada es pesado, se torna ehh… aprender inglés. Muchas veces por eso solo se entra para, para poder cruzar la materia ¿no? Pero a medias…	Métodos d enseñanza considerados aburridos/ solo cursado para pasar la materia
0254Cri 0255 0256 0257 0258 0259	Mmhm… ¿Y tú consideras que lo que has aprendido hasta ahora, que YA TERMINASTE, de hecho, ya terminaste, te es suficiente como para afrontar la, lo que habíamos dicho anteriormente de leer, de leer en inglés y de y de aprender más a partir del idioma?	
0260Ang 0261 0262 0263 0264 0265 0266 0267 0268	Pues el conocimiento que me enseño es muy bueno, los maestros también son muy buenos, pero siento que también es de nuestra parte ¿no? El aprender y el seguir estudiando, el seguir tomando cursos. Porque así como el español que se van agregando nuevas cosas, por ejemplo en la gramática, pasa también lo mismo en el inglés entonces siempre hay que está en constante, en no se aprendiendo constantemente, estar actualizado.	Trabajo por parte de alumnos y maestros/ aprendizaje continuo Actualización del ingles
0269Cari	Porque tu especialidad es Español de no Historia	
0270Ang	No, Español	
0271Cari	Mmhm	
0272Ang 0273 0274 0275	Si, pero cuando trabajemos de humanistas, pues salimos como humanistas, salimos siendo los tres porque se nos, hay materias para todos los maestros entonces es importante.	

0276Cari	Pero tú te ves dando clases de Español.
0277Ang	Si, yo me voy más al área de español
0278Cari	¿Dónde te gustaría dar clases de español?
0279Ang 0280 0300 0301	Puuess… yo soy de las de preparatoria e universidad, entonces me gustaría ir, pero obviamente más en universidad pero por lo pronto pues debemos que empezar con las preparatorias.
0302Cari	Bueno! , donde se pueda (risas)
0303Ang	Si, donde se pueda
0304Cari 0305	Bueno muchísimas gracias, ¿Tienes algo más que le quieras, este, agregar?
0306Ang	No, seria todo
0307Cari 0308	¿Seria todo? Muchísimas gracias por tu…a ver dónde es esta.