



**“ATTRIBUTIONS FOR SUCCESS AND
FAILURE TO COMPLETE THE ENGLISH AS
A FOREIGN LANGUAGE PROGRAM AT
ICESI UNIVERSITY”**

MASTER’S REPORT

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Master's report

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ABSTRACT

This study aims to provide an analysis of the casual attributions for success or failure in learning English as a foreign language, of a group of students who were in different courses of the language at Icesi University. This study carried out a statistical analysis of the number of levels of English subjects had passed based on their attributions for their success and failure. The purpose of the researcher was to determine those specific attributions and their influence in the fact of passing or failing the eight levels of English. Results revealed some significant differences between the two groups regarding their attributions to success or failure. Learners, who were more successful in passing the different English levels, used learning strategies which were goal-oriented and they believed they had the ability to learn the language. On the other hand, the group that was less successful attributed it to external factors, the teacher, the methodology, the class environment and finally luck.

Key words: English as a foreign language (EFL), language learning attributions, success in language learning, failure in language learning.

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I. INTRODUCTION

Differences between student's abilities to learn English is one of the Foreign Language Department's at Icesi University main concerns. The first reason to work on this topic is the fact that through different experiences in our practice, there have been identified a lot of situations in which students, who come to class, pay attention and do their homework assignments, cannot learn as much and as others do. Therefore, they are almost ending their undergraduate programs and haven't been able to pass the eight levels of English which are a requirement at the University to achieve a professional degree.

Recently there was a research carried out by the chair of the Foreign Language Department at Icesi University, where the factors that make difficult to learn English as a foreign language in students with a low academic performance were analyzed (Diaz, 2014). This research considered issues such as motivation, anxiety, learning styles and strategies. Important authors in the field of teaching English as a foreign language mention different factors that influence the learning process, motivation appears to be important and frequent. The reason is that most learners go to class and do their assignments, but they just want to get them over with, they do not really reflect on what they are doing, even though the foreign language is a requirement in their programs, most of them lack of interest in the content (Al Rifai, 2010).

Dörnyei in 1990 also explained that when learning a foreign language, learners do not only learn to understand it better or to accomplish a task but they also do it for instrumental reasons, for instance a career promotion. Integrative reasons (to understand and take part of specific culture where the language is spoken) are also considered for this author, he explains that it plays an important role when learning a foreign language (Al Rifai, 2010).

Lambert in 1963 developed a social psychological model in which he emphasized cognitive factors such as language aptitude, intelligence and affective factors such as attitude and motivation to play main roles in learning a foreign language. Gardner (1985) also established that learning a foreign language involves two types of tasks, the cognitive and the emotional tasks. He also explained that learners with high levels of the requisite abilities will learn faster than those with lower abilities.

Therefore the fact of identifying and analyzing the causes learners have for their success or failure when learning a language are very important. This research will study how the different attributions are perceived by learners and how they become obstacles or favorable factors for those students. In other words, those attributions that they give to their success or failure taking then English levels in the program at Icesi University, those which are a requirement to achieve their professional degree, shows the importance of this research.

Important concepts to the field of FLL, such as foreign and second language learning, as well as their differences are initially presented. Then the attribution theory is explained and a brief look at its influence in the academic context is given. Subsequently, factors that play remarkable roles in this process according the attribution theory are described. Some of these are teacher's influence, luck, classroom environment and family influence. Furthermore students' attributions, which lead them to fail or success in their English courses will be identified and analyzed.

Also previous studies in this field are presented to provide some theoretical support. Findings, analysis and recommendations from data are finally be presented.

II. THEORETICAL FRAMEWORK

1. Context

1.1 Institution Characterization

Icesi University is a private institution with great experience in the education field. It is well known for its high academic standards, as well as for the variety of undergraduate and graduate programs it offers. Icesi began as a business school. However, it has changed in the last few years when other majors have become part of their programs; some of them are those in Social Science, Natural Science and Medicine (Galindo & Suarez, 2011).

One of the most remarkable changes is seen in the scholarships the institution offers to students from low social-economic backgrounds. This has opened a new door, a new reality, which main characteristic is a large diversity of students, as well as different weaknesses and strengths in the learning process. Also in the last couple of years an important objective that the institution has established is to include the English language as part of the central curriculum. This is why this research becomes important to the institution, the Foreign Language department at Icesi University, the English teachers and mostly to those students, who need to solve problems, become leaders and have communicative abilities in English as well as in Spanish, which are some of the main issues in the mission of the institution.

1.2. Students characterization.

Icesi University has an English program of eight levels. The program starts in A1 and goes up until B2 according to the Common European Framework for Language (CEFRL). This program has recently been identified by the Ministry of Education as the one offering more added-value to students, who go at least two levels up in the CEFRL's scale. This is evidence of its high quality. Students need to demonstrate that they are at a B2 level, or if they aren't at this level, they need to take and pass the courses in order to achieve a professional degree. The subjects of this research are students who are currently enrolled in the last semesters of their academic programs, eighth, ninth, tenth semester and above and have not passed all the eight levels. These students come from different institutions where they studied and finished high school,

public and private ones all around the city as well as from different socio economical strata.

2. Foreign and Second language differences

In many cases people have had the experience of learning a foreign or a second language in high schools or college. This experience may be positive or negative; and some learners may not achieve the level of competence that they want to achieve, different factors can influence this process as it is explained later (ZhongganGao, 2001). Besides, it is necessary to understand how foreign and second language study forces learners to face new cultural practices in the commutation task (Williams & Burden, 1997). For those learners who have to deal with their own battle, there are different and frequent ways to fail in this process, therefore the attribution theory becomes a relevant research area in this specific field to determine success and failure (Dörnyei, 2001).

To understand better how this acquisition process occurs, it is necessary to start by establishing the difference between a second and a foreign language. A second language refers to a language which has social functions with the community where the language is learnt, good examples can be a lingua franca or a language of another social group. A foreign language can be described as the language learned from contact outside one's own community (Littlewood, 1984). It is not widely used as a medium of communication in government, media, etc. And finally that language is not used as a medium of instruction in schools. Therefore all these reasons explain why English is considered a foreign language in our particular context as well as in the Icesi university academic context (Richards, 1991). The aim of this research is to understand why people behave in the ways they do by finding explanations to those situations. Therefore main aspects involved as well as factors that influence this process will be explained.

2.1 Attribution Theory definition

Attribution is described as the process of assigning a cause to an event. "People search for explanations and reasons for failure and success to be able to observe events, and therefore, to be able to predict events and behaviors with similar characteristics" (Weiner, 2000).

2.2 Attribution Theory in Education Context.

Attribution theory explains the people's causal attributions, explanations or interpretation of their past failures and successes which affect motivation and planning for future actions (Dörnyei, 2001). It can be seen as an attempt to explore systematically and describe explanations of individuals for their success and failure in particular situations (Eggen & Kauchak, 1999). The attribution theory is mainly concerned with the degrees of perception and achievement and how that achievement was or was not attained. To understand this theory better, it is necessary to explain its main components:

1. Stability (does the cause change over the time)
2. Controllability (causes someone can control such as skills vs. causes someone cannot control such as luck, other's actions etc. (Mori, Gobel, Thepsiri & Pojanapunya, 2010)
3. Locus of causality refers to whether the cause is perceived as an internal or external one to the individual. For instance, efforts can be classified as internal, on the other hand task difficulty and luck can be classified as external ones. Controllability refers to the degree of control a person has over a cause; an example in this case can be the effect of luck as uncontrollable variable by an athlete. The stability dimension is concerned with whether a cause is fixed and stable or variable and stable over the time (Mori, Gobel, Thepsiri & Pojanapunya, 2010).

Table 1 shows how attributions of ability, effort, luck and task can be integrated in terms of dimension of locus, stability and control.

Table 1 Dimensional Classification Scheme for Causal Attributions

| Attributions | Dimension | | |
|-------------------|-----------|-----------|-----------------|
| | Locus | Stability | Controllability |
| Ability | Internal | Stable | Uncontrollable |
| Effort | Internal | Unstable | Controllable |
| Strategy | Internal | Unstable | Controllable |
| Interest | Internal | Unstable | Controllable |
| Task difficulty | External | Stable | Uncontrollable |
| Luck | External | Unstable | Uncontrollable |
| Family influence | External | Stable | Uncontrollable |
| Teacher influence | External | Stable | Uncontrollable |

Vispoel & Austin (1985; 377).

2.3 Factors involved in the learning process.

Based on the attribution theory, there are several factors that can explain success or failure in the process of learning a foreign language. Teacher's support, class environment, luck, family support and task difficulty appear as the most remarkable ones (Williams, Burden & Albaharna, 2001). Therefore the role they play as well as their implications in the learning process will be explained.

2.3.1 The teacher's influence

There have been several educational researches which have shown the significant power of the teacher's efficacy in teaching and learning situations. Teacher efficacy refers to the teacher's own competencies and abilities to teach and influence his or her own student behavior and achievement regardless obstacles. It can also be defined as "the teacher's ability of teaching a professional discipline to shape students' values, behavior as well as knowledge" (Ashton & Webb, 1986). A teacher's sense of efficacy can influence different types of student outcomes, for instance the student's own sense of self-efficacy as well as his academic achievement (Anderson, Greene, & Loewen, 1988). Therefore the teacher's influence appears as having a very important role in student's attribution to their success or failure in their own learning process.

2.3.2 Task Difficulty

Evidence has shown that in achievement situations the learners' task objective is to demonstrate their high ability and to avoid demonstrating a low one, or at least this is how it should be (Nicholls, 1984). That is the reason why learners should be provided with different opportunities to maximize their chances to demonstrate their high ability. However, when this does not occur, learners' logical response is to reject that task they perceive they won't be able to do well at, and select another one, if possible (Klinger, 1975). Therefore tasks should include a main characteristic; this is, to be most attractive at a level of an intermediate expectancy of success where learner's highest level of competence can be demonstrated.

Therefore, it is important to mention a model of task values, which has been developed in order to define tasks in terms of four different components. Attainment value, intrinsic value, extrinsic utility value and cost (Eccles, 1986). The attainment value

refers to the personal importance to do well in a specific task; the intrinsic value refers to that personal interest or that feeling of enjoyment when performing a specific task. The extrinsic utility is the one that determines how well a task serves to achieve the goals that the individual has established in order to please their parents or to be able to satisfy different social obligations. Cost is defined as an emotional and cognitive effort that is involved in a task (Eccles & Wigfields, 2002). Keeping all these aspects in mind will guarantee better tasks, those that are really meaningful and work as significant tools in the teaching and learning process.

2.3.3 Luck

Research on this topic has been developed recently in terms of what is called attribution research, this refers to the way people build up casual attribution for events, for instance, the reasons why people failed or succeed. Psychologists have studied those specific events that people attribute to luck as well as those feelings related to the attribution. Much of the work in this area can be traced back to the theoretical account of social perception provided by Heider (1958). Heider proposed that people tend to explain actions or events in terms of stable or enduring causes, rather than in terms of transitory or variable causes. Moreover, he made a distinction between internal (or personal) and external (or environmental) attributions. According to Heider (1958), luck should be seen as a variable, external cause of an event.

Thus, according to Heider, if ability or efforts are low, then success is more likely to be attributed to luck which is considered an environmental factor. This follows from the 'hydraulic' relationship he proposed between internal and external causes which suggests that the less an internal cause is perceived to be responsible, the greater an external cause is perceived to be the responsible one (and vice versa). A number of empirical studies have tested aspects of Heider's theory and found in its favor.

2.3.4 Learning Strategies

"Learning strategies refer to those actions, behaviors and techniques which are used by learners to enhance their own learning" (Oxford, 1990). Through all these styles, learners engage in the process of acquisition, storage of information in the working memory, retaining that piece of information in the long term memory, then recalling and using that information when the learning process has finally taken place (Oxford, 1990).

Therefore, the role of learning styles becomes evident in the learning process and that is also the reason why, over the last twenty years, several studies have been developed on this topic in the language learning field. It became important to understand the most efficient strategies that learners used when this specific learning process was taking place. For this study the Strategy Inventory for Language Learning (SILL) developed by Rebecca Oxford (1990) was specifically the one used.

According to Oxford (1990) the classification of learning strategies is divided into six different categories, these are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social ones.

Memory strategies have three main strategies, the first ones refer to the creation of mental linkages; the second ones refer to strategies in which images and sounds are linked together to be memorized easily; while the last ones, deals with adequate reviewing. Using all these strategies, learners place new words into a specific context, they can also use key words or semantic.

Cognitive strategies have also different categories; the first one presented is practice. Some of the activities developed by learners are repetition, using formulas or reorganizing information. The second one is about receiving and sending messages, such as getting an idea quickly. The next one is related to analyzing and reasoning. Some of the activities carried out are: transferring, analyzing expressions and reasoning deductively. The last set of strategies refers to the creation of structures for input and output. Some of the activities learners develop are: taking notes and summarizing.

Compensation strategies have two main subdivisions; guessing intelligently as well as overcoming limitations in speaking and writing activities in the target language.

Regarding metacognitive strategies, there can be established three different divisions; centering the learners' learning is the first one, developing activities such as linking previous information with the new one. The next strategies refer to learners planning their own strategies, activities such as setting goals and seeking for practicing opportunities in the target language are some of the ones mentioned. Finally, evaluating the learners own learning process are the next strategies mentioned; self-monitoring and self-evaluation can be developed as part of these strategies.

Affective strategies include the use of activities such as rewarding yourself, listening to your body and using a check list. Social strategies include cooperation with others,

developing cultural understanding of the target language and becoming aware of the way others think are some activities develop by learners (Oxford, 1990).

2.3.5 Motivation

Motivation is a very important factor in the language learning field; the reason is that it determines students' behavior in the school setting. Therefore it is a crucial element for students' learning process. Some authors establish that motivation should be considered as a key component of this process, one which can be understood better if one considers that it is intended to explain nothing less than the reasons for human behavior by energizing it and giving it direction (Dörnyei, 2001).

Motivation has different perspectives, several definitions can be found when trying to explain it. Gardner and Lambert (1959) emphasize how language attitude accounts for individual variability in students' achievements and they also explain motivation as characterized by a willingness to be like valued members of the language community (Gardner & Lambert 1959). Then in 2001 Gardner established two categories: integrative and instrumental motivation. The first one is mentioned by several scholars and researchers as one that plays an important role in second language acquisition. Integrative motivation is explained as the center of motivation to achieve psychological integration with the target culture. This can also be defined as a complex of attitudinal, goal - directed and motivational variables. In order to be able to achieve this level of development in a second language, identification with the second language community is also required. Besides, this concept establishes that second language acquisition refers to near-native like language skills, which implies effort, time and persistence (Dörnyei, 2014).

On the other hand, instrumental motivation refers to those reasons which are related to the advantages of learning a foreign language (in this case). That pragmatic value, which is a remarkable aspect of the language, is the one that allows someone to interact successfully in a culture (Gardner and MacIntyre, 1991).

Finally, when talking about a foreign language as a requirement subject of a curriculum (which is the specific situation at Icesi University), another motivation can be identified; it is called the requirement orientation (Ely, 1986). In a Foreign language setting, the situation is always repeated, most people do not have much contact with the target language community and another important aspect is that learners do not

have the need to use the foreign language in their daily lives. Therefore most learners use English only as knowledge required for taking test and not as an instrument for their professional development or to communicate (Yang, 2010).

3. Previous research in the field

In the field of education research, attribution theory was viewed as a tool to understand learner's interpretations of the degree of success in their performance (Dörnyei, 2003). The perception of success or failure was believed to be favorable for academic motivation. As Dörnyei (2001) explained "attribution lies at the very heart of motivation to learn". This means that the degree of success or failure learners perceive in their learning process will definitely affect their motivation.

There have been different attempts to try to explain and understand the casual attributions in the EFL classroom situations. In the United States, two important studies were carried out. The first one reported that motivation, a good teacher, ability, time and effort and a nice atmosphere are the most cited reasons for success; on the contrary poor study strategies, lack of time and effort, and atmosphere were reported as common failure explanations. (McQuillan, 2000). In the second research the environment and personal motivation were the reasons to explain success, while the teacher, the lack of effort and motivation were the significant ones to explain failure. In 2007, Gobel and Mori developed a research in an Asian context. The aim was to explore the perceived reasons for successes and failures in speaking and reading classes among Japanese university student in their first year. Their conclusions showed that learners who performed poorly attributed their performance to lack of ability; the result was a low expectancy for success, what in the end produces passive behaviors and low motivation to participate in learning activities.

This phenomenon is called a sense of "learned helplessness" through which the past failure of learners convinced them that trying to change their situation is useless, therefore they do not try at all. On the other hand, it was also observed that when an opposite situation, a pleasant or successful one occurs, learners were strongly motivated (Seligman, 1991).

There was another important research that went a step further; this study examined whether a four-pronged approach that included computer software, reading and vocabulary notebooks, as well as other activities simultaneously, would affect students

causal attributions for lack of success. However, in the end difference was not significant in this group of learners, regarding their success in their learning process (Hussein & Samad, 2005).

From another point of view, Mori, Gobel, Thepsiri, & Pojanapunya (2010) have conducted a longitudinal study with students from Thai and Japanese universities. The goal was to establish the attributions towards their failure and success in their learning process. Results showed similar attribution patterns in both groups. Therefore this study shows that this bias exists and that it should be taken into consideration in the development of language teaching methodology as well as in the learning environment (Mori, Gobel, Thepsiri, & Pojanapunya, 2010).

III. RESEARCH PROBLEM

1. Problem

The purpose of this study is to determine the casual attributions that a group of students enrolled in different major programs, give for their failure and/or success to complete the English as a foreign language program at Icesi University. Achievement in English courses is determined by numerous factors, among them motivation, interest and effort (Gardner, 1985). Research has shown that different casual attributions are significant predictors of failure in such courses (Heiner, 1958). In Latin America, there are only a few studies with heterogeneous results (Gregersen, Vera Pino & Espinoza Alvarado (2001). In the University, where this research project took place, the percentage of dropouts in English courses is close to 18%. This number indicates a serious problem because if students do not complete those courses they won't be able to graduate.

2. Research question

What are the causes, according to students' attributions, which they believe lead them to fail or success in their English language courses at Icesi University.

3. Objectives

3.1 General Objective

To establish the causal attributions students identify for their achievement when failing or succeeding in the English courses at Icesi University.

3.2 Specific Objectives

To identify the different causal attributions that may affect the English learning process.

To analyze the different causal attributions and their implications in the English learning process.

4. Hypothesis

Causal attributions affect the process of learning English as a foreign language. Students with more external, unstable and uncontrollable attributions may feel helpless when learning English, and therefore perform poorly.

IV. METHODOLOGY

This was a descriptive and non-experimental study; the data was gathered at Icesi University during an academic term. A survey was developed to collect information, this technique was used because it helped to limit the number of attributions in this specific group of students and therefore to have a clear focus for interpretation and generalization.

This particular survey wanted to establish the casual attributions that a group of students give for their failure or success to complete the English as a foreign language program at Icesi University.

Some of the learners were also invited to participate in personal interviews as a resource to collect qualitative data; the topics of these interviews were selected according to different attributions that learners gave to their failure or success in learning English. The information from these interviews was recorded and to be analyzed, a specific procedure was followed.

The interviews were transcribed. Specific comments regarding the different attributions found in the survey were categorized. These were organized and put all together, so that patterns could be observed. For each attribution, the comments made by the students were analyzed in the categories. Some relevant comments were included in the analysis section.

1. Participants.

This study was carried out with students who are enrolled in different semesters of their majors. 120 cases were studied, 61% were women and 31% were men, 70% were taking the first and fifth semester, and they were, in average, 18,5 years old (SD 2,4). Students were classified using two categories. The first group of students was considered to have higher levels of achievement. These students have passed four or more English courses at Icesi. The other group is made up by students who have passed three or less levels of English at Icesi. In order to establish these two groups in the survey, the media was used, because it is a central tendency measure, which divides a scores distribution in two exact halves (Kerlinger, 1984). Those students who have approved between one and three semesters of English were labeled as having "low level of performance" (N = 67; 56%) whereas those students who have approved more than four levels of English were labeled as having "high level of performance" (N =

53; 44%). The subjects were contacted by email. Also some English teachers, as well as the chair of the Foreign Language Department at Icesi, were asked to contact their students in order to come up with this population.

2. Instruments.

The survey included questions related to different categories, all of them based on Heider's attribution theory (Thepsiri and Pojanapunya, 2010). It was also designed based on a questionnaire used by Thepsiri and Pojanapunya in 2010, where it was studied a group of students' attributions for success and failure in English and whether or not these differed according to their proficiency level.

The survey used for this study had six parts.

Part I included students' personal information and informed consent.

Part II asked questions related to their attributions to success and failure. The questions addressed four main categories: motivation, teacher, class and family.

Part III included questions about the activities students take part in their classes of English. The questions referred to the four skills: reading comprehension, listening comprehension, oral production and written production.

Part IV asked about the strategies the students regularly use to learn a language. The questions considered the learning strategies proposed by Rebecca Oxford (1990).

Part V included questions about students' motivation to learn and the language and to complete the requirement of the eight levels to graduate.

Part VI had some extra space was provided, where subjects had the opportunity to explain any other casual attributions that they might consider important but were not included in any of the previous categories in the survey.

VI. RESULTS

6.1 Quantitative Data

The data collected from the attribution survey was analyzed quantitatively using SPSS (Statistical Package for Social Sciences) as well as qualitative data from personal interviews to a group of ten subjects. All the information was also analyzed considering Heiner's theory.

In order to analyze the learners' casual attributions for success, results show that those students who have passed up to three semesters are more motivated than those who have passed more than four. They perceive these as attributions which contribute to their success in some tasks (see table 2). Furthermore learners who have passed more than four levels of English attributes their success to their good abilities in English and they perceive people would respect them more if they know this language (see table 3 and 4).

Finally, this group of students, those who have passed more than four levels of English perceive that people would respect them more if they know English (see tables 3 and 4).

Table 2 Attributions to success

| Motivation | Low achievement | | High achievement | | t- test |
|--|-----------------|------|------------------|------|---------|
| | X | DT | X | DT | t |
| Motivado para aprender | 4,86 | 0,95 | 4,32 | 1,2 | 2,76** |
| Tenía buena habilidades para el idioma | 3,82 | 1,15 | 4,24 | 1,07 | -2,06* |

ns $p > 0,05$

* $p < 0,05$

** $p < 0,01$

*** $p < 0.001$

Table 3 Attributions to failure

| Motivation | 3 levels | | 4 levels | | t-test |
|---------------------------------------|----------|-----|----------|------|----------|
| | X | DT | X | DT | t |
| Poco interés en buenas calificaciones | 2,19 | 1,3 | 3,2 | 1,57 | -3,85*** |

ns $p > 0,05$

* $p < 0,05$

** $p < 0,01$

*** $p < 0.001$

The results also show that learners who have passed until three semesters plan more, they use their learning strategies when facing the topic related to task difficulty; subjects rated grades to plan activities before studying, which is one of the strategies that they use (see table 4). Besides, learners who have passed more than four semesters rated their own learning strategies in some specific task differently, to underline unknown words (-2,28), a higher score compare to the other group. To the strategies that correspond to reading and answering questions (-2,48*), reading activities in exams (-2,18), debates (-2,32*), writing summaries (-2,84*) and those for writing paragraphs (-2,14*). These strategies are lined with the task oriented approach, those that allow learners to solve problems that they might have to face; attributions are perceived by subjects as external and stable ones. Information can be seen in one of the following tables (6).

Table 4 Attributions to motivation

| Motivation | 3 levels | | 4 levels | | t-test |
|---|----------|------|----------|------|--------|
| | X | DT | X | DT | t |
| Creo que la gente me respetará más si sé inglés | 3,20 | 1,69 | 3,99 | 1,64 | -2,51* |

Table 5 Attributions to task difficulty

| Learning Strategies | 3 levels | | 4 levels | | t-test |
|---|----------|------|----------|------|--------|
| | X | DT | X | DT | t |
| Subrayo las palabras que no conozco | 3,70 | 1,49 | 4,33 | 1,54 | -2,28 |
| Antes de estudiar, hago un plan de cómo quiero hacerlo. | 3,11 | 1,41 | 2,50 | 1,42 | 2,33 |

Table 6 Attributions to task difficulty

| Learning Strategies | 3 levels | | 4 levels | | t-test |
|---|----------|------|----------|------|---------|
| | X | DT | X | DT | t |
| Leer y responder a preguntas de comprensión | 3,53 | 1,01 | 4,00 | 1,00 | -2,48* |
| Actividades de lectura en exámenes | 3,55 | 1,01 | 3,996 | 1,01 | -2,18* |
| Debates | 3,32 | 1,21 | 3,86 | 1,33 | -2,32* |
| Escribir resúmenes | 3,16 | 1,08 | 3,73 | 1,11 | -2,84** |
| Escribir párrafos | 3,41 | 1,07 | 3,84 | 1,11 | -2,14* |

For the attributions related to the family, evidence shows two main beliefs in the subjects, the first one corresponds to the group of learners who have passed until three semesters of English, their families believe that they can learn English when they finish their careers (-2,72). The other group shows that their families perceive that subjects cannot learn English at the university (-2,71); information comes from the table below (table 6).

Table 7 Attributions to the family

| Family | 3 levels | | 4 levels | | test-t |
|---|----------|------|----------|------|---------|
| | X | DT | X | DT | t |
| Puedes aprender inglés una vez culminada la carrera | 2,47 | 1,47 | 1,82 | 1,17 | -2,72** |
| En la universidad no se aprende inglés | 3,22 | 1,52 | 2,45 | 1,60 | -2,71** |

Regarding the teacher, the group of learners who have passed more than four levels perceive the teacher's methodology is not an appropriated one (-2,4*). They also perceive it as an attribution for their failure. This was also reflected in the interviews, which serve as a tool to hear the students' voices in this research: "*Muchos no tienen buena metodología*", "*el profesor sí es esencial, influye su manera de ser*", "*deben haber más maestros, no solo personas que simplemente enseñen*".

On the other hand, learners who have passed until three levels, attribute their failure to the fact that they did not have luck with some of the teachers they took classes with (see table 8). This was also reflected in the interviews: “*En general diría que no he tenido suerte con los profesores y más que todo con este último*”, “*a los profesores muchas veces se les nota que no les gusta*”.

Table 8 Attribution to the teacher

| Teacher | 3 levels | | 4 levels | | t-test |
|-----------------------|----------|------|----------|------|---------|
| | X | DT | X | DT | t |
| Teacher’s methodology | 2,22 | 1,42 | 2,81 | 1,66 | -2,04* |
| Luck and the teacher | 2,16 | 1,40 | 2,9 | 1,58 | -2,70** |

ns $p > 0,05$

* $p < 0,05$

** $p < 0,01$

*** $p < 0.001$

Results also indicate another remarkable aspect, subjects who have passed more than four levels of English perceive the fact of not having a nice environment in the class, to be an attribution for their failure (-2,34*). The attribution is perceived as an external and stable one, according to the evidence found (see table 9).

Table 9 Attributions to the class

| Class | 3 levels | | 4 levels | | t-test |
|-------------------------------|----------|------|----------|------|--------|
| | X | DT | X | DT | t |
| La atmósfera no era agradable | 2,40 | 1,47 | 3,05 | 1,56 | -2,34* |

6.2 Qualitative data analysis

In the qualitative data collected from the interviews, nine of ten subjects perceive that they may have the ability to learn English. However, they believe that they need to continue working in order to improve those abilities. On the other hand, one of the subjects believes that he does not have the abilities to learn English. Regarding the teacher, nine learners perceive that their support plays a remarkable role in the learning process, only one of the learners perceive that the teacher has just some influence when learning English. Motivation was another topic covered in the interviews, in this particular aspect six of ten subjects responded that they are motivated, and four of them mentioned that they are not motivated. When they were asked about their families and the support that they receive to learn English at Icesi University, seven of ten say that their families believe that is a relevant aspect for them, three of the subjects explain that this is not important in their families; therefore support is very little on this field for these particular subjects.

Regarding the attribution about the class and its environment, eight of ten perceive their classes have nice environments; two of them perceive that the environment is not nice; they also think that changes need to be implemented in order to be able to improve this situation. Furthermore, all of the subjects believe that the class environment plays a very important role in their learning process. In the attribution to luck, six subjects perceived that in general, it does not play a significant role in the process of passing the eight levels of English. However, all of them, ten subjects believe it may play a role in some of the aspects which are part of process, one of them is related to luck with the teacher you may take English with.

VII. DATA ANALYSIS AND DISCUSSION

Findings show that in the attributions related to motivation, when students succeed they attribute this to their motivation to pass. This is a very common situation in the foreign language learning field. Theory supports this phenomena, Yang in 2010 explained that in a Foreign language setting, learners use English for specific purposes, for instance, when they need to take a test, however, it is not used as a tool, one that could allow them to have a professional development. Therefore, motivation of this particular group of students is in line with that previous idea. Gardner also explains this situation throughout his concept of instrumental motivation; the learner's desire to learn a language in order to achieve a purpose (Gardner, 1985).

Regarding attributions to luck, students who have passed only three semesters explain this situation because of their bad luck with some of the professors who taught them at the Icesi University. And this is the same group of students who believe they do not have good abilities for learning English. This supports what Heiner's theory explains about luck, and what is called the 'hydraulic' relationship, which explains that the less an internal cause is perceived to be responsible then an external cause is perceived to be the responsible one (and vice versa) (Heider, 1958).

In the attribution related to the professor, students who have passed more than four semesters believe that the professor's support did not make an important difference in their learning English processes. This can be explained because of the fact that they attribute their success to internal causes, such as their own abilities, which is also in line with the previous idea of the 'hydraulic' relationship (Heiner, 1958). However, students who have passed until three semesters believe that the teachers' role is determinant in their learning process.

Besides, when talking about the class environment, subjects who have passed until three semesters of English are more likely to attribute their failure to the fact of not having a nice environment in the class. This attribution is in line with a self-protective tendency to blame others when individuals fail. In other words, there is a tendency to attribute failure to external factors, especially teacher's influence and class environment. This also supports the idea that the teacher's sense of efficacy influences different types of student outcomes, for instance teacher's academic achievement (Anderson, Greene, & Loewen, 1988, Krueger, 1998). Regarding the other group, the

one with those subjects who have passed more than four levels, they believe that their class environment was not nice either; however they succeed (Krueger, 1998).

Another important aspect to consider in the learners' attributions to their success or failure is task difficulty. In this particular case the strategies that learners use to develop those tasks were considered. Results show that learners who have passed until three semesters plan more to develop their tasks in English, than those who have passed four semesters, therefore it may suggest that even though they plan more, their analysis is more global and they ignore other significant aspects that they may face when developing those tasks, which also influence their results. On the other hand, results in the group who have passed four semesters suggest that they have a task oriented approach and they do a deeper analysis on what they are studying thanks to their learning strategies.

VIII. CONCLUSIONS AND RECOMMENDATIONS

In the above findings there are some significant differences between the two groups regarding their attributions to their success or failure. Perhaps one of the most outstanding ones are those related to learning strategies, the reason is that evidence shows that learners who were more successful in passing the different English levels of the foreign language program, use learning strategies that were goal-oriented and these allowed them to face tasks in a more efficient way. Furthermore, these subjects believe that they have the ability to learn the language. Therefore, they attribute their success to internal and stable dimensions, such as, ability, effort and their learning strategies (Krueger, 1998).

On the other hand, the group of students who have passed until three semesters show a common characteristic regarding failing, they attribute it to external factors, such as, the teacher, the methodology, the class environment and luck. Most of them feel that all of them play an important role in their failing results. Pedagogically, this can be interpreted to mean that training in language learning strategies must be considered as part of the English program and learners must be aware that certain strategies may not be as effective as others. Therefore strategy training must be carried out with attention focused on when a strategy should be replaced by a more adequate one (Oxford, 1990).

Based on these findings it becomes evident that the institution support is required; some changes in the program should be implemented. It should provide learners with better tools and opportunities to build their own knowledge in English through discovering and understanding how their learning processes occur, this may allow them to learn the language and pass the eight levels of English.

IX. LIMITATIONS

Learning a foreign language is a complex phenomenon, one with different aspects to consider, and even though the attributions analyzed in this study were found in theory and in previous studies, as being related to individuals' success or failure, these are not the only ones which may affect this process and its results, some others which have also been mentioned are, anxiety and social strata (Diaz, 2014).

Finally, for future studies, researchers should analyze other attributions in a long-term learning process. Besides, it is recommended to interview a bigger group of subjects in order to collect data which can help them to identify and analyze those attributions. Because the number of students interviewed helped to identify some of the attributions and see some of the learner's perspectives, however, a bigger sample may allow a deeper analysis in this particular situation, success and failure in the English levels at the Icesi University.

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XI. APPENDIXES

APPENDIX 1: Authorization letter to use or adapt the questionnaire.

Dear Maritza,

Thank you very much for your interest in our research study regarding Attribution Theory.

Please feel free to use or adapt the questionnaire we employed in our paper published in ASIA TEFL Journal a few years ago. Anyway, we got the original questionnaire from Professor Peter Gobel who also joined us in conducting a comparative research study on this theory. For more information you can also contact him.

Best regards,

Dr. Kitcha Thepsiri

Department of Language School of Liberal Arts

King Mongkut's University of Technology Thonburi

Thailand

APPENDIX 2: Authorization letter to use or adapt the questionnaire.

Dear Maritza Buitrago,

Your thesis sounds very interesting. Of course, you can use or adapt our questionnaire. We do not have one specifically created for this topic, but the general questionnaire we have used in multiple studies should be suitable and is very reliable. I would suggest you use that, since it covers some of the basic attributions in education.

Hope this helps.

Best,

Peter

Peter Gobel, Ed. D

Professor

Faculty of Cultural Studies

Kyoto Sangyo University

APPENDIX 3: SURVEY

Encuesta sobre causas del éxito o fracaso en el idioma inglés

I. DATOS PERSONALES.

Por favor completa con tu información personal

***Obligatorio**

Carrera: *

Edad: *

Sexo:

Semestre que cursas: *

Último nivel de inglés aprobado *

Consentimiento Informado.

La información recolectada en la presente encuesta será confidencial, no se publicaran nombres ni datos propios en el proceso de investigación. Se pretende únicamente realizar una reflexión acerca de su proceso de aprendizaje del idioma inglés en la Universidad Icesi.

Declaro que he leído la información anterior:

Acepto

II. Atribuciones sobre el rendimiento.

Antes de contestar el cuestionario piensa detenidamente en el proceso de aprendizaje de inglés que has tenido en la Universidad Icesi.

Trata de recordar un momento en particular en el que te fue BIEN y MAL en este proceso. Las siguientes son posibles razones para que esto ocurra. Léelas detenidamente y señala el número que indique hasta qué punto estás de acuerdo o en desacuerdo con cada una de esas razones.

II.A.1 Me esforcé constantemente para alcanzar el objetivo.

1. Totalmente en desacuerdo

2. Bastante en desacuerdo

3. Algo en desacuerdo

4. Algo de acuerdo

5. Bastante de acuerdo

6. Totalmente de acuerdo

II.A.2 Estaba motivado para aprender.

1. Totalmente en desacuerdo

- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.3 Me interesaba obtener buenas calificaciones

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.4 En ese momento me gustaba mucho el inglés.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.5 El apoyo del profesor fue constante.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.6 Aprendía aun sin el apoyo del profesor.

- 1. Totalmente de acuerdo
- 2. Bastante de acuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo

- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.7 Aprobé la materia únicamente gracias a mi propio esfuerzo.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.8 Contaba con un buen grupo de estudio.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.9 Contaba con todos los recursos necesarios para estudiar inglés.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.10 Tuve buena suerte con la clase que me tocó.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.11 Tuve buena suerte con el horario en el que tome la clase.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.12 Tuve buena suerte con mis compañeros de clase.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.13 Estaba bien preparado (a).

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.14 Tenía buenas habilidades para el idioma.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.15 Pienso que puedo mejorar mis habilidades en el idioma.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo

- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

En los cursos de inglés en Icesi, me ha ido MAL debido a que:

II.A.16 Me esforcé pero no de manera constante.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.17 Estaba poco motivado para aprender.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.18 Tenía poco interés en obtener buenas calificaciones en esa materia.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.19 No me gustaba el inglés.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo

- 6. Totalmente de acuerdo

II.A.20 No dependía de mí que pudiese aprender inglés. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.21 Carecía de los recursos necesarios para estudiar el idioma.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.22 Tuve mala suerte con el horario en el que tomé la clase.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.23 Tuve mala suerte con la clase que me tocó.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.24 No tuve suerte con mis compañeros de clase.

- 1. Totalmente en desacuerdo

- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.25 Estaba mal preparado (a).

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.26 No tenía buenas habilidades para el idioma.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.A.27 Creo que no puedo mejorar mis habilidades en el idioma.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

En cuanto al PROFESOR, creo que:

II.B.1 La metodología del (los) profesor(es) no fue adecuada.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo

- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.B.2 No tuve suerte con el (algunos) profesor (es) con los que tomé clase.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

En CLASE:

II.C.1 No me sentía cómodo (a) para participar en las clases. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.C.2 La atmósfera no era agradable. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

TU FAMILIA podría pensar que aprender inglés:

II.D.1 Es una pérdida de tiempo. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo

- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.D.2 Es difícil de aprender. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.D.3 No es útil en tu vida diaria. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.D.4 Existen otras materias de mayor importancia en tu carrera. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.D.5 Puedes aprender inglés una vez culminada la carrera. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.D.6 En la universidad no se aprende inglés. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.D.7 En la familia somos negados para el inglés. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

II.D.8 Nunca hemos necesitado el inglés para conseguir empleo.

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

III. Actividades relacionadas con el aprendizaje del inglés

Piensa detenidamente en las experiencias previas que has tenido del aprendizaje del inglés en la Universidad Icesi. A continuación se presentan una lista de actividades relacionadas con tareas en el aprendizaje del inglés: lectura, escritura, comprensión auditiva, producción oral. Por favor indica en cada una el nivel de dificultad que encuentras para realizar las actividades descritas, donde 1 es muy difícil y 6 es muy fácil.

III.1 Leer y responder a preguntas de comprensión. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.2 Actividades de lectura en exámenes. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.3 Otra actividad de lectura

III.4 Ejercicios auditivos, “listening” para tomar notas. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.5 Actividades auditivas en exámenes *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.6 Otras actividades auditivas

III.7 Participación oral en actividades de clase. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.8 Actividades de roles “role play”. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.9 Debates. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.10 Responder las preguntas del profesor. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.11 Evaluaciones orales. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.12 Otra actividades orales:

III.13 Escribir resúmenes. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.14 Escribir párrafos. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.15 Escribir diarios o portafolio. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil

III.16 Ejercicio de escritura en exámenes. *

- 1. Muy difícil
- 2. Difícil
- 3. Un poco difícil
- 4. Un poco fácil
- 5. Fácil
- 6. Muy fácil.

III.17 Otras actividades de escritura:

IV. Estrategias de Aprendizaje del Inglés

Piensa detenidamente en las estrategias que empleas para tu aprendizaje del inglés en la Universidad Icesi. La siguiente es una lista de estrategias, léelas detenidamente e indica en cada una, la frecuencia con las que las usas, donde 1 es nunca y 6 es siempre.

Cuando realizo ACTIVIDADES en inglés:

IV.1 Traduzco las palabras de español a inglés. *

- 1. Nunca
- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 5. Casi siempre
- 6. Siempre

IV.2 Subrayo las palabras que no conozco. *

- 1. Nunca
- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 5. Casi siempre
- 6. Siempre

IV.3 Identifico las palabras claves. *

- 1. Nunca
- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 5. Casi siempre
- 6. Siempre

IV.4 Cuando no entiendo pido ayuda para comprender. *

- 1. Nunca
- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 5. Casi siempre
- 6. Siempre

IV.5 Busco sinónimos de las palabras. *

- 1. Nunca

- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 6. Siempre

IV.6 Repito las palabras para recordarlas. *

- 1. Nunca
- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 5. Casi siempre
- 6. Siempre

IV.7 Antes de estudiar, hago un plan de cómo quiero hacerlo y qué debo hacer para alcanzar el objetivo de aprendizaje. *

- 1. Nunca
- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 5. Casi siempre
- 6. Siempre

IV.8 Puedo identificar mis errores al aprender inglés y buscar formas para corregirlos. *

- 1. Nunca
- 2. Casi nunca
- 3. Muy pocas veces
- 4. Algunas veces
- 5. Casi siempre
- 6. Siempre

V. MOTIVACIÓN

A continuación encontrarás unos enunciados que pueden describir tu motivación con respecto al aprendizaje de inglés en el programa de la Universidad Icesi.

V.1 Para mí, el inglés tiene un sonido poco agradable. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo

- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

V.2 Solo estudio inglés para pasar la materia. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

V.3 Encuentro aburrido aprender inglés. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

V.4 Me pone ansioso que mis compañeros hablen mejor que yo. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

V.5 Pienso que las personas que hablan inglés son muy agradables. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

V.6 Sólo quiero pasar los niveles de inglés para poder graduarme. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

V.7 Siempre que hablo en inglés me pongo ansioso. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

V.8 Creo que la gente me respetará más si sé inglés. *

- 1. Totalmente en desacuerdo
- 2. Bastante en desacuerdo
- 3. Algo en desacuerdo
- 4. Algo de acuerdo
- 5. Bastante de acuerdo
- 6. Totalmente de acuerdo

VI. Explicaciones Subjetivas *

Se han presentado con anterioridad algunas de las diferentes razones a las cuales se les atribuye el no completar con éxito los niveles de inglés pertenecientes al programa de inglés como lengua extranjera en la Universidad Icesi. A continuación, por favor escribe las razones que consideras que pueden explicar esta situación. Te pedimos ser lo más específico posible.

Otra razones.
