

IMPORTANCE OF MASTERING COMMUNICATION SKILLS OF THE ENGLISH
LANGUAGE IN PROFESSIONAL AND JOB PERFORMANCE OF THE
INDUSTRIAL MANAGERS OF THE UNIVERSIDAD PEDAGOGICA Y
TECNOLOGICA DE COLOMBIA

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SUMMARY

In this paper, a study is described that presents largely the importance of the English language proficiency among Industrial Administration's graduates of the Universidad Pedagógica y Tecnológica de Colombia, to allow access to better job positions or opportunities to study abroad, considering English as a tool linguistic, that allows a professional, intellectual and personal development more complete, to let this language be the most widely used worldwide. The information of students, faculty, alumni, the Industrial Administration's School and the International Institute of Foreign Languages of the UPTC, was collected through surveys, in order to know their opinions against the language, that is, what is the importance of English for them in professional terms, what they think about the courses offered by the University, efforts towards improving the proficiency of the English language, by the School and the Institute, among others.

The results of this study clearly shows the acceptance and willingness that students and teachers have towards the English language, regarding the participation of the courses offered by the International Institute of Foreign Languages and the use of content in English in the development of the classes also more than half of the graduates surveyed said, that they had lost jobs or study opportunities for not having a good English level. Finally, graduates and teachers agreed that the Industrial Administration's School should do more to improve proficiency in this language.

Proficiency, foreign language, lingua franca, mother tongue, second language.

INTRODUCTION

Global demographics, technology and economics trends make the knowledge of the English language not just as an alternative or complement to training, but a demand for personal and professional level. Currently it is recognized as the importance of knowing to speak it and master it perfectly for reasons such as growing economic openness that has reached unimaginable levels, imposing a common international language of business, international relations, communications and technology. There is no doubt that the English language has led to an integration in global economic and business. In all productive fields, writing, speaking and reading in English is found and, that is why, it is known as the "global language" since it is one of the most used and most popular around the world. This makes it the main reason that hundreds of millions of people take the task to learn it. The mastering of the language currently looks like a great strategy to take advantage of international business opportunities, increase productivity of a country or a company. This is the factor that strongly influences the possibilities of exporting companies- and the ability to attract foreign investment, access to technology, innovation, etc. Currently the world is aware, that there was never a tongue that was spoken more as a second language, it means, speakers who learned English as a second language and foreign speakers outnumber people who speak English as a first language in a ratio of 3 to 1. Given the above, in Colombia, 68% of employers recognize that English is an essential skill for recruitment, but only 8% of students believe that it is necessary for their work¹, which obviously creates great challenges to the continued growth of the country's productivity, because the market lacks skilled labor to be employed by active companies that do business abroad.

It should be noted that the widespread knowledge of English can improve the quality of life of the population, as it becomes an engine of social mobility. In the workplace, it is the language that best allows employability, higher wage income, high probability of being used by multinational companies to be a great candidate to participate in multicultural teams, among others. On a personal level, learning a second language, in this case English, helps the individual in its cognitive development, open its mind to new cultures, it allows it to know the value of its respective native tongue, its limitations and its qualities. Also the English resources helps for the access to a higher studies abroad, postgraduate, masters, training courses or scholarships.

¹ BRITISH COUNCIL. English in Colombia: An examination of policy, perceptions and influencing factors, [online] Available at: <https://ei.britishcouncil.org/sites/default/files/latin-america-research/English%20in%20Colombia.pdf>

As described above, the next project aims to develop a detailed study of the impact and value that has acquired English proficiency in the professional and job performance of managers and their contribution to the industrial companies. This study will be of great interest to professionals and future graduates, thus highlighting the importance of having a better academic and professional training that includes mastering English as a foreign language. It will also be of great interest to the School of Industrial Administration, as it would refer this study to highlight the importance of this language in their curriculum and generate more efforts to improve communication skills in the language of its graduates, in order to get better and have skills that allow them a faster insertion and adaptation in the labor market professionals.

1. OBJECTIVES

1.1 GENERAL OBJECTIVE

Knowing the importance of mastering the English language helps communication skills in the labor and professional performance of the Industrials Managers at the UPTC.

1.2 SPECIFIC OBJECTIVES

Discussing the importance of mastering English language skills in the professional work and performance of industrial managers.

Knowing the development of the English language in the UPTC, methods, objectives, purposes and others used by the University.

Knowing the importance that students, graduates and teachers of the Industrial Administration have given to English proficiency.

Identifying the relevance given by the Industrial Administration's school of mastering the English language and determining the impact of this on the accreditation processes in high quality.

Identifying the progress of the International Language Institute towards improving English proficiency and understanding of the relationship of its management towards international agreements offered by the UPTC.

2. PROBLEM STATEMENT

2.1 PROBLEM DEFINITION

In globalization time, economic openings, social conflicts and political-cultural phenomenon, presented a communication difficulty generated by the language. In response to this situation, the world has adopted English as the language that provides a solution to this communication conflict, thereby allowing increased communication and connecting the world together. Likewise the rapid inclusion of Colombia in the international trade, being a contributor in free trade, opened the possibility for Colombian companies to expand their markets to different countries. Being aware of this reality, Colombia needs to develop communication skills of its citizens and entrepreneurs in particular, to develop business in English.

According to the above, Grandinetti said that knowing a foreign language is the difference that stands out in the Curriculum Vitae, as companies need skilled people who can continue negotiations with international partners. If employees can communicate with other companies all over the world it can help to grow the company². International markets provides more opportunities, more revenue for the company, but also more challenges, therefore people who have knowledge of at least one foreign language, are more likely to get positions of importance and better paid jobs.

Within the guidelines that the program of Industrial Administration has, it clearly reflects the low priority being given to the issue of mastering a foreign language. It only mentioned within its core competencies as follows: "dominate the Spanish language in different contexts and manage a second language in order to expand access to new knowledge and other markets". Also within the established curriculum management contained entirely in English and mandatory use in the development of classes, knowing beforehand is not mentioned, the university has a large database where information is found varied in this language. However Industrial Administration's School has been conducting due process for certification of high quality, but unfortunately they have not obtained it yet. It could then mean that a good proficiency in the English language among students and teachers could be a great tool to help to achieve this accreditation. Given that the National Accreditation Council evaluates the "implementation of effective strategies aimed

² Grandinetti, Antonella. Razones y beneficios de aprender un idioma: ¿Por qué y para qué estudiar idiomas?, cited by ANDERSON, Alix. La importancia de aprender una segunda lengua, [online] Available at: https://www.gvsu.edu/cms3/assets/F8585381-E4E9-6F8E-F7EE2083CCE4F9AC/2011/nuestros_ensayos_-_la_importancia_de_aprender_una_segunda_lengua.pdf

at developing skills, especially knowledge, communication skills in a second foreign language at the time of granting accreditation of undergraduate programs".

It should be aware that English proficiency should be part of the skills of a professional Industrial Administration to ensure greater job opportunities and higher reliability by the companies, the benefits they can offer in expanding markets and conducting international negotiations. It is for this reason that today the UPTC through the International Language Institute offers English courses to students, teachers, administrators and staff who wish to learn or enhance their skills in a second language, knowing that will provide the tools that will ensure more opportunities for better jobs, better living standards and higher earnings, opportunities to travel and integrate with English-speaking cultures, as well as enjoy the same entertainment content currently the world offers.

In this order the research raises the following questions:

What is the importance of English proficiency in students and professionals of UPTC's Industrial Administration, which is generated by the processes of globalization of business in the country?

What efforts are being made by the Industrial Administration's school and the University, to improve English language and communication skills of future graduates and its teachers?

What is the importance of English proficiency for students to access the agreements made by the Industrial Administration's school with other institutions in English-speaking countries?

What is the influence of the English level of the students and teachers at UPTC's Industrial Administration during accreditation processes?

Are the parameters used in the courses offered by the UPTC, the same parameters established by the Common European Framework?

2.2 JUSTIFICATION

This study allows to emphasize, know and bring awareness, about the importance and benefits of mastering the English language communication skills within the professional and job performance of the industrial managers and future graduates, as a tool to facilitate the smooth performance activities of globalization of business, to achieve a good job, a promotion, studies in English-speaking countries and others. It aims to know the value given to this language by the stakeholder, knowing their motivations for learning it, determining at what English level they believe to have, if they think it is an important part of their work, which they see as a barrier to learn, among other concerns, which are completely unknown to the students, teachers and alumni. It also wants to know the benefits of speaking English to take part in agreements signed between the Industrial Administration's school and the English- speaking universities. This will allow the understanding of the importance of communication skills in English language between students and alumni and it will also contribute to possible improvements and proposals made by the Industrial Administration's School, in supporting the commitment to the preparation of professional integrity in the competitive labor market.

3. REFERENCE FRAMEWORK

3.1 BACKGROUND

In recent decades, the Colombian economy has presented an integration with international markets allowing an exchange of ideas, culture, politics, technology, knowledge, innovation, among others, which has placed priority on English proficiency among its citizens. This has been the vehicle to substantially leverage for advantages of the new opportunities in the world today, because the English language certainly has become an indispensable tool when done globally to understand each other, which it is why it has been established as the official language of business, web, entertainment and politics, so much so that now its importance is highlighted in various studies therefore some will be cited.

The British Council³ said in its report *The English effect. The impact of English, what it is worth to the UK and why it matters to the world*, making significant contributions to the overall development, also enables rapid cross-pollination of ideas, innovation worldwide and the development of a new type supranational single market in knowledge and ideas. Currently the English language is spoken by about 1.75 billion people worldwide, this means one out of every four people and it is expected that by 2020 two billion people will be on the task of learning to speak it.

The report *Languages for future*⁴, presented by the British Council argues that one cannot deny the importance of English as a common means of communication throughout the world, or its strength to be the first foreign language of choice for most non-English speaking countries. Likewise, English is widely used as a lingua franca, so that international organizations like the International Monetary Fund (IMF) and the World Bank, used as the only official language.

Likewise, in the study *Benefits of English language learning - language proficiency certificates – a prerequisite for the business graduate*⁵, says that knowing a second language can give people a competitive edge in the workforce by opening up

³ British Council. The English effect. The impact of English, what it's worth to the UK and why it matters to the world. [online] Available at: <http://www.britishcouncil.org/sites/britishcouncil.uk2/files/english-effect-report-v2.pdf>

⁴ British Council. Languages for the Future. [online] Available at: <https://www.britishcouncil.org/sites/default/files/languages-for-the-future-report.pdf>

⁵ POP, Anamaria Mirabela and SIM, Monica Ariana. Benefits of English language learning - language proficiency certificates – a prerequisite for the business graduate. [online] Available at: <http://steconomiceuoradea.ro/anale/volume/2013/n2/016.pdf>

additional job opportunities. People who speak and read more than one language have the ability to communicate with more people, read more literature and benefit to travel to other countries. Knowing another language gives you access to the cultural treasures of other countries and opens up opportunities in business. The positive impact of cultural information is significantly improved when these are experienced through foreign languages and is combined by culturally authentic experiences.

English is also the lingua franca of the academy. According to the *World University Rankings 2015-2016*⁶ study which evaluated 801 universities worldwide, it revealed that 9 of the top 10 best universities in the world are in English-speaking countries. Importantly, in many others listed, courses are taught entirely in English even if this is not their native language, as the case of China.

The report *EF English Proficiency Index 2012*⁷, says that English is a key component to economic welfare, both from a national and individual level. Competitive rates, quality of life, income received by residents, unemployment, attracting foreign investment, innovation and access to new technologies relate positively with the index level of English presented by the countries.

The article *English and its importance in scientific research: Some reflections*⁸, says that English is considered the lingua franca of the scientific community. For example, 80% of the journals indexed in Scopus (database of scientific research) are published in English. Its adoption as the universal language of science is due in part to economic and political historical factors, which favored English over potential languages like German, Chinese, French, Russian and Spanish. This means that English allows access to knowledge to new developments and scientific discoveries that could certainly represent the advancement or a setback for the country.

⁶ Times Higher Education .World University Rankings 2015-2016, [online] Available at: <https://www.timeshighereducation.com/world-university-rankings/2016/world-ranking#!/page/0/length/100>

⁷ EF Education first. EF English Proficiency Index 2012, [online] Available at: <http://www.abc.es/gestordocumental/uploads/Sociedad/Education-First2012.pdf>

⁸ NIÑO-PUELLO, MIRYAM. El inglés y su importancia en la investigación científica: Algunas reflexiones. [online] Available at: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&cad=rja&uact=8&ved=0ahUKewixl5Lc777JAhWDPIYKHxuDvgQFgg-MAU&url=http%3A%2F%2Fdialnet.unirioja.es%2Fdescarga%2Farticulo%2F4694403.pdf&usg=AFQjCNHRCOiAg79oXivkL6Hz2qaBp7Q-pw&bvm=bv.108538919,d.eWE>

Similar to the Sergey Lobachev's⁹ *Top languages in global information production* investigation, reveals that current trends in the production of global information such as books, magazines-newspapers, production of academic journals, audiovisual productions, films and publications web pages is dominated by the English language, that is, more than 44% of printed and electronic materials are in this language. Furthermore, databases of widely distributed content indexing cover mainly English. Furthermore the materials are unpublished in English are not widely sought after and access to electronic full-text articles from journals in other languages are not always available.

A study by *the Minniwatts Marketing Group*¹⁰, revealed the 10 languages used on the network. For the month of June 2015, the number of internet users was 3,270,490,584 people worldwide, 26% of these users were English speakers, the 21.5% Chinese speakers and 7.5% people who speak Spanish.

3.2 LEGAL FRAMEWORK

3.2.1 The Common European Framework.

The Common European Framework is a manuscript that provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc, across Europe. "It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively"¹¹. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. This framework "provides the means for educational administrators, course designers, teachers, trainers, etc., to reflect on their current practice, with a view to situating

⁹ LOBACHEV, Sergey. Top languages in global information production. En: Partnership: the Canadian Journal of Library and Information Practice and Research. Vol. 3. No. 2 (2008); ISSN: educaito11-9593

¹⁰ Internet World Stats. internet world users by language. [online] Available at: <http://www.internetworldstats.com/stats7.htm>

¹¹ ESTRASBURGO. EUROPEAN COUNCIL. Common European framework of reference for languages: learning, teaching, assessment, [online] Available at: www.coe.int/t/dg4/linguistic/source/framework_en.pdf

and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible"¹².

One of the aims of the Framework is to help partners to describe the levels of proficiency required by existing evaluation programs, tests in order to facilitate comparisons between different systems of qualifications"¹³, therefore it established a scale of six common reference levels for the organization of language learning and recognition of the different securities issued by certified entities. Such a simple global representation make it easier to communicate the system to non-specialist users and also provide teachers and curriculum planners with orientation points.

Table 1: Common Reference Levels

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

¹² Ibid., p. 18

¹³ Ibid., p. 18

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

Likewise, Colombia has the next legal framework;

Article 21 of the General Education Act (Act 115 of 1994) provided that the Colombian educational institutions must offer to their students learning a foreign language from the basic level. Consequently, "the national Ministry of Education defined the curriculum guidelines to guide the teaching and learning of students in primary and secondary education"¹⁴. By 2004, the Ministry of Education adopted the Common European Framework of Reference for the strength of its proposal and its applicability to the education sector and since 2007 the components of English of the State test and ECAES test are aligned standards and levels of the Common Frame of Reference. In 2004, the National Bilingualism Program was developed simultaneously with the Education Plan: Vision 2019, seeking in short, strengthening the English as foreign language to improve the quality of education and competitiveness country in order to respond to the growing need for bilingual citizens in Colombia.

The Act No 1651 of 12 July 2013, amended several provisions of bilingualism Law in Colombia in order to strengthen the development of communication skills in English. As a result of this, the new National Plan of English is designed as a Foreign Language (2015-2025), which was launched in 2014 as a cross-cutting initiative, led by the national Ministry of Education (MEN acronym in Spanish) and is identified as *COLOMBIA Very well!*, which it is a project for Strengthening Skills Development in Foreign Languages, which incorporates the goals set by the

¹⁴ Colombia aprende. Programa Nacional de Bilingüismo. [online] Available at: <http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html>

National Bilingual Program¹⁵. The purpose of these projects aims at one goal in particular, to train teachers of primary and secondary school level B2 (intermediate), so that middle school students achieve B1 level (pre-intermediate). It is also expected that integrating the teaching and learning of English to all the races, students of institutions of higher education to achieve the B2 (pre-intermediate) level. Moreover, the Ministry of National Education established what students should know in language and a specific level of performance that is interchangeable with MEN's goals and with the levels of the Common European Framework as shown in the following table.

Table 2: Common Reference Levels used by the MEN.

LEVELS ACCORDING TO THE COMMON EUROPEAN FRAMEWORK	COMMON NAME LEVEL IN COLOMBIA	EDUCATIONAL LEVEL THAT IS EXPECTING TO DEVELOP EACH LEVEL OF LANGUAGE	GOALS FOR THE EDUCATION SECTOR FOR 2019
A1	Beginner	Grades 1 to 3	
A2	Basic	Grades 4 to 7	
B1	Pre Intermediate 1 Pre Intermediate 2	Grades 8 to 9 Grades 10 to 11	Minimum level for 100% of the graduates of Secondary Education.
B2	Intermediate	Higher Education	Minimum level for English teachers. Minimum level for professionals in other careers.
C1	Pre Advanced		Minimum level for new graduates degrees in languages
C2	Advanced		

Source: http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-315518_recurso_3.pdf

¹⁵ COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL. Orientaciones para la implementación de proyectos de fortalecimiento del Inglés en las entidades territoriales. [online] Available at: http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-315518_recurso_5.pdf

On the other hand, the Universidad Pedagógica y Tecnológica de Colombia is framed within the following legislation;

It had its origins in the Normal School of Colombia, that worked in Bogota since 1936 to 1951 and which had the objective of training educators, its character changed according to Act 0192 of January 30, 1951 since the Normal School University arose, with a new object in its philosophy: the training of university teachers for Normal Schools Academic and similar. The Act 1955 of September 18, 1951, ordered the operation of the male section of the Normal University in the city of Tunja and the Women's Section at the Women's Pedagogical Institute in Bogota. And for the "October 10 1953 the Act 2655, became of School Normal University at the Universidad Pedagógica de Colombia based in Tunja, Law 73 of 1958, Organic Law of the University printed the definitive character of university"¹⁶. Finally the 001 Agreement January 1961 the High Council established a new structure and call the institution as "Universidad Pedagógica y Tecnológica de Colombia, which was ratified by Law 73 of 1962. Its action was aimed at teacher training in the secondary and University levels and in addition, it added a new goal: The training of professionals and staff training in various technical fields may be necessary, for economic and industrial development of Boyacá and in general the country"¹⁷.

Similarly, the development of English in the UPTC, was carried out under the following agreements;

- Agreement 033 of 2000, the Academic Council of the UPTC approved the operation of the Language Center "Ricardo Motta Manuel Avila" to provide training services in English, French and German which operated for four years.
- Agreement No. 041 of 2004, the Higher Council of the UPTC created "The Institute of Languages", which met the requirements of a foreign language within its respective programs of the University.

Currently the UPTC has the following regulations;

- AGREEMENT 050 2008 of the Higher Council which restructured the curriculum of undergraduate programs.
- Resolution 30 of 2008 of the Academic Council which established foreign language courses offered free as plan study.

¹⁶ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Etapas de la Universidad Pedagógica y Tecnológica de Colombia y la transformación de la región, [online] Available at: http://virtual.uptc.edu.co/drupal/files/217/etapas_de_la_uptc.pdf

¹⁷ Ibid., p. 22

- Resolution 39 of 2008, by which the curricula of undergraduate programs UPTC changed.
- AGREEMENT 073 2009 Academic Council, which approved the creation of the International Language Institute.
- Office of Academic Board CA-1389 of December 1, 2010.
- Resolution 11 of 2013 of the Academic Council by which the four levels were certified Foreign Language, with the Standardized Testing and created the option of additional levels. This resolution rules the functioning of the INTERNATIONAL LANGUAGE INSTITUTE.

4.3 THEORETICAL FRAMEWORK

4.3.1 Bilingualism.

Factors such as linguistic, sociological, political, cultural, psychological and pedagogical aspects have been taken into account in the definition of bilingualism but this concept has evolved over time with great dynamism. As a result, it is difficult to pinpoint a single definition because in the past decades several authors from different disciplines have attempted to clarify this concept. "it can say in general that bilingualism is the phenomenon of communication and competence in both languages where individuals can express respect for the concepts and structures of the same, and their ability to speak, write, listen or read having different levels according to the uses made in every language"¹⁸.

4.3.2 Importance of the Bilingualism

Intercultural communication that is presented currently in the world thanks to the advancement of science and technology by internationalization processes, raise the need for a common language that allows the international community to access this new globalized world. As David Crystal¹⁹ says, there has never been a time when so many nations need to talk to each other. There has never been a time when so many people have wanted to travel to different places and there has never been a more urgent need for a global language. English has responded to

¹⁸ BERMÚDEZ JIMÉNEZ Jenny y FANDIÑO PARRA Yamith. El fenómeno bilingüe: perspectivas y tendencias en bilingüismo. In: Revista de la UNIVERSIDAD DE LA SALLE. No. 59 (2012): p. ISSN 0120-6877

¹⁹ CRYSTAL, David. English as a Global Language, Cambridge University Press. Citado por COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL. Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. [online] Available at: http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-315518_recurso_3.pdf

this problem, due to this, "today it is estimated that about 1.75 billion people worldwide, have an acceptable English level -that is one out of every four- and is expected that two million people are learning it for 2020"²⁰.

The Colombian economy is increasingly integrated with international markets. A second language is a necessary vehicle to sustain leverage the advantages offered by new business opportunities or studying abroad. According to statements from the *National Ministry of Education*;

"Both Colombian companies and international companies that are located in the country will increase the demand for bilingual professionals so much that their interactions with international suppliers and customers, demand it. Clearly, the professionals who are able to demonstrate their skills in handling languages have an advantage compared to those who cannot meet these needs. Those who have the skills also observed that the market will recognize them economically. Employers should also invest in improving their ability to communicate in more than one language. Besides having advantages to negotiate with suppliers and customers. The companies that have the goal of conquering foreign markets, face the challenge of knowing the culture of the niche market that they want to conquer. To achieve it, mastering a second and / or third language is ideal"²¹.

According to the above, bilingualism should occupy an important place in the internal agenda, to improve the country's competitiveness in the coming years. The handling of a second language in the globalized world in which we live, it will become, a mandatory requirement for professionals to have access to better qualified jobs.

4.3.3 Reasons to learn English.

Learning a second language is an opportunity to promote the social, economic, cultural development of an economy on a personal level of each individual also. The most important reasons why learning English are described below:

²⁰ British Council. The English effect. The impact of English, what it's worth to the UK and why it matters to the world. [online] Available at: <http://www.britishcouncil.org/sites/britishcouncil.uk2/files/english-effect-report-v2.pdf>

²¹ COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL. Colombia Bilingüe, [online] Available at: <http://www.mineducacion.gov.co/1621/article-97495.html>

Table 3: Reasons to learn English.

Reasons	Benefit	Description
Personal development	Cognitive development	<p>Reduces ethnocentrism and allows the individuals to appreciate and respect the value of their own world, as well as develop respect for other cultures²².</p> <p>Development of greater linguistic awareness that is a monitoring process of the language it is learning, speakers of that language and culture where they come from²³.</p> <p>Development of greater metalinguistic awareness, which refers to the ability to think in the language as an object of study²⁴.</p> <p>Increased mediated memory, logical-verbal thinking and consciousness²⁵.</p> <p>Knowledge of a foreign language contributes to the formation of concepts, logical reasoning and the development of creativity.</p>
	Job opportunities	<p>English is a criterion that gives a candidate more opportunities to be employed by a company.</p> <p>Allows individuals to access to jobs that are usually better paid and sending a positive signal to the employer about the cognitive abilities of the individual²⁶.</p> <p>They are more easily used by multinational companies, which make them great candidates to be part of a multicultural team in international circles and to be promoted to higher positions within the company.</p>

²² COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL, Estándares Básicos de Competencias en Lenguas Extranjeras. Op. Cit., p. 23

²³ Ibid., P. 24

²⁴ Ibid., P. 24

²⁵ Ibid., P. 24

²⁶ Di Paolo, A., & Tansel, A. Returns to foreign language skills in a developing country: the case of Turkey, cited by MEXICO. Instituto Mexicano para la Competitividad A.C. Inglés es posible, Propuesta de una Agenda Nacional. [online] Available at: http://imco.org.mx/wp-content/uploads/2015/04/2015_Documento_completo_Ingles_es_posible.pdf

		Candidates who speak English receive salaries between 30% and 50% higher than those who do not have this ability ²⁷ .
	Opportunities to study abroad	<p>Allows access to scholarships and internships abroad.</p> <p>Allows those interested in the highest degree of specialization have access to higher studies, postgraduate and others, inside and outside the country, as well as job training and professional development.²⁸.</p> <p>10 of the top 25 graduate programs in business administration (MBA) are in universities in English speaking countries²⁹.</p> <p>62 of the top 100 universities in the world are in the US, UK, Canada, Australia or Ireland, countries where English is the native language³⁰.</p>
	Access to information and knowledge	<p>Facilitates the exchange of knowledge and experience with other countries whose official language is English, because it allows communication through a common and widespread language.</p> <p>About 56.43% of most visited websites worldwide use English as the primary language in content, the 21.84% of the books published worldwide are written in English, 45.24% of academic publications are in English as well as the 62.55% magazines and newspapers and 34.89% of film and video production is performed in English³¹.</p>
Economic development		English is the cross-communication vehicle, is not just for people doing business and between English-speaking countries, but also for people doing business between

²⁷Education First. EF English Proficiency Index. 2013. [online] Available at: <http://www.ef.com/~media/efcom/epi/2014/full-reports/ef-epi-2013-report-mx.pdf>

²⁸ MEXICO. Op. Cit., p. 24

²⁹The Economist. The world's best business programs: Which MBA?. [online] Available at: <http://www.economist.com/news/business/21623677-chicago-boys-and-girls-come-top-again-our-business-school-ranking-which-mba-2014>

³⁰ Times Higher Education World Reputation Rankings. World University Rankings 2014-15. [online] Available at: <https://www.timeshighereducation.co.uk/world-university-rankings/2015/world-ranking#/sort/0/direction/asc>

³¹LOBACHEV, Sergey. Top languages in global information production. En: Partnership: the Canadian Journal of Library and Information Practice and Research. Vol. 3. No. 2 (2008); ISSN: educaito11-9593

	Foreign investment	countries where the first language in either country is not English ³² .
	Growth of local businesses	Ability to local companies to access the global market, due to English being adopted as the common language for all current commercial activities, because it has greater access to talent on a global scale and eliminates language barriers that may exist if they use their native language.
	Increased income	Ease of development of sectors that handle the language, since cross-border communication improve the company, then profit, revenue, and market share would increase significantly, with better expansion opportunities and fewer lost sales opportunities ³³ .
	Increased innovation	Multicultural teams have the potential to be more creative: have a vision about global trends and face the same problems and they are able to generate different solutions, select and perfect the best of them. These multicultural teams require a common language to communicate ³⁴ . Innovation processes depend on access to information and knowledge, as well as scientific and technological diffusion which is currently mostly in English.

Source: Author.

4.3.4. The teaching - learning of foreign languages.

The teaching and learning of a foreign language is an activity that goes back to antiquity, and was a response to the needs of communication between different cultures, which is usually associated with socio-political and economic problems of countries such as greater hegemony in each historical period, thus promoting the study of their language. "Learning a foreign language allows students access to new system of linguistic symbols, the use of paralinguistic like a mime, gestures, facial expressions, among others, and simplifying the use of language and culture. In the same way, allowing them to gain a different perspective on the world around

³² BAILEY, Kathleen. The International Research Foundation for English Language Education (TIRF), cited by Education First. EF English Proficiency Index For Companies, [online] Available at: <http://www.ef.co.uk/epi/epi-c/>

³³ Ibid., P. 27

³⁴ MEXICO. Op. Cit., p.24

them"³⁵. The teaching and learning of languages as Mirta Manzano³⁶ said, has been transmitted by different trends, approaches and methods. The essence of each method will depend on the prevailing epistemological sciences education of a particular period and a particular culture and will be closely related to the socio-political factors of that space and time. Within the teachings of English, they have been present traditional, behavioral, cognitive, humanistic, constructive, cultural - historically schools, etc, which have provided important theoretical aspects by developing different methods that have been used in teaching -learning of a foreign language.

4.3.4.1 Learning methodologies.

As mentioned earlier in the teaching - learning of languages, there are known and different methods such as general and specific, traditional and contemporary. The following were mentioned and have influenced the teaching of foreign languages and still remain.

4.3.4.1.1 The Grammar-Translation (G-T) method.

This is the oldest and orthodox methods of language teaching. Originally, it used to teach (Latin and Greek) about the eighteenth and nineteenth centuries. This focuses primarily according to Hernandez Reinoso³⁷, in the assimilation of the grammar rules. Generally the grammar rule is presented, a vocabulary list is studied and running translation exercises. With this method, translation serves as the main technique to learn new words and grammatical structures as an optimal way to reaching the mastering of the language. So for the ESL learners, the best way to say a sentence in the foreign language, is start it in their mother tongue, analyzing its grammatical components and then its equivalents. The same author notes that "the grammatical patterns are not universal and problems with this method also does not allow for stimulate thinking in the foreign language and

³⁵ JIMENEZ DIAZ, John Jaime. DESARROLLO DE LA COMPRENSION LECTURA DE LOS TEXTOS MULTIDIMEDIALES EN UNA LENGUA EXTRANJERA MEDIANTE LA ENSEÑANZA DE ESTRATEGIAS DE LECTURA. Doctoral Thesis. Medellín. Universidad de Antioquia, 2013. 41 p.

³⁶ MANZANO DIAZ, Mirta. Estilos de Aprendizaje, Estrategias de la lectura y su relación con el Rendimiento Académico en la segunda lengua. Doctoral Thesis. Granada. Universidad de Granada, 2007. 31 p.

³⁷ HERNANDEZ REINOSO, Francisco Luis. Los métodos de enseñanza de lenguas y las teorías de aprendizaje, cited by SOARES DA SILVA, Josimar. DIDACTICA DE LENGUA CASTELLANA: LA ESCRITURA Y LA ORALIDAD EN DISTINTOS NIVELES DE APRENDIZAJE, [online] Available at: <http://dspace.bc.uepb.edu.br:8080/xmlui/bitstream/handle/123456789/2063/PDF%20-%20Josimar%20Soares%20da%20Silva.pdf?sequence=1>

develop auditory and oral habits. Similarly, it requires knowledge of individual words, places great emphasis on grammar and pronunciation is less important in this method"³⁸.

4.3.4.1.2 The direct method.

This method appears as a reaction to G-T method and from this one was born the natural, psychological, phonics and reading method. The rapid growth of the internationalization of trade and the breaking of cultural barriers at the end of nineteenth and early twentieth century prompted its emergence. "It is known as direct method because it seeks to establish a direct connection between the foreign word and the reality it represents, speech associating forms with objects, gestures, actions and situations without using the native language"³⁹. This method focuses on the development of the 4 skills according to Hernandez Reinoso, "oral, forgetting their mother tongue, translation and teaching process is eliminated, reading stimulates the inductive teaching of the grammar, use of visual aids, written exercises and oral"⁴⁰. This method emphasizes the importance of talking and listening with an emphasis on correct pronunciation and grammar.

4.3.4.1.3 The audio-lingual method.

Also known as the method of the army, aural-oral method and mim-mem, it emerged in the development of the Second World War, where the need to communicate in other languages was born and also to meet the need for soldiers to learn a second language. According to Soares Josamir⁴¹, the priorities of the method are on speaking and listening skills that are considered a system of sounds use for social communication. This method seeking "linguistic correctness and the individual learn new vocabulary by associating the words to the respective images, primarily through repetition, memorization, imitation and using technological means, where the pronunciation is very important"⁴². Grammatical structures are learned by repetition and grammatical rules. Also the individual learns them like a description of the data itself.

³⁸ HERNANDEZ REINOSO, Francisco Luis. Los métodos de enseñanza de lenguas y las teorías de aprendizaje, [online] Available at: <http://encuentrojournal.org/textos/11.15.pdf>

³⁹ Ibid., p. 29

⁴⁰ Ibid., p. 29

⁴¹ SOARES DA SILVA. Op. Cit., p. 28

⁴² HERNANDEZ. Op. Cit., p.29

4.3.4.1.4 The Lozanov's suggestopedia.

This method dates back to the 60's and is based on the thesis that the individual reacts conscious and paraconscious to any stimulation. Lozanov⁴³, defined as a system of instruction that attempts to reach inner freedom and self-discipline based on the communicative psychotherapy and other psychotherapeutic disciplines. According to Pekelis⁴⁴, the suggestopedia emphasizes the development of a memory and exposes the learner to a set of psychological effects in order to soak in the context of the new language and make it feel more freedom. This approach "focuses on students and their mental states, paying attention to their desires, their affective states (fear avoidance and anxiety), solving ordinary problems and daily needs, and relaxation as important factors in learning"⁴⁵.

4.3.4.1.5 The silent path Gattegno.

This method refers to "modeling language that is learned by making signs, gestures, visual, films and other silent media"⁴⁶. This method avoids censure or rewards the individual in order that he relies on their own resources, even when under the direction of Professor.

4.3.4.1.6 The method Total Physical Response (TPR).

Developed by James Asher that looked for the need for advancement in listening as a prerequisite to learn to talk. "Here it learns through physical actions and responses rather than mechanical exercises. This method allows phases of preparation for oral expression where the individual does not speak until he or she feels confident and wants to do it"⁴⁷.

4.3.4.1.7 The communicative approach.

Also called communicative teaching, notional-functional approach or functional approach, appeared in the 70's and uses many of the procedures and ideas of some of the methods discussed above. For this methodology "language is more than a set of habits that can be formed through mechanical exercise, and worked at the level of text or speech, beyond the phrases"⁴⁸. To achieve success in the communicative approach it is necessary and essential care for valuable components in communication as coherence and cohesion. It is an educational

⁴³ LOZANOV. Georgi, cited by HERNANDEZ. Op. Cit., p. 29

⁴⁴ PELKIS. V, Realice your potential!, cited by HERNANDEZ. Op. Cit., p. 29

⁴⁵ HERNANDEZ. Op. Cit., p. 28

⁴⁶ Ibid., p. 30

⁴⁷ Ibid., p. 30

⁴⁸ HERNANDEZ REINOSO. Op. Cit., p. 28

model that is "based on training the individual to real communication, not only in the oral phase, but also in the instructional process. Where the learner must know how this system operates such real communication as a means to an end"⁴⁹.

4.3.4.1.8 The task-based approach.

It is a method used to develop learning for all who want to achieve success, as the techniques are acquired by solving tasks that involved several, or possibly all, of the areas of knowledge. According to Martin Peris⁵⁰, the task-based approach is the proposal of a language learning program whose units consist of activities using the language, and not in syntactic structures (as the audio lingual method) or notions and functions. It aims to promote learning through real use of language in the classroom and not just by manipulating of units of its various levels of description; therefore it is postulated that learning processes necessarily include communication processes.

4.3.4.1.9 Modern approach.

Lately the importance of the influence of cultural aspects in teaching a foreign language is highlighted. According to Hammerly⁵¹, the proficiency of foreign language must be complemented by adequate linguistic and cultural knowledge, so that the teaching of culture begins to play a greater role in the foreign language classroom. Therefore it has to take into account that "the approach to a new system of expression and assimilation cannot be limited to language learning, since its proper use requires a cultural behavior, as proficiency in the foreign language tries to bring the students to the foreign culture in which assimilation will develop their potential psycholinguistic also"⁵². According to the above, Lottgen⁵³ proposes the following model:

⁴⁹ SOARES DA SILVA. Op. Cit., p. 28

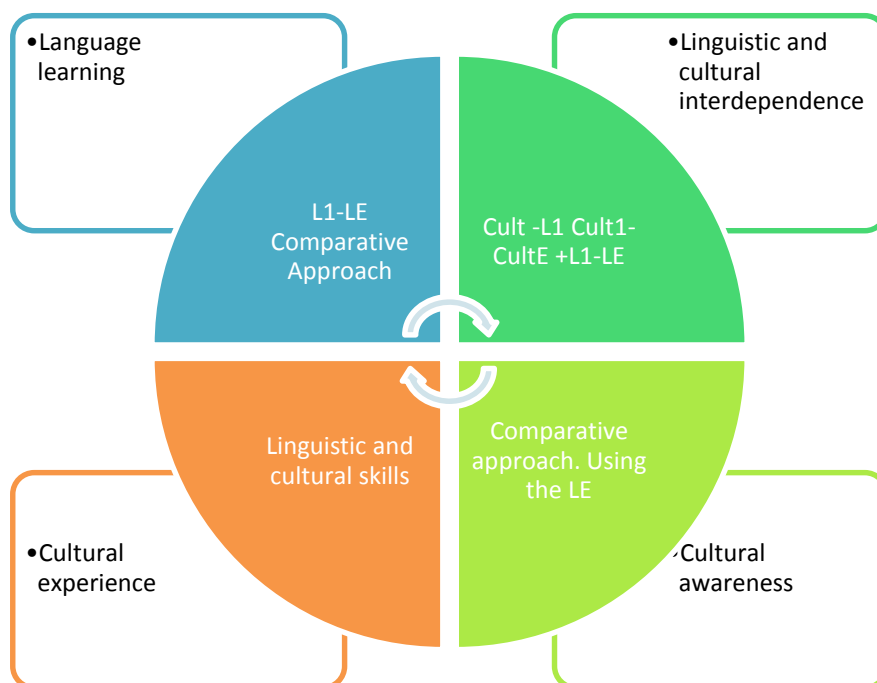
⁵⁰ MARTIN PERIS. Diccionario de términos claves de ELE, Cited by SOARES DA SILVA. Op. Cit., p.28

⁵¹ HAMMERLY, H. Fluency and accuracy, cited by SCHEU LOTTGEN. Dagmar, LA INTEGRACION DE ASPECTOS CULTURALES EN LA ENSEÑANZA DE UNA LENGUA EXTRANJERA, [online] Available at: en: <http://dialnet.unirioja.es/descarga/articulo/106225.pdf>

⁵² SCHEU LOTTGEN. Dagmar, LA INTEGRACION DE ASPECTOS CULTURALES EN LA ENSEÑANZA DE UNA LENGUA EXTRANJERA, [online] Available at: dialnet.unirioja.es/descarga/articulo/106225.pdf

⁵³ Ibid., p. 31

Graphic 1: Integration of cultural aspects in the teaching a foreign language.



Source: <http://dialnet.unirioja.es/descarga/articulo/106225.pdf>

The model starts with basic skills in the foreign language inside the box "Language Learning" moving clockwise until it reaches cultural experience, once it has reached the last level, the student is led back to the area of "Learning language" in order to perfect their mastery of a foreign language. This "Language Learning" manages two goals, one is knowledge and the use of foreign language and the other one is language improvement. Linguistic and cultural interdependence refers to the awareness of the interrelation between language and culture of origin, extending this approach to a contrast of this relationship between culture /language1 to culture / F language, that is, try to make a comparative analysis of the common way in which the mother tongue hosts cultural meanings and how they are detected as cultural connotations as the FL. Here are important cultural connotations in words and sentences common in the foreign language, the development of the sense or functionality of behavior culturally conditioned and understanding of the interaction between language and social variables. Cultural awareness implies that the individual considers itself like a member of a culture with their own values and their own limitations, here they integrate the comparative method and the transmission of cultural information holding it in the foreign language. Cultural awareness is a fundamental requirement to promote cultural understanding since it helps with understanding the conventional behavior in common situations and the assessment of affirmations on society of foreign culture and finally finds the cultural experience that is researched on the foreign culture in

selected aspects of the target culture from the perspective of the ethnic identity of the speakers of the FL using their language in order to activate positive attitudes toward the target culture.

4.3.5 Factors that help in learning a second language.

There are a series of factors that affect human beings in learning a second language, as it requires some specific techniques and a greater effort from individuals interested in learning them. "Each language has syntactic, morphological and semantic structures different, so it is important that every time it goes introduced gradually in learning the new language, has to be aware that there are expressions and grammatical forms that cannot be translated into its own language literally"⁵⁴. Also in the study by Mercè Bernaus⁵⁵, some factors appear grouped into three categories: a) biological and psychological factors: age and personality; b) cognitive factors: intelligence, language skills, styles and learning strategies, and c) emotional factors, attitudes and motivation, which are part of individual factors, referring in this case to students, differentiating them from contextual factors, that is, the environment in which these operate, which may facilitate or hinder the learning process. It should be noted that these factors differ from one student to another and among the most important are the following.

Age: It is the most important factor in the learning process. "It's been scientifically shown that a child who has been in touch with foreign cultures with native teachers, will reach a magnificent accent of the foreign language that the child is learning as opposed to a person in adulthood, which can achieve a high degree of competition syntactic level and vocabulary but hardly exceed the quality of pronunciation of the child"⁵⁶. Although children learn more quickly and effortlessly languages, adults have more advantages as they have increased storage capacity of the memory, the greater capacity for analyzing, etc. "Adults understand the linguistic rules in greater depth and insight than a child. However there are cases of individuals who have learned a second language in adulthood and have come to understand and speak the language almost as well as a native"⁵⁷.

⁵⁴MAYOR, Juan. Adquisición de una segunda lengua, [online] Available at: http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/04/04_0021.pdf

⁵⁵ BERNAUS, Mercè. Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria. Madrid, Síntesis educación, cited by MANGA, André-Marie. LENGUA SEGUNDA (L2) LENGUA EXTRANJERA (LE): FACTORES E INCIDENCIAS DE ENSEÑANZA/APRENDIZAJE. In; REVISTA ELECTRONICA DE ESTUDIOS FILOSOFICOS. No.16. (Dic., 2008); P. ISSN 1577-6921

⁵⁶ Available online < <http://patsy-michelle.blogspot.com/>>

⁵⁷ MANGA. Op. Cit.,p. 33

Individual's personality: "An outgoing personality can make a decisive contribution in the acquisition of a second language, because the individual may be more willing to interact with native speakers and this will allow faster progress in the understanding of language, but this might not be all true, since it can file an introverted individual to develop greater understanding and internalized dedication and can overcome the outgoing individual"⁵⁸. Admittedly, there is another aspect of the personality of students is essential in the process of foreign language acquisition: positive self-esteem or self assessment.

The intelligence: The ability to process linguistic information inductively. "This ability increases as the learner grows, and thus developing and expanding all the stored knowledge"⁵⁹.

Aptitude: There are people who learn language skills more easily than others thanks to their personal factors such as intellectual ability or social environment in which they find themselves in. "One of the most important factors of language proficiency is hearing ability of the individual with regarding to the second language and this one is related to the way it has been learned, naturally the best way to learn. Likewise, the "motor" skill is the ability to develop and control certain facial muscles as they differ from one language to another to obtain better results when they begin to master these muscles from an early age"⁶⁰.

Learning styles and strategies: in terms of learning styles, they have been identified as the predominant internal characteristics that influence the ways in which people perceive, remember and think. They are "cognitive traits - it means, how students structure contents, conceptualizing, interpreting, solving problems, selecting means of visual, auditory representation, etc, - affective - which one is linked with the motivations, interests, expectations that influence the learning-teaching process -, and physiological - are related to biotype and the biorhythm of the apprentice -, that serve as relatively stable indicators of how learners perceive, interact and respond to their learning environments"⁶¹.

Moreover, "learning strategies represent the methods or procedures designed to achieve a goal, others in this regard see it as tactics or techniques used in learning to acquire content. Learning strategies are together with the content, objectives and evaluation of learning, essential components of the learning process"⁶². Good

⁵⁸ MANGA. Op. Cit., p. 33

⁵⁹ Available online < <http://patsy-michelle.blogspot.com/>>

⁶⁰ Ibid., p. 34

⁶¹ KEEFE, J. Aprendiendo perfiles de aprendizaje: manual de examinador, cited by MANZANO DIAZ, Mirtha. Estilos de Aprendizaje, Estrategias de Lectura y su relación con el Rendimiento Académico en la segunda lengua. Doctoral Thesis. Granada. Universidad de Granada, 2007. 102 p.

⁶² Ibid., p. 34

and bad strategies don't exist by themselves, but there are adequate or inadequate strategies for a given context. The results that the individuals get, how well or quickly they learn, depends largely on knowing how they choose the right strategy for each task. Furthermore strategies change depending on the level of knowledge. A clear example is the reading strategies in the mother tongue and foreign language. "When students are in the initial stages of learning a foreign language hearing many of them use strategies to read, even if these are not their usual strategies of the mother tongue. Logically, it is much easier to use visual strategies to teach reading in a foreign language to students with visual learning style, which they already have such strategies in their native language, which students that use listening strategies also in the mother tongue"⁶³.

Student attitudes: A positive attitude facilitates and help students while negative attitudes can have a negative effect on their learning. Douglas Brown⁶⁴, says that students of a second language clearly benefit from positive attitudes while negative obviously result in a lower proficiency in the language studied. With a positive attitude it is more likely that student who uses study strategies in the classroom and are more likely that they study the language individually also. "With a positive attitude it is probable that the students learn more and have an emotional filter that allows the students to receive more and new information"⁶⁵. Learning a language is not only listening and understanding it, but being open to the language and its speakers. "The attitude towards other nationalities and ethnic groups is also important as well developed ethnocentrism decreases the ability to understand other people and get their situation"⁶⁶.

Motivation: In learning, "initially motivation depends on the needs, impulses or intentions - which have been generated under a necessity that creates the individual or created from external stimulus-, since these elements originating the willingness to learn and concentrate their will, which gives energy and directed force to get them"⁶⁷. Currently two types of approaches to the motivational factors are differentiated; *Intrinsic Motivation* and *Extrinsic Motivation* that affects

⁶³ Available online < <http://www.galeon.com/aprenderaaprender/estrategias/estrategias.htm> >

⁶⁴ BROWN DOUGLAS, H. Principles of Language Learning and Teaching, cited by BERGFELT, Andrea. Las actitudes en el aprendizaje de una segunda lengua, [online] Available at: <http://kau.diva-portal.org/smash/get/diva2:24525/FULLTEXT01.pdf%20page%206>

⁶⁵ KRASHEN, Stephen. Second Language Acquisition and Second Language learning, cited by BERGFELT. Ibid., P. 35

⁶⁶ Ibid., P. 35

⁶⁷ MARTÍNEZ ROIG, Eliseo. EL FACTOR DE LA MOTIVACIÓN EN EL APRENDIZAJE DEL INGLÉS COMO SEGUNDA LENGUA, [online] Available at: http://www.academia.edu/10458531/El_factor_de_la_motivaci%C3%B3n_en_el_aprendizaje_del_Ingl%C3%A9s_como_segunda_lengua

individuals. As De la Peña⁶⁸ said, *Intrinsic Motivation* refers to personal satisfaction that successfully faces the task itself, a student guided by *Intrinsic Motivation* does not receive an external reward, except the one that result for carrying out an activity successfully and *Extrinsic Motivation* depends on what others do or say about the performance of the student, or for what they get from their learning, in this case the passing grade when they ask "what are the grades" instead of "how much did they learn?". Dickinson⁶⁹ on the other hand, mentions some of the desirable characteristics of a motivated student, is described as someone who directed their own learning, it means, they are responsible and aware about their learning goals, self-assessment and therefore they are aware how they manage and learn, also has a reasonable idea of their level of competence. Definitely a motivated student will learn better than one without motivation.

4.3.6 Barriers to learning a language.

Within the success of learning a second language it can occur that the individual is presented with some disadvantages or barriers. Some of these barriers that influence the process are natural, such as age, learning problems, fossilization, the interest of the individual, health problems, frustrations, anxiety, etc. There are also barriers of an external nature, which occur around the individual and that somehow can affect the learning process itself. Factors such as "the quality of education provided by the entity responsible where they receive the knowledge of the language that they want to learn, socioeconomic context, the individual may be subjected to a pressure or obligation to learn this language, they may not have the time necessary due to other occupations with a higher level of importance (work or children), family or personal problems, etc"⁷⁰. Below are some of the most common cases according to Gorosito⁷¹;

- *Affective factors*: This is related to the set of experiences, whether they are good or bad, and the feelings related with their learning process through which they have these experiences; in terms of interference with the learning process. Special cases where the above factors create barriers between the student, the surrounding environment and teacher.

⁶⁸ DE LA PEÑA, Xóchitl. LA MOTIVACIÓN EN EL AULA, [online] Available at: <http://www.psicopedagogia.com/motivacion-aula>

⁶⁹ DICKINSON, L. Self –instruction in Language learning, cited by ORDORICA, Daniel. Motivación de los alumnos universitarios para estudiar inglés como lengua extranjera, [online] Available at: <http://cad.cele.unam.mx/leaa/cnt/ano03/num02/0302a04.pdf>

⁷⁰ GOROSITO, Claudia. Epistemología y Tecnología, [online] Available at: <https://epistemologiagrupo8.wordpress.com/tag/analizando-enunciados/>

⁷¹ Ibid., P. 36

- *Fossilization*: It is a linguistic phenomenon which consists in the student learning a second language fossilize main features of the language, such as pronunciation, grammar or vocabulary. In most cases these characteristics experience a lock (stagnation) by the student; which does not allow the person to forward in the process of gradual improvement and also is not permitted to reach the same capabilities or competencies that a native speaker possesses by nature.
- *Self-protection*: learning a language is difficult and exposes the individual to a degree of tension and frustration. In many cases the biggest problem that people who learn a new language is their fear. They worry about looking foolish or speaking awkwardly, as this could be mocking others, but they cannot let the fear of making mistakes prevent interaction with people.

4.3.7 Communicative competence.

In recent years, communicative competence has been studied by professionals from various fields of science such as psychology, pedagogy, linguistics and sociology, from which emerge different approaches that will be mentioned below.

4.3.7.1 Linguistic approach.

According to Cancio Charity⁷², this approach is defined as comprising the grammatical, but also attitudes, values and motivations concerning language, its features and applications and attitudes integrates to the relationship of language to other communicative codes of conduct, where there exists essential components as observational skills, empathy, active listening and speaking. Similarly to Filiberto Beltran⁷³, communicative competence is the skill set that enables appropriate participation in specific communicative situations, fulfilling the purpose of personal communication; that is, to achieve what they want or need and do so within the socially acceptable (meaning and coherence). The author discusses two approaches that allow direct understanding of the communication process;

The first one, is located in the *intra-individual* level and realizes the human ability to acquire and use language, which is called linguistic competence. The second one, is the *inter-individual* level, where the role of social interaction in the construction of communicative competence is highlighted, it refers to learning the language, as

⁷² CANCIO, Caridad. El desarrollo de la competencia comunicativa en escolares de séptimo grado a partir del uso de diferentes códigos, cited by AGUIRRE RAYA, Dalila. Reflexiones acerca de la competencia comunicativa profesional, [online] Available at: http://bvs.sld.cu/revistas/ems/vol19_3_05/ems04305.htm

⁷³ Ibid., P. 37

intended that the person is competent to communicate in the language studied both in oral and written communication in various situations of everyday life⁷⁴.

4.3.7.2 Pedagogical approach.

Emilio Ortiz⁷⁵, sees communicative competence from this approach, as the teacher's ability to establish effective communication optimally and efficiently -with their students-, to develop in their personality a style flexible communication and achieve desired educational outcomes. According to Parra⁷⁶, communicative competence transcends the proper sense of knowledge of the linguistic code, to understand as an ability to know what to say to whom, when, how to speak and when to shut up, which means, accepting the communicative competence is not reducible to linguistic aspect since it has also considered the sociological and psychological aspects involved. The same author notes that "understand the communicative competence as a general state of preparation of the subject involves assume as a process susceptible to be molded, formed and developed from a pedagogical intervention expressed at different levels; and it refers to the theoretical and practical affective and general preparation; that is, includes psychological, linguistic and cultural preparation"⁷⁷.

4.3.7.3 Psychological approach.

According to some studies from Dionisio Zaldivar⁷⁸, communication skills are defined as the set of knowledge, skills, attitudes, values and behaviors that enable us to produce, receive and interpret messages of different types and through different channels, which facilitate and promote the initiation, maintenance and end of positive interpersonal relationships. Other authors suggest that this topic should be seen from the personology therefore "in the interaction of communicative contexts come into play both the elements that allow the relevant implementation from the point of view instrumental - cognitive (knowledge, skills, attitudes) as those that refer relating to the motivational-affective field (needs, motives, purposes, expectations, experiences)"⁷⁹.

⁷⁴ Ibid., P. 37

⁷⁵ Ibid., P. 37

⁷⁶ Ibid., P. 37

⁷⁷ Ibid., p. 37

⁷⁸ ZALDIVAR PEREZ, Dionisio. Competencia comunicativa y relaciones interpersonales, cited by AGUIRRE RAYA, Dalila. Reflexiones acerca de la competencia comunicativa profesional, [online] Available at: http://bvs.sld.cu/revistas/ems/vol19_3_05/ems04305.htm

⁷⁹ FERNANDEZ, Ana María. Habilidades para la comunicación y la competencia comunicativa, cited by AGUIRRE RAYA, Dalila. Reflexiones acerca de la competencia comunicativa profesional, [online] Available at: http://bvs.sld.cu/revistas/ems/vol19_3_05/ems04305.htm

4.3.7.4 Communicative approach.

Since these communication approach skills are defined as "interpersonal skills that regulate communication between subjects, among them are; authentic, emotional expressiveness, empathic understanding and tolerance"⁸⁰. Also it is conceptualized that Communicative competence as "the ability to act communicatively, adjusting reciprocally its actions in seeking mutual understanding intersubjective as a generator principle of knowledge and socialization"⁸¹.

From a more general point, we can say then that the "communication skills are considered as the set of knowledge, expertise, skills and individual characteristics that allows a person to perform actions in a given context"⁸². *The Common European Framework*⁸³, defined it as those that enable a person to act using specifically linguistic means and considers the communicative competence as being comprised of several components: linguistic, sociolinguistic and pragmatic. It is assumed that each of these components comprises in particular knowledge, skills and abilities which are described in the following table.

Table 4: Components of communicative competence according to the Common European Framework.

COMPONENT	DESCRIPTION
Language skills.	Includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations. This component, considered here from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge but also to cognitive organization and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility. Knowledge may be conscious and readily expressible or may not.
Sociolinguistic	Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of

⁸⁰ AGUIRRE RAYA, Dalila. Reflexiones acerca de la competencia comunicativa profesional, [online] Available at: http://bvs.sld.cu/revistas/ems/vol19_3_05/ems04305.htm

⁸¹ HABERMAS, Jurgen. Teoría de la acción comunicativa, I, cited by RODRIGUEZ ROSERO, Jesús Eliberto. Enfermería sin contornos, [online] Available at: <http://www.index-f.com/evidentia/n1/20articulo.php>

⁸² COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL, Estándares Básicos de Competencias en Lenguas Extranjeras. Op. Cit., p. 24

⁸³ ESTRASBURGO. Op. Cit., p. 18

competence.	politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.
Pragmatic skills.	Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

Source: www.coe.int/t/dg4/linguistic/source/framework_en.pdf

Moreover, the communicative competence of the professionals is defined as "the potentiality that person for adequate communicative interaction from the domain and integration into the practice of knowledge about the process of human communication, communication skills, principles, values, attitudes and willingness to work in it profession efficiently and to make timely decisions in complex or new situations, that facilitates the achievement of objectives or proposed in different contexts and in dimensions affective-cognitive, communicative and sociocultural"⁸⁴. It is here that knowledge of a second language becomes an essential part of the skills of professionals that provides the tools for the use of communicative interaction with other people or companies thus achieving the scope of its own goals and objectives of the organization for which it works.

4.3.8 Labor competitiveness.

There are many and varied conceptual approaches to Labor competitiveness, Guillermo Diaz⁸⁵ mentions three approaches: the first one is described as the ability to perform the tasks, the second one refers to personal attributes such as attitudes and capabilities and the third one is a holistic approach that includes the

⁸⁴ AGUIRRE RAYA, Dalila. Reflexiones acerca de la competencia comunicativa profesional, [online] Available at: http://bvs.sld.cu/revistas/ems/vol19_3_05/ems04305.htm

⁸⁵ Biblioteca virtual en salud de Cuba. CONCEPTOS BÁSICOS DE COMPETENCIA LABORAL, [online] Available at: <http://bvs.sld.cu/revistas/infd/n809/infd2209.html>

previous two. According to the ILO⁸⁶, it defines it as the effective ability to successfully carry out one work activity fully identified. Labor competitiveness is not a probability of success in the performance of work; It is a real and proven ability. The National Apprenticeship Service⁸⁷ (SENA, acronym in Spanish), defined it as the set of socio-affective and cognitive abilities, psychological and motor skills that enable people to carry out properly, an activity, a role, a function, using the knowledge, attitudes and values it has.

Likewise "it is generally understood that labor competency comprises the attitudes, knowledge and skills that allow successfully develop an integrated set of functions and tasks according to appropriate performance criteria considered in the workplace. They are identified in real work situations and describes gathering the productive tasks in areas of competence (more or less permanent functions), specifying for each of the tasks performance criteria by which their performance can be assessed as competent"⁸⁸.

At the organizational level, labor competitiveness, according to Diana Echeverri⁸⁹, is about keeping systematically comparative advantages, this being some of their skills, resources, attributes and knowledge that allow them to achieve, sustain and improve certain socioeconomic positions. Clearly it can be said that a competitive advantage could be the dominance of English as a foreign language, which is causing an evolution in the model of the entrepreneur and the organization.

Moreover, international competitiveness is "defined as the ability of a company to achieve greater and better performance over competitors in foreign markets and to

⁸⁶ Organizacion Internacional del Trabajo CINTERFOR. ¿Qué es competencia laboral?, [online] Available at: <http://www.oitcinterfor.org/p%C3%A1gina-libro/1-%C2%BFqu%C3%A9-competicencia-laboral>

⁸⁷ Organizacion Internacional del Trabajo CINTERFOR. Definiciones de competencia en instituciones de formación profesional, [online] Available at: <http://www.oitcinterfor.org/p%C3%A1gina-libro/definiciones-competicencia-instituciones-formaci%C3%B3n-profesional>

⁸⁸ MIRANDA, M. Transformación de La Educación Media Técnico-Profesional" en Políticas Educativas en el Cambio de Siglo, cited by Dávalos, et al. Las competencias: una propuesta conceptual hacia la unificación multidimensional en el contexto de los recursos humanos, [online] Available at: <http://go.galegroup.com/ps/i.do?id=GALE%7CA360995023&v=2.1&u=ugc&it=r&inPS=true&prodId=GPS&userGroupName=ugc&p=GPS&digest=d099576015f360b87593ab47326d3a08&rssr=rss>

⁸⁹ Universidad de San Buenaventura. LA COMPETITIVIDAD EN EL DESARROLLO EMPRESARIAL, [online] Available at: web.usbmed.edu.co/usbmed/mercatura/nro8/docs/competitividad.doc

preserve the conditions that support its current and future performance"⁹⁰, making use of "creating sources of competitive advantage, the internationalization profile, and the presence of the organization in international markets and its performance abroad"⁹¹. The entry into new international markets can provide great new opportunities for incursion companies but at the same time, they can also face new business challenges and increased domestic and international competition, that is saying a new competitive dynamic, which means that an organization out of its borders and that does not possess the skills of a second language will not be able to take advantage of the opportunities that the market offers, because it will find difficulties of communication between its employees, its suppliers and its future partners.

Thus, "efforts should be making not only on the development of goods and services highly tailored to efficient production process that meet market needs and innovative processes, but also the ability of the organization to integrate the synergies of development of appropriate channels for training, information"⁹² and education of their employees in the development of communication skills in a second language. One of the most effective ways to operate in the competitive context of business strategies; management is strongly based on the creation of partnerships with other actors in the immediate environment. "Through specialization and collaboration, businesses can accelerate their learning processes, achieve economies of scale and focus on areas where they have greater competitive advantages"⁹³, , in this case the bond of collaboration could be company-institution service provider Teaching in English, with the goal of developing and strengthening communication skills in this language among their employees.

⁹⁰ PEÑA VINCES, Jesús y TRIGUERO SÁNCHEZ, Rafael. Modelo de Competitividad Internacional de la empresa: en economías de desarrollo y/o emergentes de Latinoamérica, [online] Available at:http://api.eoi.es/api_v1_dev.php/fedora/asset/eoi:67230/componente67228.pdf

⁹¹ DEPPERU, Donella y CERRATO, Daniele. Analyzing international competitiveness at the firm level: concepts and measures, cited by PEÑA VINCES, Jesús y TRIGUERO SÁNCHEZ, Rafael. Modelo de Competitividad Internacional de la empresa: en economías de desarrollo y/o emergentes de Latinoamérica, [online] Available at:http://api.eoi.es/api_v1_dev.php/fedora/asset/eoi:67230/componente67228.pdf

⁹² MONTOYA, Alexandra MONTOYA, Iván y CASTELLANOS Oscar. Situación de la competitividad de las Pyme en Colombia: elementos actuales y retos. In: Revista UNAL. Vol. 28. No. 1 (2010).

⁹³ MONTOYA, Alexandra MONTOYA, Iván y CASTELLANOS Oscar. DE LA NOCIÓN DE COMPETITIVIDAD A LAS VENTAJAS DE LA INTEGRACIÓN EMPRESARIAL. In: Revista Facultad de Ciencias Económicas: Investigación y Reflexión. vol.16. No.1 (Jan., 2008); P. ISSN 0121-6805

4.3.8.1 Competitiveness in Colombia.

Currently, a relationship can clearly be demonstrated between competitiveness and the level of English proficiency among the inhabitants of the countries. According to the *Global Competitiveness Index (ICI) IMCO (2013)* and the *English Proficiency Index (English Proficiency Index) 2013 Education First (EF)*⁹⁴ show that the statistical correlation between the two variables is high (75.9%). It can be said then, that English proficiency may affect the competitiveness of a country due to three factors, "social mobility and improving the income and greater accumulation of human capital- the acquis of knowledge and people skills that enable companies to promote innovation, creativity and economic development in the long term, the development of more and better business relationships and access to information for innovation process-"⁹⁵. Undoubtedly the English skills allow companies and countries to take advantage of better trade relations, as it becomes an indispensable tool for positioning the organizations within supply chains and global distribution, due to the effort to find suppliers, customers, strategic partners and consumers in other countries.

*The Global Competitiveness Index*⁹⁶ GCI) of the World Economic Forum (WEF) has become the main benchmark for global competitiveness. The World Economic Forum analyzes subscript and pillars such as national institutions, policies and factors that determine the level of prosperity that can be achieved in an economy. According to its recent report, "Colombia by 2010 and 2014 became ranked the 68th (139 countries) to 66th (144 countries), recording a slight improvement thanks to the macroeconomic conditions, which led it to achieve its highest level in the last eight years, recovering slowly from the decline presented in 2008"⁹⁷ as shown in the following chart.

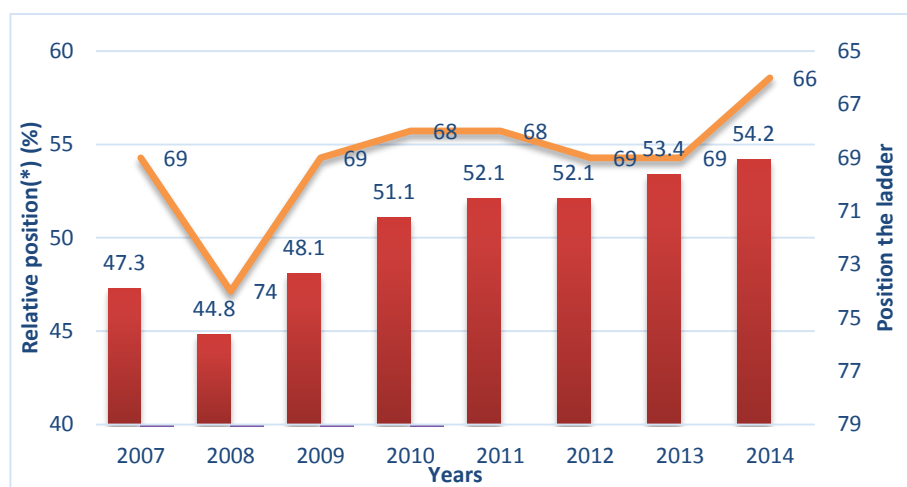
⁹⁴ MEXICO. Instituto Mexicano para la Competitividad A.C. Inglés es posible, Propuesta de una Agenda Nacional, [online] Available at: http://imco.org.mx/wp-content/uploads/2015/04/2015_Documento_completo_Ingles_es_posible.pdf

⁹⁵ Ibid., p. 43

⁹⁶ GENEVA. World Economic Forum. The Global Competitiveness Report 2012–2013, [online] Available at: http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2012-13.pdf

⁹⁷ COLOMBIA. DEPARTAMENTO NACIONAL DE PLANEACION. Reporte global de competitividad 2014-2015. Foro Económico Mundial. Síntesis de Resultados para Colombia, [online] Available at: https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Empresarial/Documento_FEM_2014.pdf

Graphic 2: The evolution of Colombia's position in Global Competitiveness Index 2007-2014.



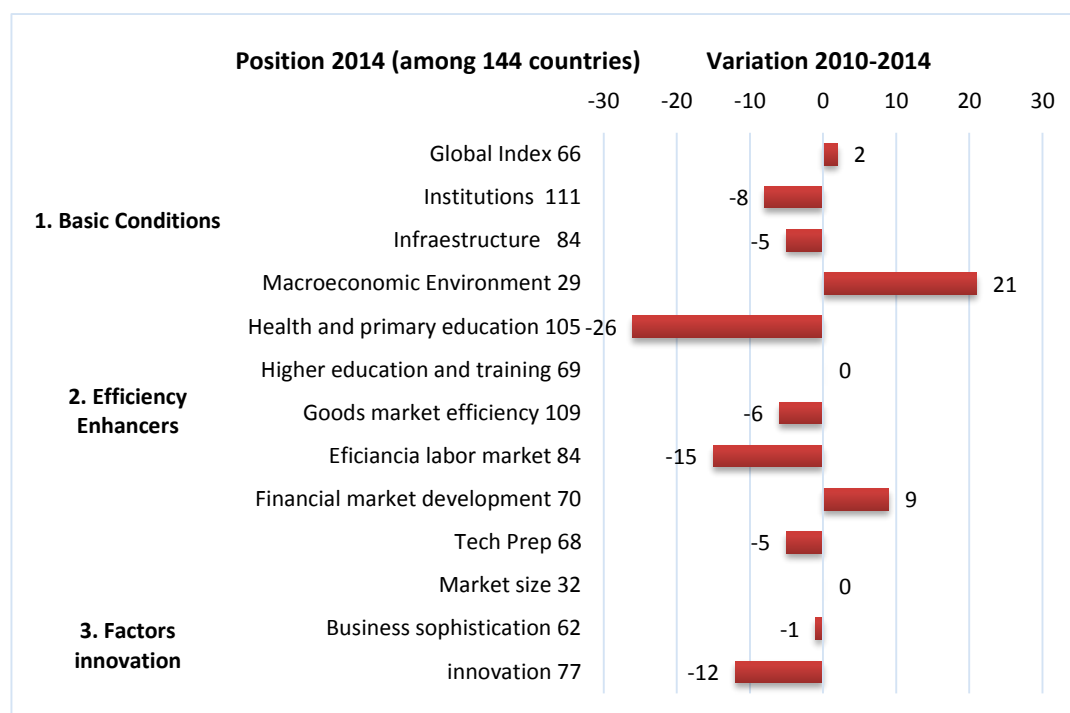
Source: https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Empresarial/Documento_FEM_2014.pdf

Colombia has the greatest deficiencies in competitiveness according to the report, “on pillars such as public institutions, poor quality of education, poor quality of education, poor quality of transport infrastructure, low capacity for research and innovation”⁹⁸, low labor market efficiency of goods, as shown in Graphic 3. *The Privy Council of Competitiveness*⁹⁹ suggests that for Colombia to increase its productivity levels in the coming years, there must be a joint effort of the public and private sector, to achieve greater innovation, improved logistics, ICT use, human capital training, work clusters, university-business links, among others.

⁹⁸ GENEVA. Op. Cit., p. 43

⁹⁹ COLOMBIA. CONSEJO PRIVADO DE COMPETITIVIDAD. Informe Nacional de Competitividad 2014-2015, [online] Available at: <http://www.compitem.com.co/site/informe-nacional-de-competitividad-2014-2015/>

Graphic 3: Competitiveness Index pillars of Colombia 2010-2014.



Source: <http://www.compitem.com.co/site/informe-nacional-de-competitividad-2014-2015/>

According to *the Privy Council on Competitiveness*¹⁰⁰ in Colombia, English proficiency of Colombian people is considered one of the main obstacles for the productive transformation of some sectors that hinder competitiveness. For example, the flaws in the formation of the language is evident in the low levels submitted by public servants. *The Management Information System and Public Employment (SIGEP, acronym in Spanish)*¹⁰¹, states that the total number of employees of the executive branch, only 31.1% reported speaking English as a second language. These low levels of bilingualism constitute an impediment to the evaluation and adoption of international best practices, to negotiations of cooperation with other countries and the interaction with international peers.

¹⁰⁰ Ibid., p. 44

¹⁰¹ Sistema de información y Gestión de empleo Público. Base de datos de Caracterización Empleo Público, cited by COLOMBIA. CONSEJO PRIVADO DE COMPETITIVIDAD. Informe Nacional de Competitividad 2014-2015, [online] Available at: <http://www.compitem.com.co/site/informe-nacional-de-competitividad-2014-2015/>

Similarly, *the Ministry of National Education*¹⁰² estimates that the tourism sector there are about 110,000 employees that currently require a higher level of English than what they have, where if this sector wants a growth of 5% per year, the country will need 40 thousand new employees with English proficiency by 2019. In addition, "in the areas of outsourcing business processes (BPO & O, acronym in English), tourism and software, is identified a potential of around 200,000 and 300,000 additional employees who require English, but the annual supply of graduates with sought profile (B2 level), is only 12,000"¹⁰³ though. Moreover, in "the 500 largest companies in Colombia, 59% of employees do not have the right level, it has an immediate need for 100,000 people with English skills, so companies are willing to pay a premium within the salary for the ability to speak English. The biggest requirements are for professionals than for graduates, as they need English to perform different types of functions"¹⁰⁴.

Additionally, the study by the *Education First Companies (EF-c EPI)*, which makes a global evolution of knowledge in English of the workforce, determined that "Colombia is ranked 22 among 32 countries, presenting a low level of efficiency in this language, which means according to the study, negative implications for a country's competitiveness and attractiveness to investment. For companies it means missing out on business opportunities, creating a weaker internal culture for communication and innovation, and falling behind competitors and hinder in their ability to expand in a globalized economy"¹⁰⁵. This clearly reflects the need to strengthen the skills of English in Colombia, either for increased competitiveness in the long term or the short-term demand in key sectors of the economy. "In the long term competitiveness it comes from the ability of organizations to innovate in all aspects of their business. Innovation comes from a corporate culture of creativity, which in turn comes from increased cross-border collaboration and better communication. It is not surprising that in the world, companies and organizations see English as something strategically important"¹⁰⁶.

¹⁰² COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL. Programa Nacional de Inglés 2015 - 2025 'COLOMBIA very well!', [online] Available at: http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-343287_recurso_1.pdf

¹⁰³ COLOMBIA. DEPARTAMENTO NACIONAL DE PLANEACION. Op. Cit., p. 43

¹⁰⁴ COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL. Programa Nacional de Inglés 2015 - 2025 'COLOMBIA very well!'. Op. Cit., p. 46

¹⁰⁵ Education First. EF English Proficiency Index For Companies. Op. Cit., p.27

¹⁰⁶ Ibid., P. 46

4.3.9 Basic standards of English language skills in Colombia.

The possibility that "Colombia competes adequately with other countries depends on the completion of a massive education effort, aimed at raising the population's competitiveness against other countries. Therefore, it is necessary that a high percentage of Colombians be proficient in at least one foreign language, which would allow mass access to systematized information concerning scientific and technological advances"¹⁰⁷. Likewise being competent in another language is essential in a globalized world, which requires to communicate better, opening borders, understanding other texts, appropriating knowledge and making them circulate, understanding and playing a decisive role in the country's development. Being bilingual allows for wide opportunities to become more competent and competitive.

Given the importance of English as a universal language, the *Ministry of Education in Colombia (MEN)* ¹⁰⁸, has determined in its policy to improve the quality of English teaching, through the development of general guidelines for Foreign Languages, adopting the Common European Framework as a basic tool for establishing the standards or minimum requirements for teaching English in the cycles of primary and secondary education in Colombia since 2006. The following table shows how the MEN has adopted the above as specific goals for different populations of the education system, receiving a nomenclature with names that teachers traditionally used to describe the various levels of performance by providing a common language to contribute to achieving the goals.

In *the program Vision Colombia II Centenary: 2019*, developed by the National Planning Department, proposed a series of ambitious long-term goals addressing different national contexts. Among the goals established as priority is the Education Revolution which tops the list, where it aims to reach higher levels of productivity and competitiveness, which are "the assumptions to increase incomes and improve their distribution, through expansion coverage and improve the quality-based on the encouragement of the best ones- and the redefinition of the contents and programs"¹⁰⁹. In relation to English proficiency was established a "increased in the capacity of students to communicate in a second language. The number of hours

¹⁰⁷ COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL. Estándares Básicos de Competencias en Lenguas Extranjeras. Op. Cit., p. 24

¹⁰⁸ JIMENEZ DIAZ, John Jaime. DESARROLLO DE LA COMPRENSION LECTURA DE LOS TEXTOS MULTIDIMEDIALES EN UNA LENGUA EXTRANJERA MEDIANTE LA ENSEÑANZA DE ESTRATEGIAS DE LECTURA. Doctoral Thesis. Medellín. Universidad de Antioquia, 2013. 38 p.

¹⁰⁹ COLOMBIA. DEPARTAMENTO NACIONAL DE PLANEACIÓN. VISIÓN COLOMBIA II CENTENARIO. [online] Available at: http://archivo.cepal.org/pdfs/GuiaProspectiva/visionColombiaIICentenario_2019comple.pdf

of training will be intensified since the beginning of the school year and will have a significant number of trained teachers to teach English at all levels"¹¹⁰, in which the *Ministry of Education* should incorporate schemes to promote development complementary skills of English language.

Table 5: The program Vision Colombia II Centenary: 2019 goals.

Goals	Current Situation(**)	2010	2015	2019
100% of students in grade 11 must have an average level (***) of understanding of the English language (Level B2 according to European Council level).	56,5%	73,9%	88,4%	100,0%

Source: http://archivo.cepal.org/pdfs/GuiaProspectiva/visionColombiaIIcentenario_2019comple.pdf

4.4 CONCEPTUAL FRAMEWORK

Mother tongue: It is the first language that an individual learns when they are kids, rather than a language learned at school or as an adult or the language that feels like own (as a sign of individual and community identity).

Native language: the language that a person has spoken from earliest childhood.

Foreign language: That one which is learned in a context that lacks social and institutional function, it means, the language has no presence in the community in which the apprentice lives, does not have direct access in its usual linguistic community. An example is the learning of English, French, etc. in Colombia.

Second language: It is called like that to non-native language of any person or territory, it is saying, a language learned after the critical period for acquisition by a person after being a competent speaker of its native language. For example, English is a second language for a Colombian immigrant in America.

¹¹⁰ Ibid., p. 47

(**) Baseline 2003.

(***) The average level corresponds to a score above 40. Since the English Test ICFES is being adjusted in order to standardize on the European Council, the target indicator must be set for the future of the new test.

Target language: Refers to the language which is the subject of learning, whether in formal learning or a natural one.

Lingua Franca: it is a language commonly used by people whose mother tongues are different in order to facilitate communication with each other, enabling a common understanding among a group.

Proficiency: rating that is given to the individual who achieves progress or takes advantage of any situation.

Ethnocentrism: is the attitude or point of view where the world is analyzed in accordance with the parameters of the culture.

Metalinguistic: Study of the relationship between language and culture of a given society.

Mediated or mediated memory: it consists of incorporating artificial or complementary stimuli in order to remember.

Cognitive skills: These are a set of mental operations where their objective is for students to integrate information acquired primarily through the senses, in a knowledge structure that makes sense to them.

Inductive learning: It is a way of learning, where the individual performs a process of observing and analyzing a feature of the language, until the formulation of a rule that explains this feature.

Hearing habits: it is considered as a custom developed or usual practice of a subject related to the repeated action of listening to something or someone.

Oral habits: are involuntary, repetitive and permanent actions over time that can be deleted or developed by re-education mechanisms.

Syntactic structure: The logical order in which a sentence is and this depends on the language.

Morphology structure: Refers to the structure of words, their parties and their classes, that is, its internal constitution and its ability to form words.

Semantic structure: Refers to the aspects of meaning, sense or interpretation of linguistic signs as symbols, words, expressions or formal representations. The structure can determine whether the communicator's message will be well received by the receiver.

Biotype: In the case of humans, refers to the classification of body shape and is determined by the genes. Thanks to them each person can say that they have a

biotype or another and this is the aspect that determines their body throughout its life.

Biorhythm: periodic cycle of physiological phenomena that people can translate into feelings, attitudes or states of sudden mood every time.

Listening strategies: they have been defined as techniques or activities that contribute to the understanding and use of information directly presented orally.

The visual strategies: they are all body movements, environmental cues, images, objects, logos, or written language forms can be used to support communication.

Linguistic code: System of own signs of natural languages, is the set of all language units are combined according to certain rules and allow the creation of messages.

The personology: It is a pseudoscience, related to the physiognomy and phrenology, which postulates the alleged existence of correlations between the physical appearance of a person and its behavior, personality and moral character.

Intersubjectivity: it is about how it is possible to understand each person, it is the place that allows this mutual understanding, it is a common space for interaction between different subjects.

4.5 CONTEXTUAL FRAMEWORK

The program Industrial Administration of the Duitama Sectional of the Universidad Pedagógica y Tecnológica de Colombia, was created around 1980, which operates in daytime with a duration of 10 semesters in person. It recently got "the renewal of the Qualified Registry, the Ministry of Education granted it by Resolution 10403 of July 14, 2015, for a period of seven years," which allows it to continue working on training professionals with expertise in management and production. It currently has about 500 active students and over 1,500 graduates. This program is governed under the following philosophical principles:

Mission

Form integral professionals with a broad sense of responsibility, ethics, social commitment and strong skills in management and production; ideal in the analysis, design and development of information systems for decision-making; responsible for creating and managing business units that meet the requirements of socio-economic, regional and national environment.

Vision

Industrial Administration seeks to consolidate in the next decade at the national level as one of the best programs in this discipline, achieving recognition and accreditation of high quality; which, through its process of improvement, will continue to form competent professionals, independent, analytical, critical thinking, social responsibility, promoting coexistence and a strong entrepreneurial and innovative.

The Industrial Administration's School trains professionals with ethical values, great social sensitivity and humanistic, that through scientific knowledge in management, production and operations and information systems, allowing them to become managers and performers of changes in organizations to keep with the environment under the purposes of contributing to economic and social development of the country through the training of professionals with solid moral values, broad theoretical and practical knowledge, and contextualized with the global dynamics of the scientific and technological diversity in the social, environmental and political, which are capable of creating, leading and managing organizations.

5. MATERIALS AND METHODS

5.1 MATERIALS

The study was conducted descriptively, which allowed to measure and to collect information independently and joint of the previously established variables. The populations studied were the Industrial Administration's School, the Institute of Foreign Languages of the UPTC, teachers, graduates and students of the Industrial Administration. The study was carried out by a non-probabilistic convenience sampling or accidental where each of the individuals that participated did it voluntarily, responding to a different survey according with the interest group, which was sent via internet through internal messages to personal accounts that were provided by the UPTC. It was established in a month to obtain the information (Nov-08-15 to Dec-08-15) for stakeholders responded to the survey which was sent twice as a reminder, so that the largest possible number of people could be part of the study. At the end of the established date participated: 15 teachers among 35 where only 33 have updated email accounts, 32 graduates among 1175 where only 50% of them have email accounts updated and 71 students among 464. Also the survey of the Industrial Administration's School and International Language Institute were successfully completed within the time. Moreover, each of the individuals were made to know the reason for conducting the survey, obtaining the consent by those completed them and it was taken into account also, the confidentiality of data whom participated in the study.

5.2 METHODOLOGY

This study is descriptive, because it makes a description of the boom and importance of English language proficiency in professional and job performance of Industrial managers of the UPTC. It used two methods for the development of the objectives established in this study. First one was a documentary and literature method using secondary sources of information such as documents found in the virtual database and / or supplied by the UPTC and various national and international universities, records and reports of EF Education First, British Council, National Planning Department, Ministry of Education, the Central Bank, journal articles as core, University of La Salle's magazine, electronic journal of philosophical studies, articles published online by Colfututro, Icetex, Fulbright, newspapers as El pais, the Espectador, The Economist, news RCN, Revista Dinero among others. The second method used was the survey, for which 5 different surveys focused were developed for each of the stakeholders.

The study is divided into four phases: the first one was the search and collection of information through documentary and bibliographical method, to this websites were visited in order to develop the first two objectives of this study, exposing the importance of mastering English language skills currently in professional and job performance of industrial managers and to know the English language development within the UPTC, analyzing the parameters, methods, objectives, purposes and others, used by University.

In the second phase, the surveys were conducted by Internet, the students responded to 16 questions, the graduates with 20 questions and teachers with 15 questions. This medium was used, since it was considered as the most practical for the interviewees' responded giving advance to the third objective, meet the level of importance established by students, graduates and teachers of Industrial Administration at the English proficiency.

In the third phase, the survey method was applied to the principal of the Industrial Administration's School, which counted with 10 questions in order to advance the fourth goal of identifying the position of the Industrial Administration's School about English proficiency among its students, knowing the efforts towards improving their proficiency and determining if it has any impact on the accreditation processes in high quality conducted by the Industrial Administration's School. This survey was also sent via email.

In the fourth phase, the same way was used as the survey was sent by email to the principal of the International Institute of Languages of the UPTC, with a number of 15 questions to identify progress in English reached by the International Language Institute towards improving communication skills in this language and knowing the relationship of the management towards international agreements offered by the UPTC, it gave way towards the development of the fifth goal.

6. PROJECT DEVELOPMENT

6.1 The importance of mastering English language skills currently in the professional and job performance of industrial managers.

In the late sixties, the Colombian government, in order to ensure economic growth, the welfare of its people and prepare the national economy for its development in a globalized world, began a series of meetings and approaches with its major trading partners, achieving significant commercial agreements with the United States, European Union, Canada, EFTA (Switzerland, Liechtenstein), South Korea, among other countries where most companies have adopted English as corporate language - special cases of the Korean company Samsung and the European aircraft manufacturer Airbus, indirectly creating a communication barrier for some Colombian companies, forcing one way or another to be made aware that organizations hired trained staff or taught them in such language to ensure the success of their business relationships. Today, the increasing use of the English language in the workplace is also driven by the continued integration of the world economy and the increasing number of companies are coming to the international atmosphere. In a survey conducted by the company JPMorgan Chase, it was found that 61% of midsize businesses globally were actively doing business in international markets in 2013, an increase of 58% from 2012 and 43% between 2011.

Communication has helped this increase because, as the world becomes more integrated, there is a greater need for the companies to communicate frequently and smoothly across borders with customers, colleagues, suppliers and partners out of their markets. Due to these trends, the dominance of English has become a priority for companies currently being viewed as a "strategic issue, because its non-use can mean significant losses or simply restrict their aspirations for international growth, that is why it requires healthy internal culture of conversation, collaboration and creativity. This is supported by an enterprise-wide ability to communicate across borders in English"¹¹¹. According to a survey by the Economist Intelligence Unit (EIU) to 572 executives of multinational companies, it revealed that almost half of respondents "had had misunderstandings because of language causing them losses to their businesses, in addition to 70 % said that they sometimes find it difficult to communicate with their shareholders. A separate study conducted by Illuminas in 2014, found that 79% of global companies that had invested in English training for their staff, observed an increase in sales and

¹¹¹ Education First. EF English Proficiency Index For Companies. Op. Cit., p. 27

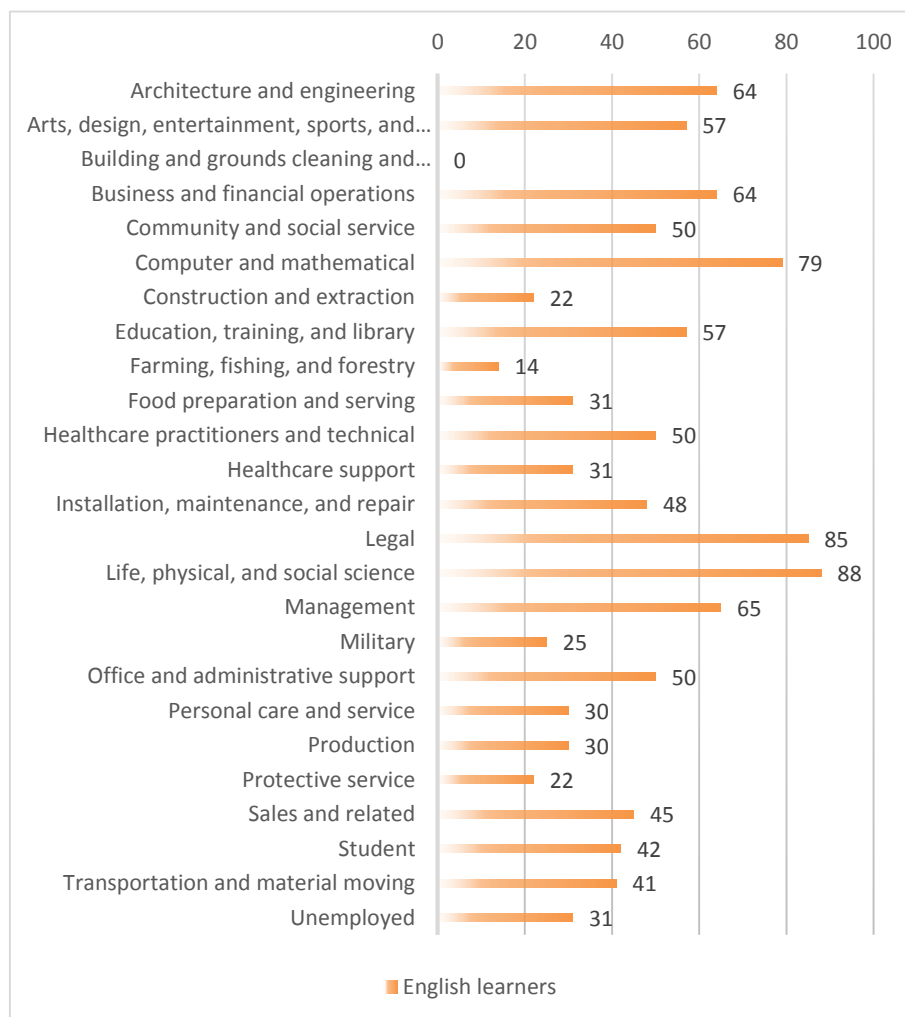
other benefits such as improved communication among employees, same productivity and customer satisfaction"¹¹².

Considering the above is important to consider that English is now the second most spoken language in Colombia. It is currently spoken by 41% of the population about after of Spanish. *The British Council*¹¹³ estimates that about 25.8% of the population in Colombia is studying English either through official or private education as well as through private training courses in English and self-access learning. For example within occupations, with the highest percentage of English learners in Colombia, life, physical and social sciences (88%), legal (85%), computer science and mathematics (79%), management (65%), the architecture and engineering (64%) and business and financial operations (64%). In occupations such as community and social service, health professionals and technicians and office and administrative support, show that only 50% of workers have been in some form of training in English. Moreover, the areas of industry with a smaller proportion of apprentices in English, include building and grounds cleaning and maintenance (0%), livestock, fisheries and forestry (14%), security services (22%), construction and mining (22%) and military (25%).

¹¹² Ibid., p. 54

¹¹³ BRITISH COUNCIL. Op. Cit., p. 11

Graphic 4: Percentage of occupations in Colombia with English learners, 2015.



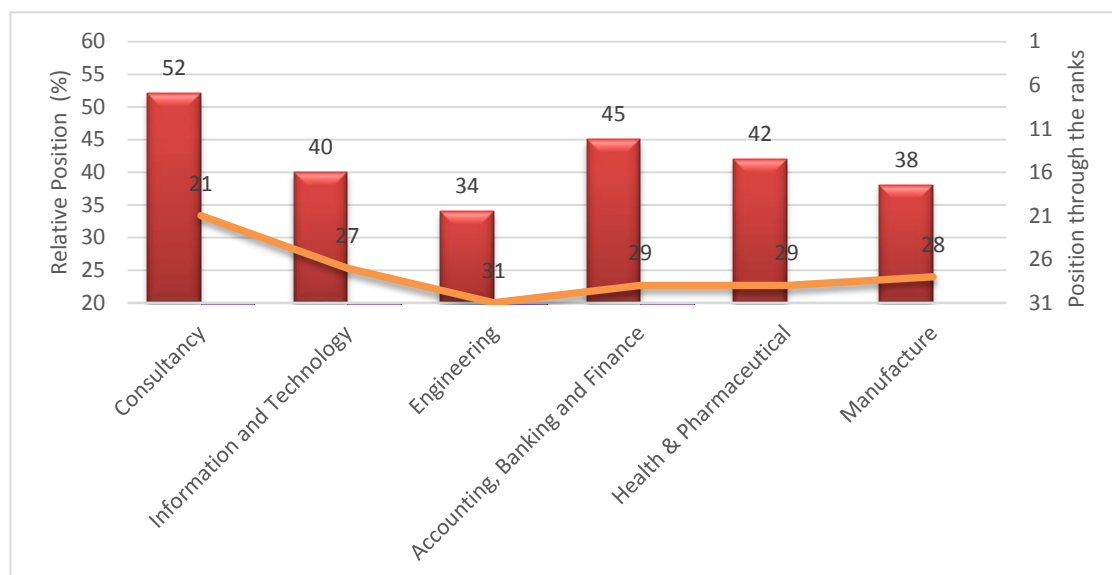
Source: <https://ei.britishcouncil.org/sites/default/files/latin-america-research/English%20in%20Colombia.pdf>

In the recent report by *EF Education First*¹¹⁴, it affirmed that Colombian consultant companies are those that have a higher level of English compared with other sectors of the Colombian economy, with a score of 52 over countries like Brazil, Venezuela, Russia, Turkey and others, still below the global level, which is 58. In sectors such as information and technology, Colombia is ranked 27th among 31 countries, showing that the level of English in this sector seriously harms the development of an economy, since it is an obstacle to attracting investment. On the

¹¹⁴ Education First. EF English Proficiency Index for Companies. Op. Cit., p. 27

other hand, the field of engineering, accounting, banking and finance, health and pharmaceutical and manufacturing, Colombia is taking the latest and penultimate boxes of ranking respectively, well below the global scale. These result shows that countries that have low levels of English as Colombia, due to the "lack of policy-that educational level, that is more integrated of the study of English in business, establish clear English level requirements within the company for its future workers, manage the training of English as an agenda for change within the company, etc, and declares that it is necessary to advance in almost all sectors so that companies are able to make the most of English as a global language for business"¹¹⁵.

Graphic 5: Ranking English levels in the main sectors of the Colombian economy



Source: <http://www.ef.co.uk/epi/epi-c/>

According to a survey by the *Economist Intelligence Unit*¹¹⁶ to more than 500 executives of companies with international presence, there is a significant demand for people who can carry out their work in a multilingual environment. For half of those surveyed, at least one in five employees need to speak another language

¹¹⁵ Ibid., p. 56

¹¹⁶ The Economist Intelligence Unit. Competing across borders. How cultural and communication barriers affect business, [online] Available at: http://www.jku.at/zsp/content/e273302/e273317/Competing_across_borders.pdf

and fourth reports that most of its workforce must master a second language. Similarly, *the Talent Shortage Survey of Manpower*¹¹⁷ indicates that the management of other languages is one of the skills that most employers mentioned as difficult to find in Latin America. Only 13% of graduates from universities in emerging countries and low income have the ability to be employed by multinational companies. The main reason cited by these companies is insufficient proficiency in the English language. This is paradoxical in a country like Colombia, which has high rates of unemployed and underemployed every year. Without doubt, the low English proficiency is affecting the labor market participation of many professionals who are deprived of better qualified and paid jobs.

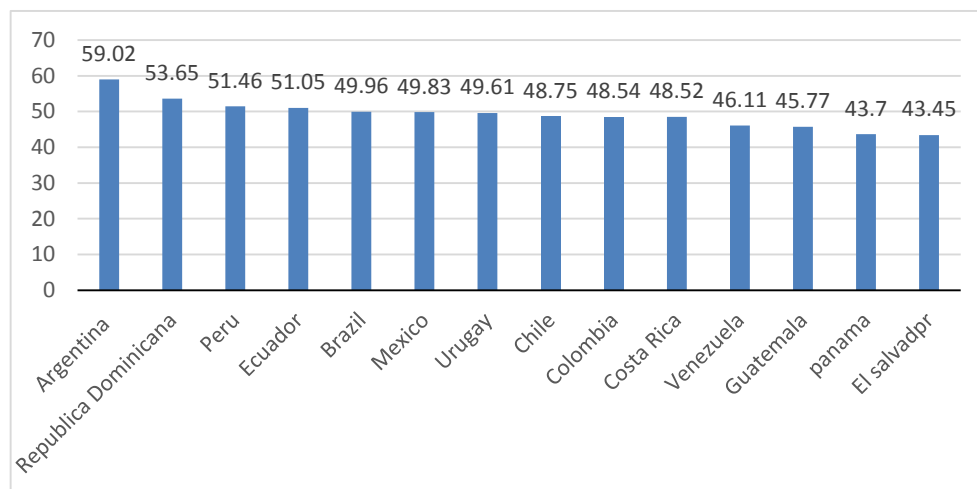
Moreover, in 2013, the English Proficiency Index (EPI) conducted by *EF Education First*¹¹⁸, positioned Colombia in the ranking No. 9 among 14 Latin American countries, with a score 48.54, meaning low skills competition of the use of English among its inhabitants. Argentina leads the group, being aware that speaking English is the key to participate in the global market, followed by the Dominican Republic that has shown the highest growth within the group in recent years. Worldwide Colombia is ranked 42nd among 63 countries, still below countries like Peru, Ecuador, Russia, China, Brazil, Mexico, Uruguay and Chile. It also reveals that men in Colombia handle a higher level of English with a score of 48.78 compared with 48.36 for Colombian women, and concludes that people between 25-34 and 35-44 age groups are the ones that have the highest levels of proficiency in English. However, the report also notes that Colombia has made significant progress in English proficiency, from an index of 45.07 - very low in 2011, till 48.54- low. It declares "The Colombian government has pledged to establish a better system of education in the region by 2025 and envisages a bilingual country where English is as important as the Spanish"¹¹⁹.

¹¹⁷ MEXICO. Op. Cit., p. 43

¹¹⁸ Education First. EF English Proficiency Index. 2013. Op. Cit., p. 27

¹¹⁹ EF Education First. EF English Proficiency Index- 2014, [online] Available at: <http://www.ef.edu/epi/spotlights/latin-america/colombia/>

Graphic 6: Ranking English proficiency in Latin America.



Source: <http://www.ef.edu/epi/spotlights/latin-america/>

Considering the above, the country recognizes that strengthening the mastery of a foreign language is essential for any company interested in being part of global dynamics of academic, cultural, economic, etc. Also "improved levels of communicative competence in the English language in Colombian society will necessarily lead to the emergence of opportunities for their citizens, recognition of other cultures and individual and collective growth, increasing the chances of social mobility and conditions more egalitarian development"¹²⁰. According to this, the *Colombian National Government* through the *Ministry of Education*, has developed programs to improve the standards of communicative competence in English.

For this purpose, the *National Plan of Bilingualism*¹²¹ was born, a program that has been consolidating strategies such as: the definition of standards of English proficiency, skills assessment in students, teachers, alumni and language programs. Also the supply of improvement programs for teacher training both in language as a teaching methodology English and linking new technologies and means of teaching and learning English. Also, it has promoted and encouraged the development of methodology and language models offered by institutions of higher education to train English teachers in basic education in service through different programs that they offer. To these efforts some national entities are joined, such as SENA, offering online courses in languages, in order to facilitate people who are interested in acquiring skills in a second language, a fundamental tool that allows

¹²⁰ Colombia aprende. Programa Nacional de Bilingüismo, [online] Available at: <http://www.colombiaprende.edu.co/html/productos/1685/article-158720.html>

¹²¹ Ibid., p. 59

them to be more competitive and thus more attractive to domestic and foreign employers. Bancóldex, similarly, the Bank for Foreign Trade of Colombia, created the Ispeak program in order to provide an instrument free of charge to companies to facilitate their recruitment and selection of human talent. According to information from *the National Registry of Certified English*¹²² (RNPCI) in 2009 when the first call was registered 27,103 people, of which ones 10,104 obtained a certification, and since January 2013 the registry has a base of over 54,000 qualified people, which demonstrates the recognition of the importance by Colombians to increase the use of the English language.

But when referring to education in Colombia, alarming figures can be found about the English skills among Colombian students. *Saber 11 tests 2012* revealed that "56.64% of students have a lower level of use of English. This means that the vast majority of them do not understand, do not use everyday expressions and construct simple sentences in English. Only 37.83% of Colombian students have a basic level of English and only 5.51% of them reach an intermediate level of English"¹²³. On the other hand, Mr. Juan Manuel Corredor, president of the program for language learning in Latin America, said to the newspaper *El Espectador*¹²⁴ in Colombia the students between 15 and 25 years only 7.2% have access to English. Of that percentage, 2% achieved a level B1; 4%, B2 and C1 and C2, 2%. The low number of Colombians who speak foreign languages have been mainly the result of three factors. On the one hand, the lack of resources and projection in government policies. Moreover, certain myths and beliefs at home end up discouraging the student and prevent the use of simple sentences in everyday life. Finally, the presence of empty theoretical and methodological weaknesses of some teachers affects the development of effective classes, according to *Juan Manuel Corredor*. These statements can also add that there are factors such as the gaps associated with income, socioeconomic status, region and gender, also they play an important role in learning English. Unfortunately, "the vast majority of Colombians believe that English is simply a class. Their contact with the language is occasional, incidental or imposed. Obey strictly academic reasons"¹²⁵. As for higher education in Colombia it is estimated that "30% of graduates have a B1 level or above while in techniques and technology are at 12% and 5% SENA. More

¹²² El Espectador. Panorama del bilingüismo en el país: Uno de cada diez colombianos habla inglés, [online] Available at: <http://www.elespectador.com/noticias/economia/uno-de-cada-diez-colombianos-habla-ingles-articulo-453679>

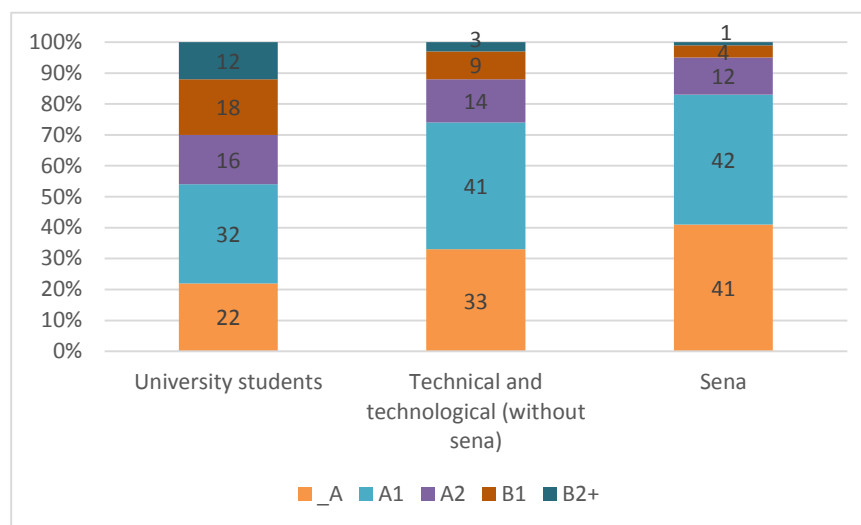
¹²³ Revista Dinero. En Colombia falta mucho inglés, [online] Available at: <http://www.dinero.com/pais/articulo/en-colombia-falta-mucho-ingles/170087>

¹²⁴ El Espectador. Op. Cit., p. 60

¹²⁵ Revista Dinero. Op. Cit., p. 60

than half of University students and 80% of technicians and technologists graduating with A1 or lower level"¹²⁶.

Graphic 7: English level according to Saber Pro, Percentage students in higher education in 2012.



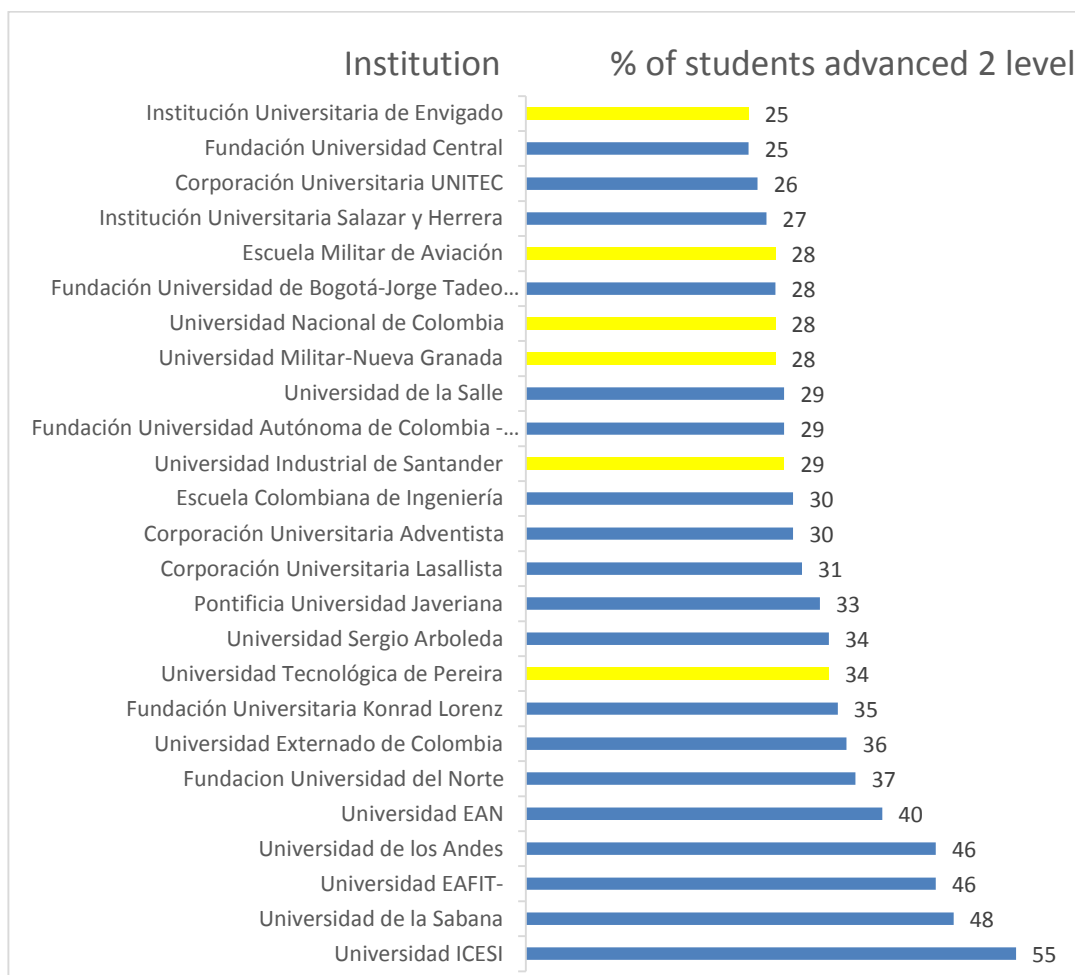
Source: http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-343287_recurso_1.pdf

According to the diagnosis made by *the Ministry of Education*¹²⁷, 25 universities in the countries are between official and private. it revealed that some of them achieve significant progress in English proficiency of students due to institutional policies, such high standards in the hiring of teachers - certification independent and experience / proven pedagogical skills, teachers or native studies abroad-, have curriculum models aligned to the *Common European Framework*, specific schools with mandatory content in English, extracurricular activities - talk clubs, cinema club - diagnosed the students' English level to entry and departure, establish degree requirements linked to learning, access to technology infrastructure - internet connectivity, computer centers, high fidelity sound - access to educational software support, among others. This is extremely detrimental to a country in order to become the third country most competitive in Latin America in the coming years, since it does not have a base of professionals or future professionals who meet the basic requirements of the international market.

¹²⁶ COLOMBIA. MINISTERIO DE EDUCACIÓN NACIONAL. Programa Nacional de Inglés 2015 - 2025 'COLOMBIA very well!'. Op. Cit., p. 47

¹²⁷ Ibid., p. 61

Graphic 8: Students' English level in Colombian Universities



Source: http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-343287_recurso_1.pdf

6.2 English language development in the UPTC.

The University has been aware that learning foreign languages has gained unprecedented force with the advent of globalization processes that drive regional and national development, it has proposed to strengthen the teaching and learning of a second language as an essential tool to access knowledge and new technologies relying on the formation of man as part of its mission. Due to the above, the University has proposed to establish and diversify its range of language training, aimed at the domestic, regional and local communities to catch up with the demands of global communication as the process of its own evolution has demanded. For before 2000, "the University's School of Languages was the

service provider academic unit teaching foreign languages, not only in most academic programs, but also in the several regional and national institutions that required assistance in Language Maternal and Abroad (English, French and German)"¹²⁸. Due to the growth of University services, it became necessary to reform the management of foreign languages within the University in order to expand coverage and better serve the student community and other users. For this reason, the Curriculum Committee of the School of Languages, the Council of the Faculty of Education and the Academic Council recommended the creation of a new body in charge of foreign language training within the University.

As early as June 2000 and by the Agreement 033 of 2000, the Academic Council of the UPTC approved the operation of the Language Centre "Manuel Ricardo Motta Ávila", which was attached to the Centre for Research and Extension Faculty of Education, (CIEFED acronym in Spanish). The language center was approved with the aim of providing training, qualification and counseling in the mother tongue, English, French and German, in the modality of continuous training. Within its organizational structure, it had a support committee and operation, consisting of the Director of the School of Languages or its delegates, by the Dean of the Faculty of Education or its delegates, a representative of the Departments of Spanish, English and French Language School, a representative of the Academic Unit and a representative of the academic programs of the Faculty of Education"¹²⁹. During the 4 years of the operation of the Language Center "Manuel Ávila Ricardo Motta" made use of existing resources in the Language School to support services offered.

For 2004, due to the undeniable need for foreign language learning as an essential to stick to the demands of today's world, the UPTC established and diversified its offer in training foreign language and broad coverage within the requirement of the educational community in general and the University in particular. It is for this reason, during the course of the year, the Higher Council of the UPTC by agreement No. 041 of 2004 created "The Institute of Languages, as a dependency of the Faculty of Education and with the objectives of providing foreign language training to meet the demand for undergraduate and graduate students, the faculty and staff of the University and external users who demand and attend the foreign language training, in accordance with the requirements of the respective programs, applications validation testing of undergraduate and graduate students who might require this service, advance and institutionalize research in language learning, especially in the categories of self-learning and virtual education for language

¹²⁸ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Acuerdo 033 de 2000, [online] Available at: <http://virtual.uptc.edu.co/archivador/archivos/A033-00.pdf>

¹²⁹ Ibid., p. 63

training"¹³⁰. Likewise Language Institute was authorized by respective Faculty Councils, to meet the requirements of a foreign language within its respective programs, taking into account not interfere with the units of the University that were authorized to do so.

The Language Institute had the following academic and administrative structure; "1. Steering Committee 2. Director and 3. Group of teachers. The Steering Committee was composed of: The Rector or its delegates, the Dean of the Faculty of Education or its delegate, the Director of the Institute and Faculty Representative". This agreement, unlike the previous featured two new points; the first one was the establishment of the requirements of the person who would hold the position as Director of the Institute in order to ensure the smooth running of it and its academic and economic outcomes. Then it stipulated that the Director of the Institute, had to be a graduate teacher in the area of Foreign Language Education with master's degree or a university work experience of not less than five years and with a knowledge of the procedures for training that were offered at the Institute. This person was appointed by the Rector of the University. The second point was the creation of the Institute of Languages at the Headquarters Tunja but was adopted and replicated by the sectional offices Duitama, Sogamoso and Chiquinquirá maintaining a cooperative relationship among the institutes and invoking the model established by the Headquarters, responding to the Faculty Academic Council and the respective Sectional. With this agreement, undergraduate students were treated at no cost for the period of time or the number of credits corresponding to the requirements of their program of study. Other users were linked to the Institute by free and spontaneous request, signing up a pledge in which they accepted its rules and regulations invoking similarly, to the rates of courses identified by the Council.

University has decided to adopt the international dimension in its higher education policies in search of its international positioning, increased student, professorial and mobility of researchers in the academic and cultural environment as a result the signing of inter-institutional cooperation, also because this initiative is part of the large institutional settings in favor of the formation of the new Colombian professional, the new citizen of the world. Due to this, globalization has been gaining importance in the development of its policies, both internally and externally, in order to provide the tools to take advantage of the opportunities that this new approach can generate. In regard to foreign languages, the University has made a number of changes in the regulations in order to respond to the growing boom in

¹³⁰ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Acuerdo No. 041 de 2004, [online] Available at:http://www.uptc.edu.co/secretaria_general/consejo_superior/acuerdos_2004/Acuerdo_041_2004.pdf

the regional, national and international levels. Then the current regulations of foreign languages within the UPTC is presented.

- The Higher Council of the UPTC according to its powers, issued the AGREEMENT 050 2008, by which the criteria for the implementation of the credit system was established and structuring curricular areas undergraduate programs were defined. This agreement was established: "The foreign language, will be out of the curriculum; It will be mandatory, and competence will be evaluated and certified by a standardized test and applied only by the university. It constitutes the prerequisite for enrollment into the seventh semester of the program. The university will offer up to four levels per student, free of charge, allowing them to prepare for this purpose. Also, it will offer additional courses to improve their proficiency in a foreign language"¹³¹.
- The Academic Council in exercise of its legal powers, issued Resolution 30 of 2008, by which the academic policy of the Universidad Pedagógica y Tecnológica de Colombia was adopted. According to the resolution "Bilingualism is a social and cultural imperative, therefore, the University offer free to students Foreign Language courses, consistent with the approach proposed by each academic unit Curriculum"¹³².
- Resolution 39 of 2008, by which the curricula of undergraduate programs of the Universidad Pedagógica y Tecnológica de Colombia changed.
- As early as 2009 thanks to General Statute, which empowered the Academic Council to create and delete academic programs, Sectional Headquarters, faculties, administrative offices or other forms of institutional organization and implementation of Institutional Development Master Plan of 2007 UPTC 2019, where the culture of foreign languages as a priority at all levels is contemplated, the creation of the International Language Institute through the Agreement 073 of 2009 was passed.
- Office of Academic Board CA-1389 of December 1, 2010.

¹³¹ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Acuerdo No.050 de 2008, [online] Available at: http://www.uptc.edu.co/secretaria_general/consejo_superior/acuerdos_2008/acuerdo_050_2008.pdf

¹³² UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Resolución No. 30 de 2008, [online] Available at: http://www.uptc.edu.co/secretaria_general/consejo_academico/resoluciones_2008/resolucion_30_2008.pdf

- Resolution 11 of 2013 by which the four levels were certified Foreign Language, with the Standardized Testing and created the option of additional levels. This resolution regulated the functioning of the international language institute.

Currently the International Language Institute is attached to the Vice Rector Academic UPTC and is responsible for designing, implementing and certify the adequacy and foreign language proficiency that must be accredited by undergraduate and graduate UPTC students. It also is responsible for implementing a placement test during the first week of classes each semester to students who request it, according to the results of the student they may enter one of the 4 levels of foreign languages offered by the institute.

Among the points agreed to operate the operation were sub-centers in each branch in order to meet the needs of "learning foreign languages according to the requirements and interests of the university community and local environment, regional, national and international through quality parameters and openness to pedagogical and technological innovations"¹³³. For this new agreement, some goals were modified and new ones were proposed with the aim of achieving significant improvements at the institutional level. The stated objectives are:

"Provide training, qualification, updating and advice on language learning and continuing education to meet the needs of students, teachers, university officials and external users. Design, develop and evaluate language courses for different academic programs of the UPTC in the undergraduate and graduate levels. Apply sufficiency test and proficiency in a foreign language for undergraduate and graduate students and for external users who require it. Provide advice to educational exchange and internships abroad for students and teachers of the university and provide spaces for research and educational innovation"¹³⁴.

Within academic commitments, the International Language Institute was offering levels I, II and III of foreign language (German, French and English) to students with tuition prior to the first half of 2010 and from this date on, offering four levels of foreign languages to undergraduates UPTC, which are included in the cost of tuition, was established. These levels of foreign language have a duration of 64 hours, which means 4 academic credits. For students who do not pass any level, they can take the course again for free as long as they have met the 80% of regular attendance, if this is not the case then the student must pay the course fee in the form of an extension, which can homologate with the undergraduate

¹³³ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Acuerdo No. 073 de 2009, [online] Available at: http://www.uptc.edu.co/export/sites/default/secretaria_general/consejo_superior/acuerdos_2009/Acuerdo_073_2009.pdf

¹³⁴ Ibid., p. 66

academic program to which it is enrolled. When the student has passed the four levels of foreign language, the student can be approved to take the standardized test and "University offered the option of continuing to develop additional levels for free, to classify the adequacy level B1 of the Common European Framework teaching"¹³⁵. Moreover, when students considered to have communicative competence in a foreign language, they can present such proof which is a required grade.

Further considerations taken into account was the possibility of approving the results of standardized international proficiency tests from recognized national or international institutions (MET, TOEFL, IELTS TOEIC, FCE, DELF, DALF or equivalent) that are submitted by students to meet the foreign language requirement, also for users interested in the application of these tests they may make a request to the Institute which is responsible for managing them.

The International Language Institute has adopted the eclectic methodology (Brown) for its teaching-learning process because it provides appropriate tools to help achieve the objectives established to classify students on the proposed levels of the Common European Framework CEFR-. This methodology is "determined by cognitive principles, emotional and language of sensing and internalize the necessary connections between theory and practice in each particular circumstance"¹³⁶. Here the students' needs and interests are interposed, its means are focused on the individual. It also makes use of the communicative approach, where the interaction is the means and ultimate goal in the process of teaching-learning a foreign language among their students.

This process is also accompanied by virtual components such as multimedia, internet, Moodle platform, language laboratories and multimedia classrooms located at each of the headquarters, which "have a STUDYROOM® PROFESSIONAL model. This model allows the permanent monitoring work students in audio and video, control their seasons, forming working groups and discussion, the delivery of movies in real-time file distribution and collection

¹³⁵ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Resolución 11 de 2013, [online] Available at: http://www.uptc.edu.co/export/sites/default/secretaria_general/consejo_academico/resoluciones_2013/res_11_2013.pdf

¹³⁶ Brown, H. D. Breaking the language barrier, cited by CALDERÓN MORA, Roxy. LOS FUNDAMENTOS CURRICULARES EN LA ENSEÑANZA DEL INGLÉS A DISTANCIA: UN ACERCAMIENTO A PARTIR DE LA TEORÍA Y DE LA REFLEXIÓN DE LA PRÁCTICA EDUCATIVA. In: Revista Educación. Vol. 29. No. 2 (2005); ISSN: 0379-7082

thereof, etc"¹³⁷. Also TUNJA headquarters has an interactive multimedia board and a *Mimio Interactive XI*. Study materials are aligned to the Common European Framework of Reference (CEFR), it currently uses *Speakout Pre-intermediate* of the *Editorial Pearson-Longman* as texts guides. Similarly it offers activities for students interested to participate, such as foreign language Karaoke, Festival of the song in a foreign language, international culture festival, talent show and clubs conversation in a foreign language.

Moreover, the Institute has the following international conventions to date; IESEC, CAMPUS FRANCE, EPI, SUMMER CAMPS, CENTRO INTERNACIONAL DE LA FRANCOFONÍA, VIF INTERNATIONAL EDUCATION, BOSTON UNIVERSITY, EUROPEAN COMMISSION ERASMUS MUNDUS, InterExchange). According to the Management Report 2013¹³⁸ conducted by the Department of International Relations, it says that thanks to the efforts made by the University during 2013 to the embassies of France, China, Germany, United States, Barbados, Jamaica, Brazil, in coordination with ICETEX, Fullbright Colombia, British Council, as the Humboldt University of Berlin, West Indies in Jamaica, the presence of 4 foreign language assistants was achieved, who offered support to both the School of Languages and the Institute of respective languages.

¹³⁷ Cienytec. Instalaciones - Laboratorio de idiomas virtual - Universidad Pedagógica y Tecnológica de Colombia, Instituto Internacional de Idiomas, [online] Available at: http://www.cienytec.com/Lab_laboratorio_idiomas_Universidad_UPTC.htm

¹³⁸ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Relaciones Internacionales. Informe de Gestión 2013. http://www.uptc.edu.co/export/sites/default/unidad_relaciones_internacionales/documentos/2014/boletin_2014_1.pdf

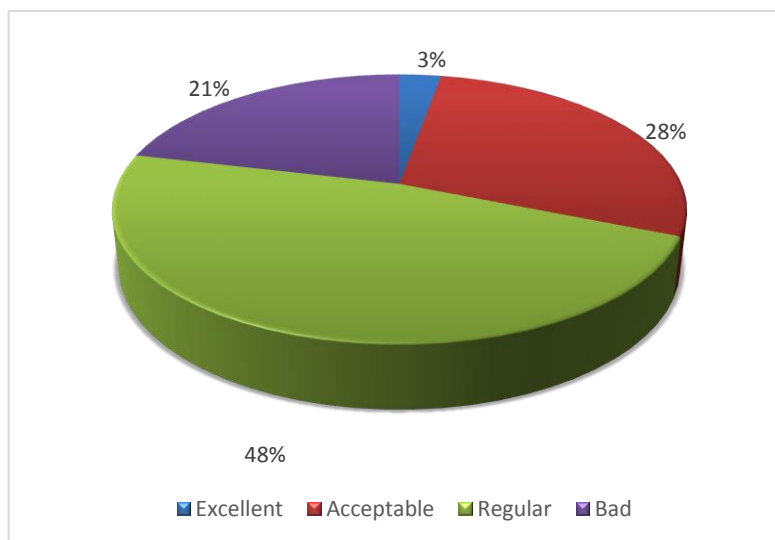
7. ANALYSIS OF DEVELOPMENT PROJECT

7.1 Level of Importance established by students, graduates and teachers of Industrial Administration at English proficiency.

Students survey results

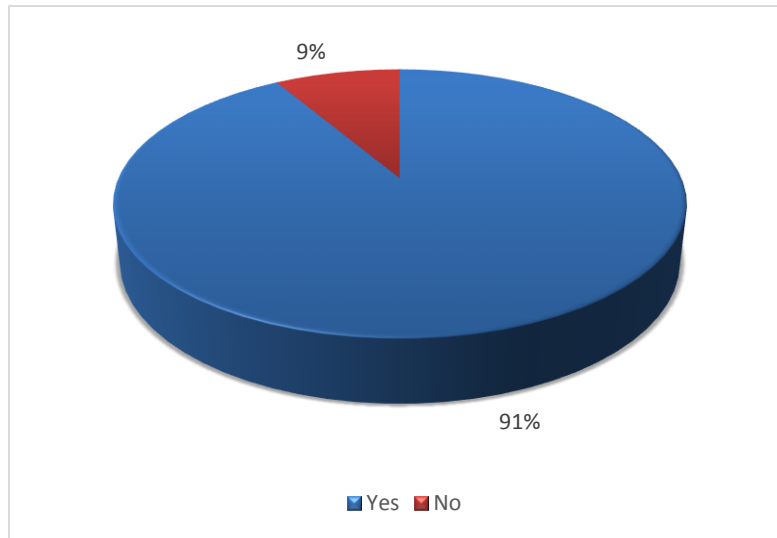
To collect information from students a questionnaire was applied to the assets of students of Industrial Administration between the first semester and tenth semester, all which was voluntarily responded. The questionnaire was published and sent by internal message to students belonging to the Industrial Administration official groups in the social network: Facebook. Since it was impossible to obtain information of personal emails from students, the survey had 16 questions and was open for a period of one month, in which 71 students participated. The analysis of the information is presented below:

Question 1 asked: *consider your level of English*



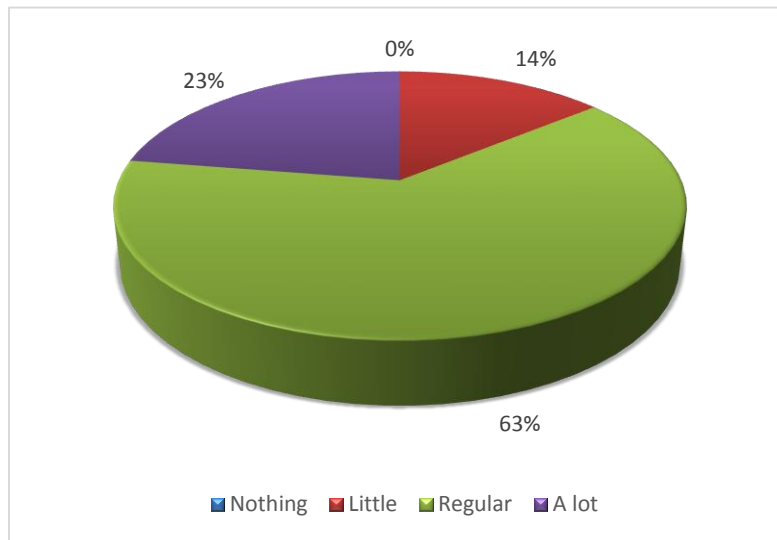
3% (2 respondents) of students of Industrial Administration, considered their level of English as excellent, 28% (20 respondents) considered their level as acceptable, 48% (34 respondents) of students felt that their English was regular and 21% (15 respondents) recognized their level as bad. According to their responses this would mean that students can read, write, speak and understand basic English communication, however this would have be checked out with a test to evaluate their proficiency in English.

Question 2 asked: *Would you study English even if it is not required by the University?*



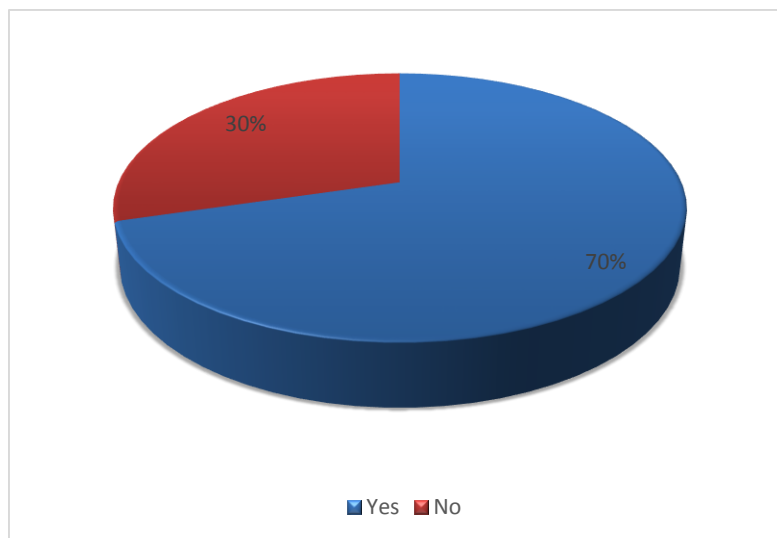
91% (65 respondents) of students gave a positive response, which could reflect the commitment that students have with the English language because they recognize it as an important tool, the other 9% (6 respondents) show disinterest to study English, which means that their contact with the English language is only to meet the requirements set by the University.

Question 3 asked: *What is your willingness to study English?*



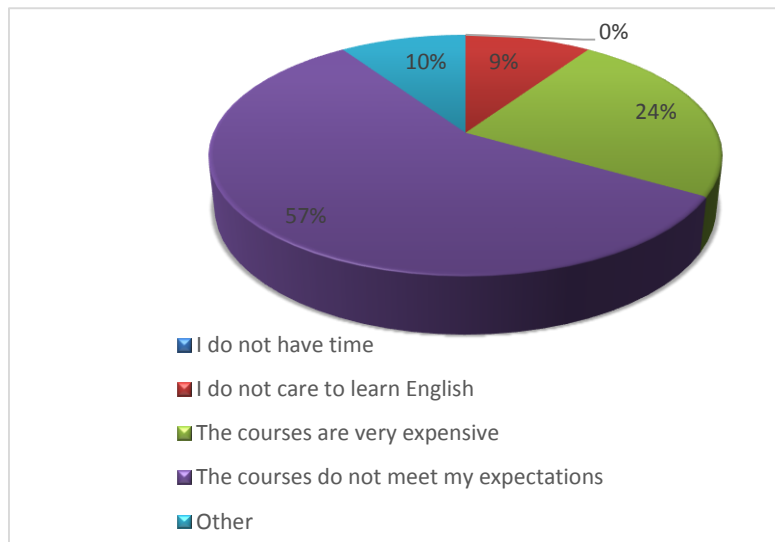
63% (45 respondents) of students show their willingness to study English as regular, 23% (16 respondents) answered that their willingness is a lot, which could help in the learning process and 14% (10 respondents) claims to have little willingness, however none expressed no disposition to study English.

Question 4 asked: *Do you plan to continue taking the English courses offered after finishing the levels required by the University?*



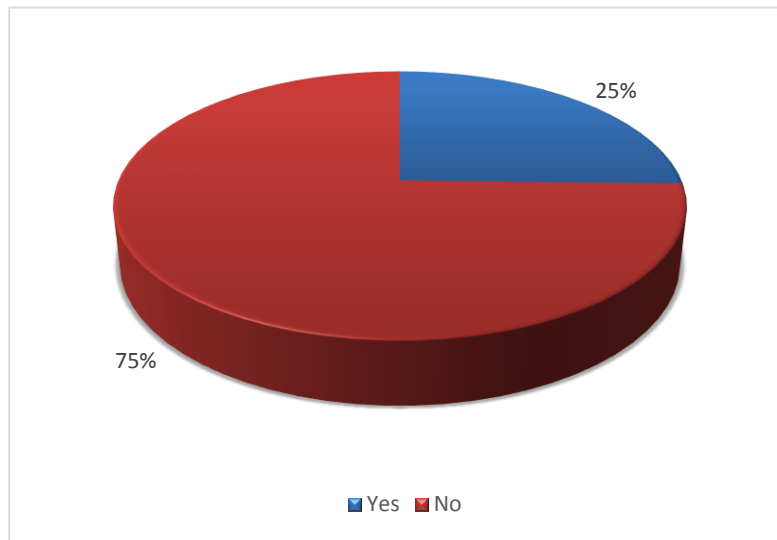
70% (50 respondents) of students of Industrial Administration who were surveyed plan to follow the English courses offered by the institute of foreign languages of the University, which means they want to improve their skills in that language. Meanwhile the other 30% (21 respondents) said they would not.

Question 5 asked: When the answer to question 4 was No, *what is the reason why you do not plan to do it?*



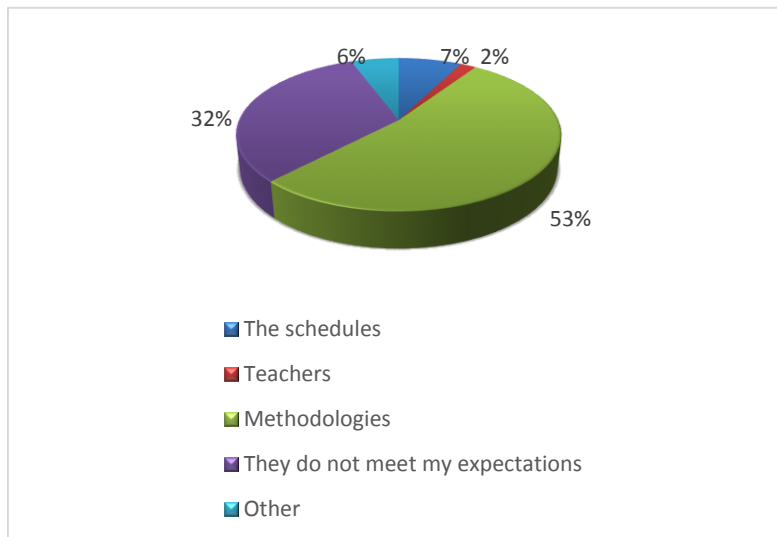
The reasons why students do not plan to continue with English courses offered by the University are divided by 9% (2 respondents) who do not care to learn English, 24% (5 respondents) which say the courses are very expensive, 57% (12 respondents) which say the courses do not meet their expectations and the other 10% (2 respondents) expressed that there might be other reasons.

Question 6 asked: *Do you like English classes taught by the University?*



75% (53 respondents) of students expressed that they do not like English classes taught by the University, only 25% (18 respondents) said they do.

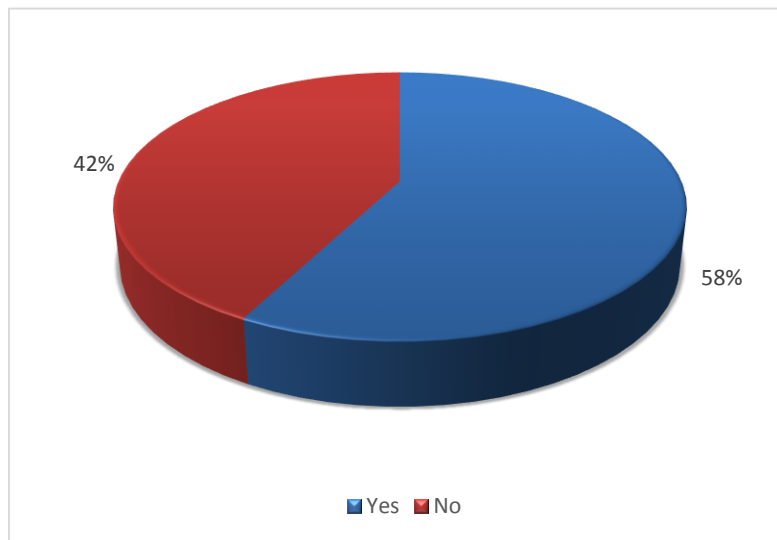
Question 7 asked: when the answer to question 6 was No, *Why you do not like the classes?*



53% (28 respondents) of the students that gave a negative answer to the previous question said that they do not like the methods used in the classroom, 32% (17 respondents) said because classes do not meet their expectations, 7% (4 respondents) say they do not like the established schedule, 2% (1 respondent)

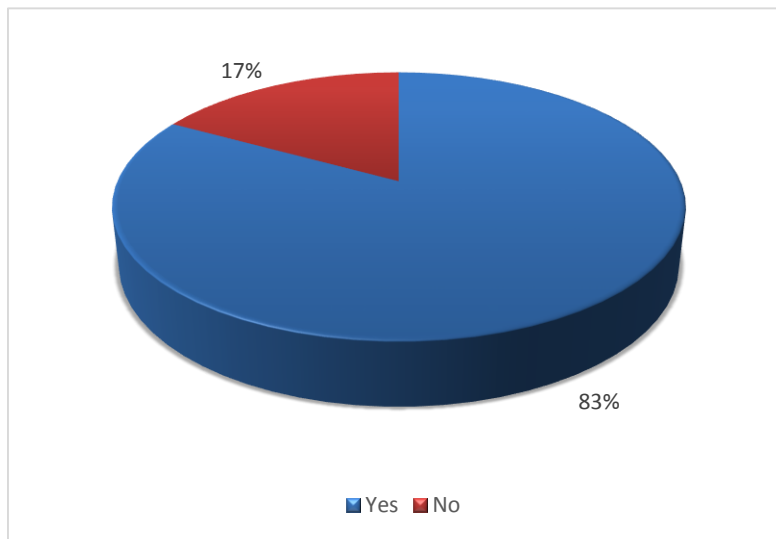
expressed that they do not like the teachers who teach classes and 6% (3 of the respondents) expressed that they do not like them for other reasons.

Question 8 asked: *Have you ever made use of the English contents in the development of program of any other course than English?*



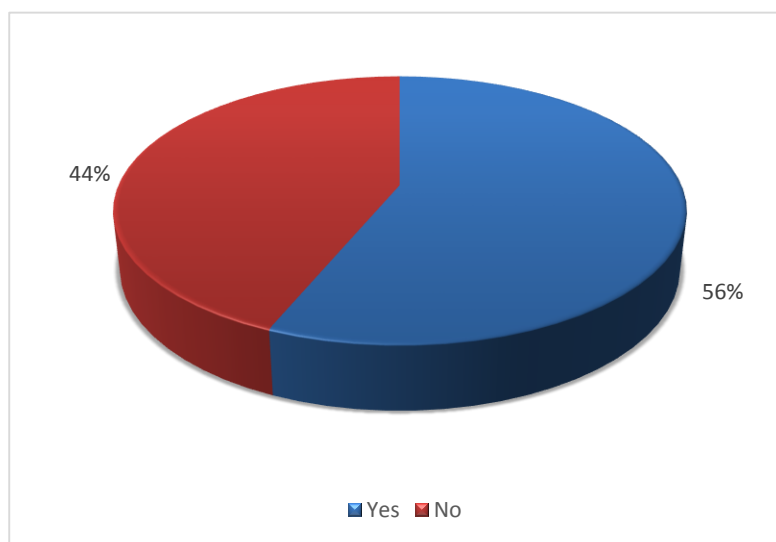
58% (41 respondents) of students claimed to have made use of English content in the development of some class and only 42% (30 respondents), expressed they have not had contact with the content of this language during the development of the classes.

Question 9 asked: when the answer of question 8 was no, *would you be willing to use content in English for the development of some classes?*



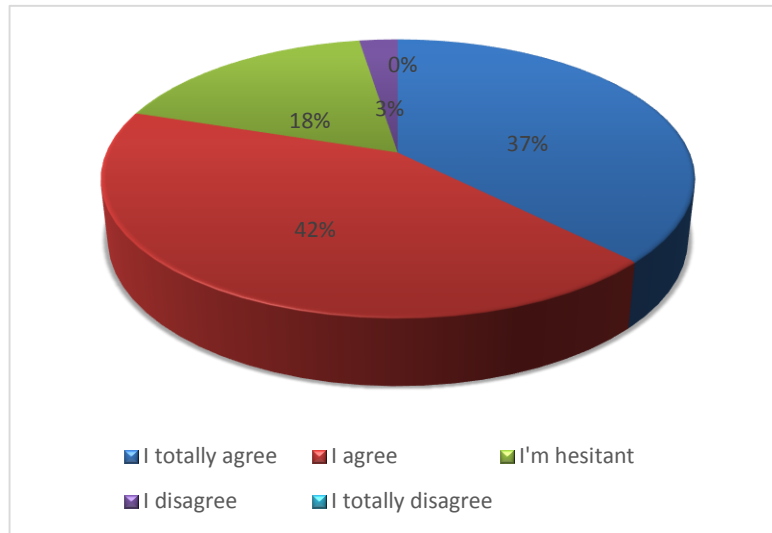
The students that expressed a negative response in question 8, 83% (25 respondents) said they would be willing to do it, while 17% (5 respondents) expressed that they would not be willing.

Question 10 asked: *Have you made use of the Language Laboratory or Multimedia Classroom?*



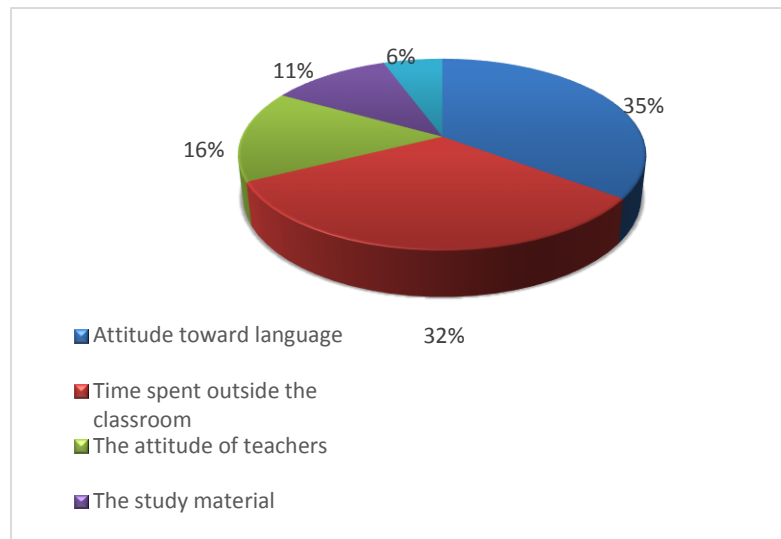
56% (40 respondents) of the students of Industrial Administration have used the laboratory or the Multimedia Classroom in the Sectional Duitama, while 44% (31 respondents) expressed not having done so.

Question 11 asked: when the answer to question 10 was Yes, *Do you think the use of such tools is effective in the learning process?*



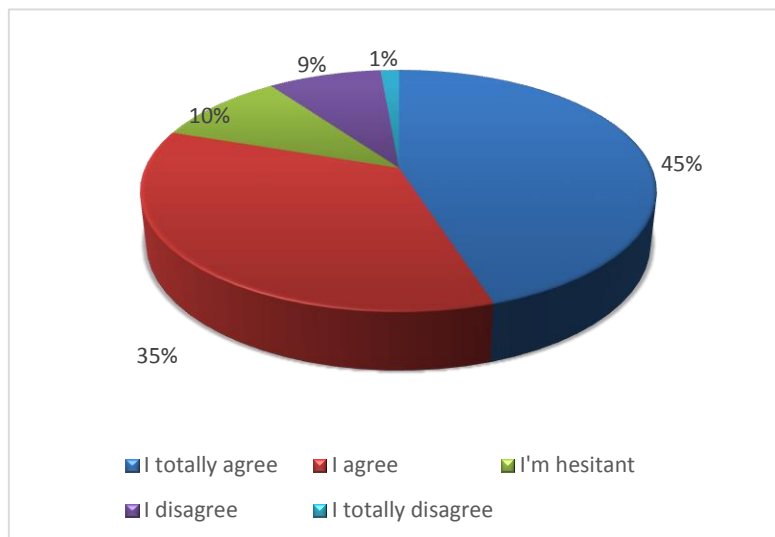
Of the students who responded yes to the previous question, 37% (15 respondents) of them totally agreed that the use of such tools are effective in the learning process, 42% (17 respondents) agreed, 18% (7 respondents) were hesitant, 3% (1 of respondents) disagreed, while no one totally disagreed.

Question 12 asked:., *What do you think positively influences your learning English language process?*



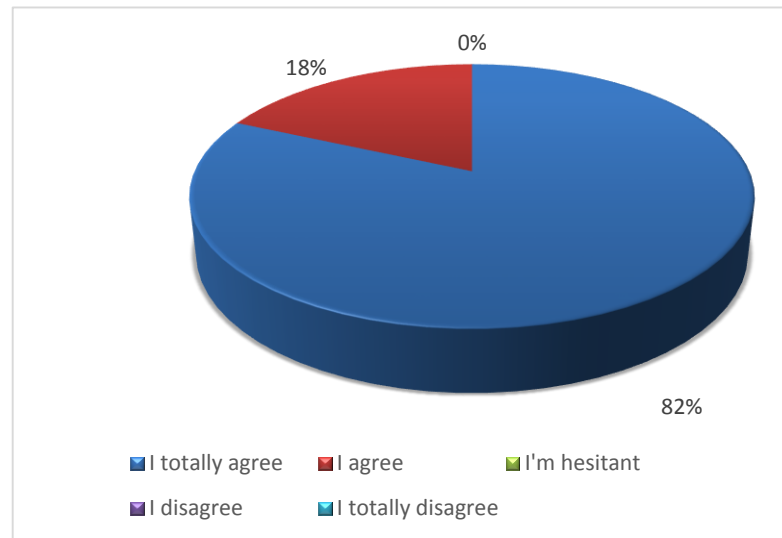
The factors that students consider that positively influence their learning of the English language are the attitude towards the language with 35%, time spent outside of class with 32%, the attitude of the teachers with 16%, the study material with 11% and 6% related it to other factors.

Question 13 asked *Do you think your English proficiency benefits if the teacher is a native?*



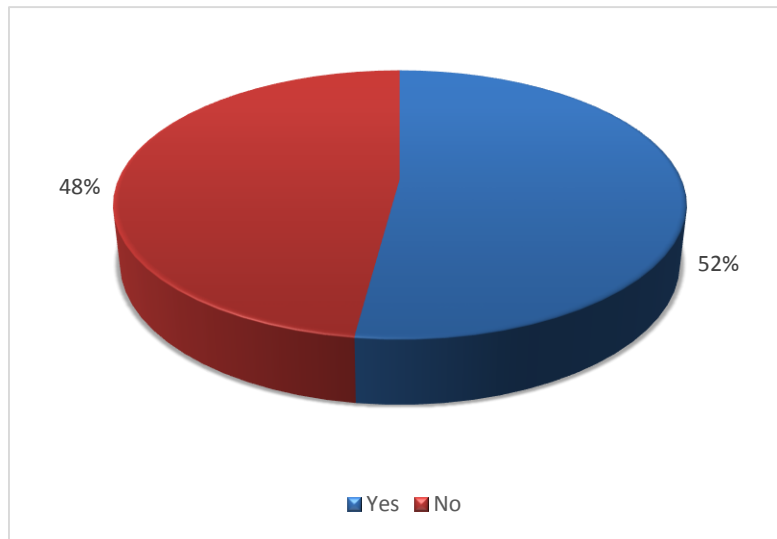
45% (32 respondents) of students totally agreed that their English proficiency is benefited if the teacher is a native, 35% (25 respondents) agreed, 10% (7 respondents) were hesitant, 9% (6 respondents) disagreed and only 1% (1 of the respondents) totally disagreed.

Question 14 asked: *Do you think that English is important to perform as an Industrial Manager?*



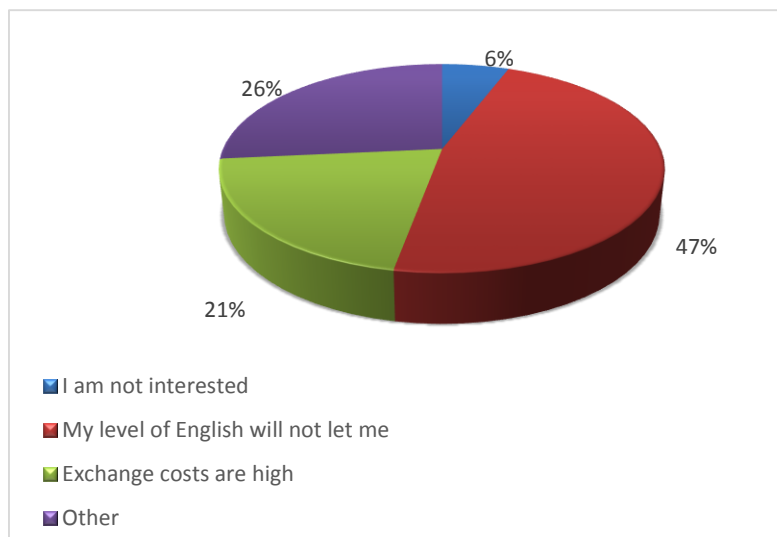
82% (58 respondents) of students said that they totally agreed with that handling of English as an important factor to perform as an Industrial Manager, while 18% (13 respondents) stated they agreed. That is, that the handling of this language is considered as a part of the skills that they must have to function professionally.

Question 15 asked: *Do you plan to apply for an International Academic Exchange in any English speaking country offered by the Industrial Administration School?*



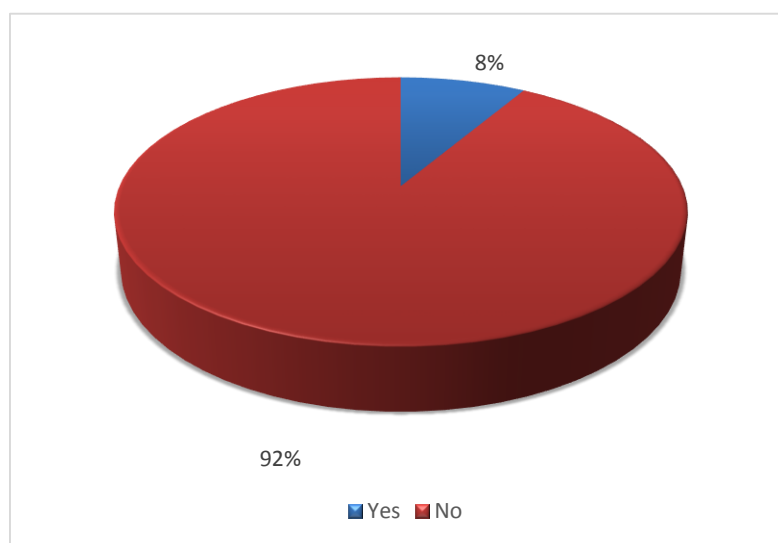
52% (37 respondents) of students plan to apply for an international academic exchange for some English speaking country offered by the Industrial Administration's School, which means that their communication skills in this language should be improved, while the other 48% (34 respondents) said no.

Question 16 asked: when the answer to question 15 was no, *What is the reason why you do not plan to apply?*



Of the students who answered no to the previous question, 47% (16 respondents) do not plan to do it because their English level does not allow them, 21% (7 respondents) because the exchange costs are high, 26% (9 respondents) expressed another reason and 6% (2 respondents) said they are not interested.

Question 17 asked: *Have you ever presented an international English proficiency tests such as MET, TOEFL, IELTS, TOEIC, FCE, DELF, DALF or another at the International Institute of Languages of the UPTC?*

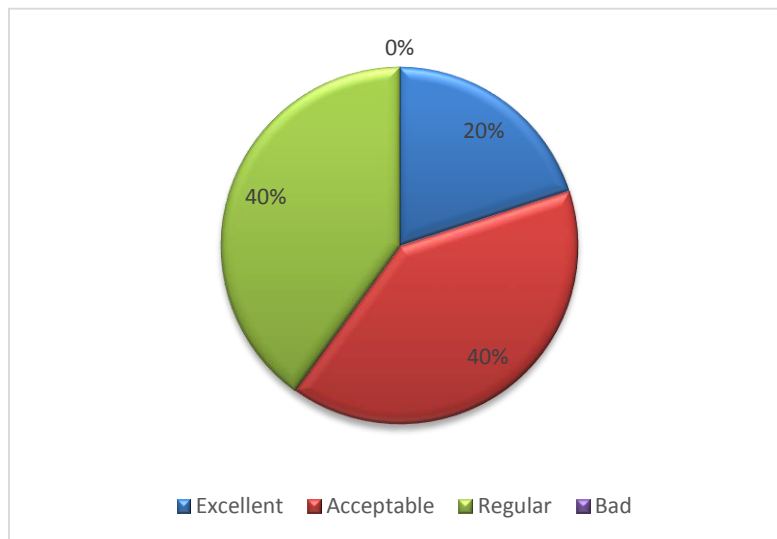


92% (65 respondents) of students said that they have never presented any international English proficiency test, while 8% (6 respondents) manifested that they did it through the International Institute of Languages of the UPTC.

Analysis surveys teachers

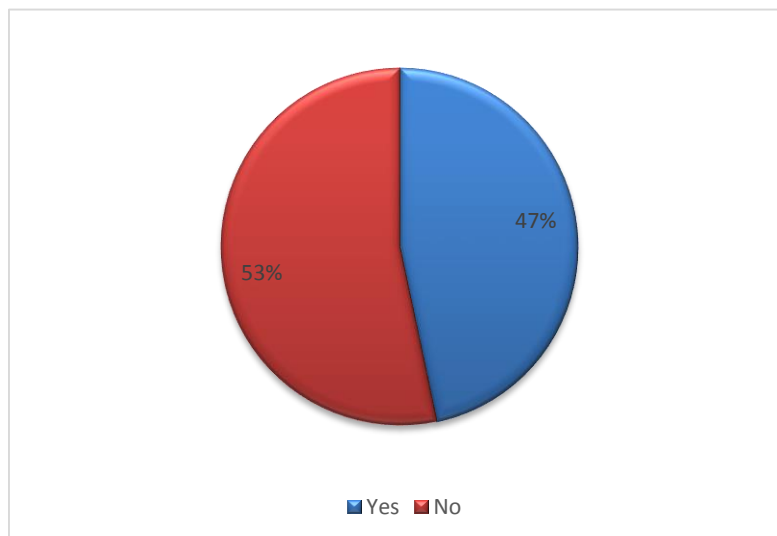
To collect information from teachers, a questionnaire was applied to the teachers linked with the Industrial Administration's School, all which was responded voluntarily. The questionnaire was sent to the teachers' personal email, which are provided by the school. The survey was opened for a period of one month in which 15 teachers participated. The analysis of the information is presented below:

Question 1 asked: *Consider your English level as:*



Of the teachers surveyed, 20% (3 respondents) expressed that they have an excellent English level, 40% (6 respondents) said that their level is acceptable, another 40% (6 respondents) said that their level is regular, yet no one expressed to have a bad English level. These findings could allow for the possibility of establishing some strategies that would help improve the standard of English of the students, like the English content management in developing program content.

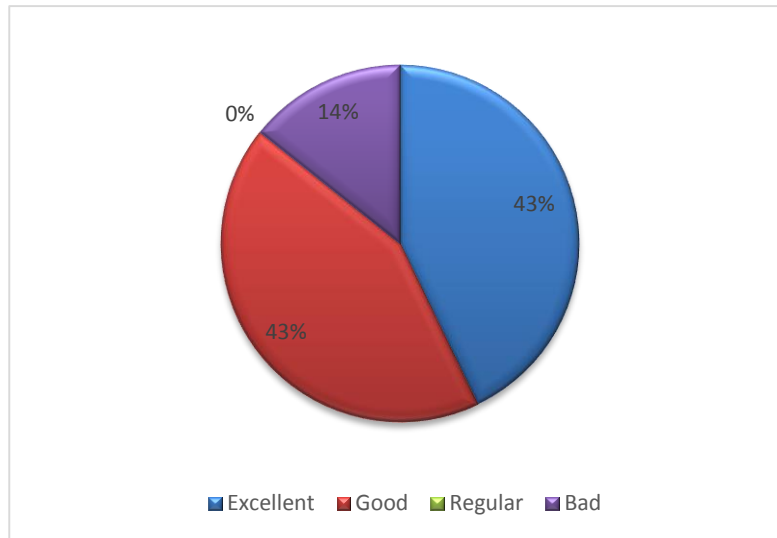
Question 2 asked: *Have you been part of an English course offered by the International Institute of Languages of the UPTC?*



Only 47% (7 respondents) of teachers have taken an English course offered by the International Institute of Languages of the UPTC, reflecting that some teachers see

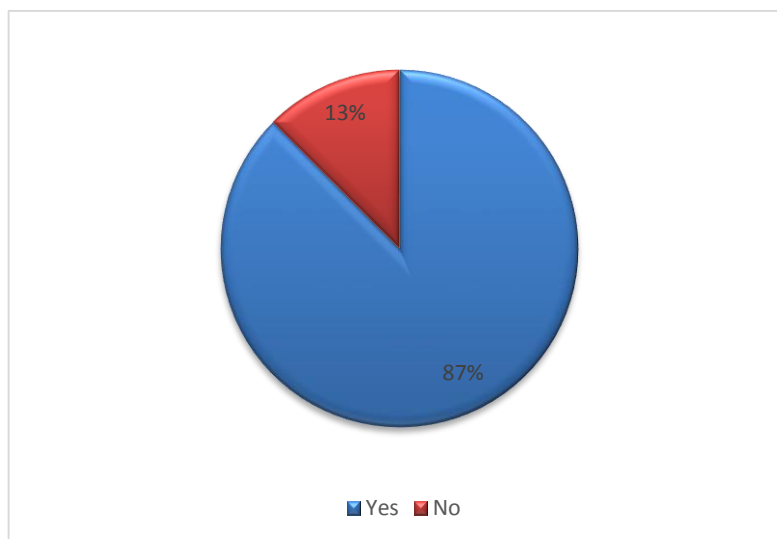
this language as an essential tool, while 53% (8 respondents) have never made a part of these.

Question 3 asked: when the answer to question 2 was yes, *how does the course qualify?*



For teachers who have been part of English courses in the UPTC, 43% (3 of the respondents) qualify them as excellent, another 43% (3 of respondents) classified them as good, 14% (1 of respondents) classified them as bad, while regular had no answer.

Question 4 asked: when the answer to question 2 was No, *Would you be willing to be part of some of the English courses offered there?*



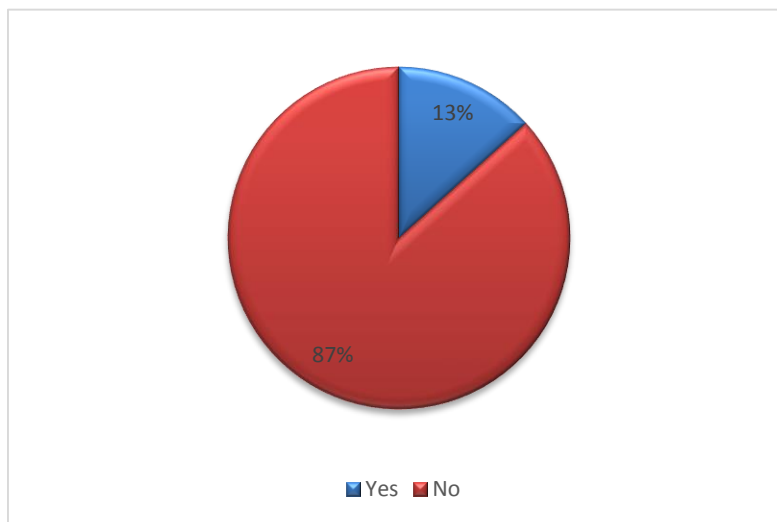
For teachers who have not been part of any English course offered by the UPTC, said that 87% (7 respondents) would be willing to take a course while 13% (1 of respondents), said no.

Question 5 asked: when the answer to question 4 was No, *What is the reason why you would not?*



Only a teacher expressed that they would not take part of English courses offered by the UPTC for reasons other than those stated above.

Question 6 asked: *Have you ever presented international English proficiency tests such as MET, TOEFL, IELTS, TOEIC, FCE, DELF, DALF or other?*



Most of the Industrial Administration's teachers surveyed, that is, 87% (13 respondents) have never presented any international English proficiency tests, but 13% (2 respondents) have presented some.

Question 7 asked: when the answer to question 6 was No, *Did you take the test at the International Institute of Languages of the UPTC?*



None of the teachers who have taken any of the international examinations of English proficiency, have done it through the International Language Institute.

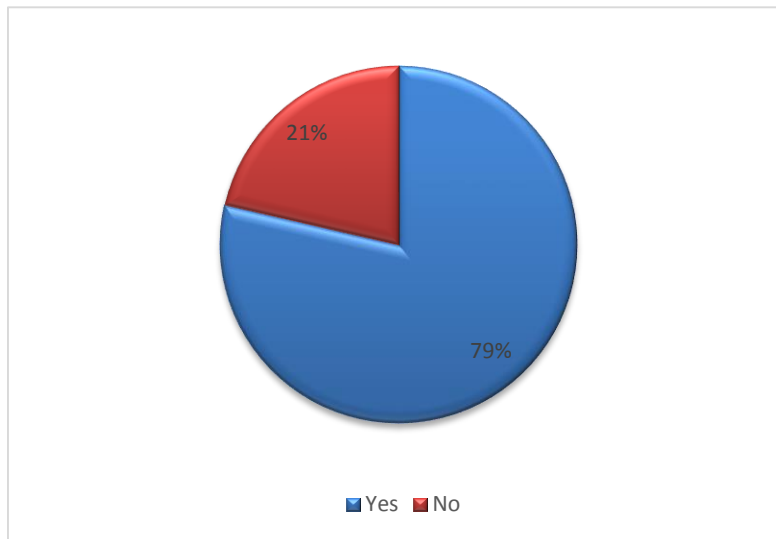
Question 8 asked: *Have you been part of International Academic Exchange at English-speaking countries representing the Industrial Administration's School?*



It was found that none of the teachers surveyed have become part of international exchanges to any English-speaking countries, representing the Industrial Administration's School.

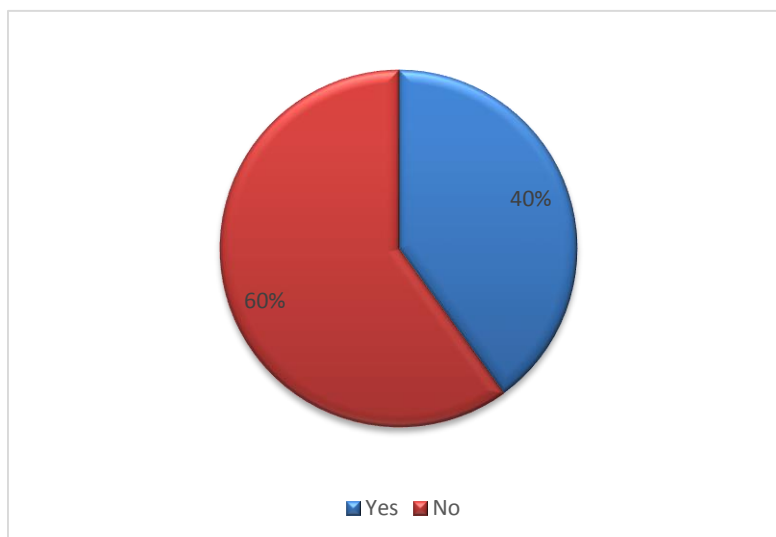
Question 9 asked: when the answer to question 8 was No, *Did you have any problems due to your English level?* No answer was obtained, since none of the teachers have become part of any exchange in English-speaking countries on behalf of the Industrial Administration's School.

Question 10 asked: Do you think your English level would be an inconvenience if you would be part of an academic exchange to an English-speaking country?



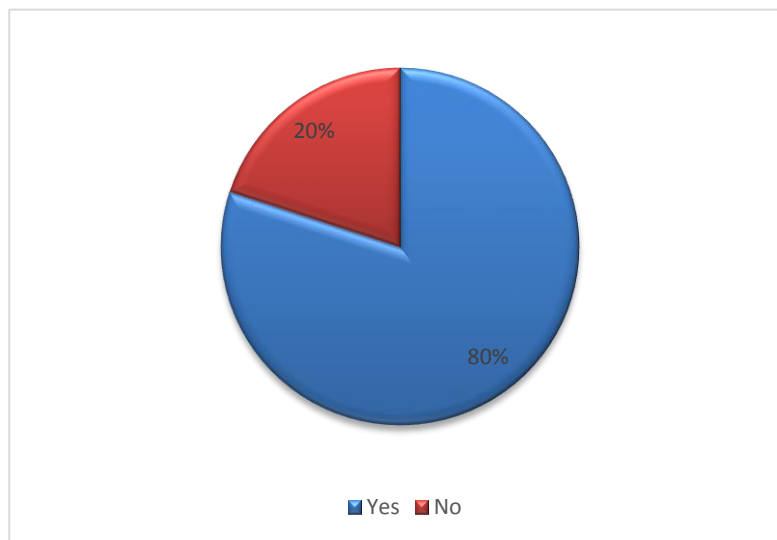
79% (11 respondents) of teachers assured that English would certainly be a problem to being part of an academic exchange to a country where English is the official language, while the other 21% (3 of respondents) said that this would not be an issue. They might consider that their English skills allow them to do a good representation of the Industrial Administration's School in English-speaking countries.

Question 11 asked: *Does the Industrial Administration School offer you any benefit to be trained in English?*



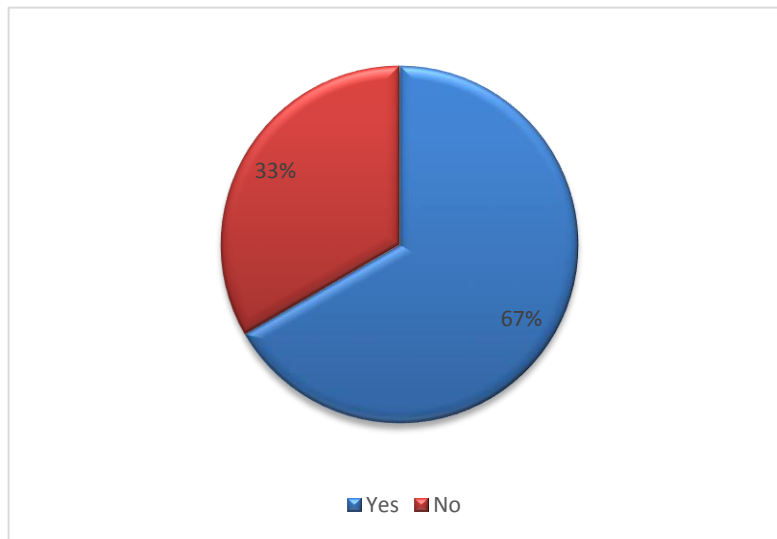
40% (6 respondents) of teachers said that the Industrial Administration School offers them some benefit to be trained in English, while the other 60% (9 respondents) states that no benefit is offered.

Question 12 asked: *Have you used or currently use content in English for the development of your classes?*



80% (12 respondents) of teachers have used English content in developing their classes allowing them to improve students' skills in this language, while the other 20% (3 respondents) expressed they have never made use of material in English in their classes.

Question 13 asked: when the response to question 12 was no, *would you be willing to use content in English for the development of your classes?*

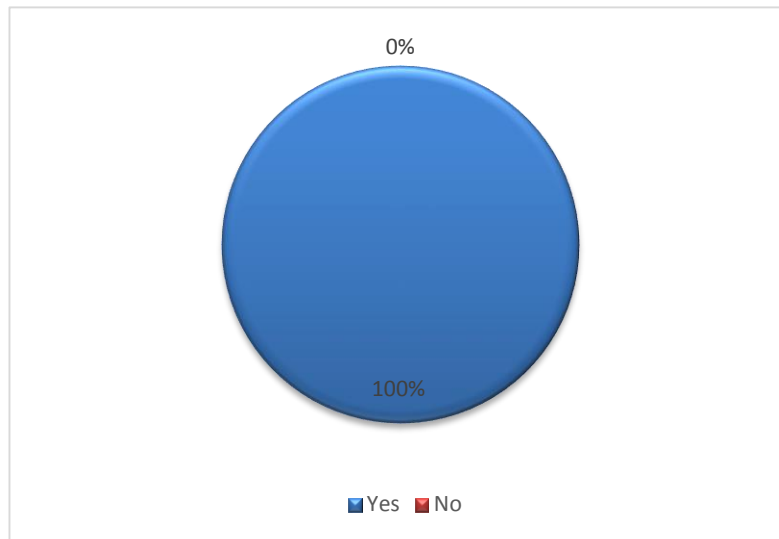


Of the teachers that said that have never used English content for the development of their classes, 67% (2 respondents) said that would be willing to do it while only 33% (1 of respondents) ,which corresponds to a teacher, said that would not be willing.

Question 14 asked: when the answer to question 13 was No, *Why would you not be willing?*

The teacher expressed the following: "The students are not trained in English, I think it would be a waste of time to include content in English. Also, if they do not read the articles in Spanish they will not likely read them in English".

Question 15 asked: *Do you think that the Industrial Administration's School should make more efforts to improve their teachers' English level?*

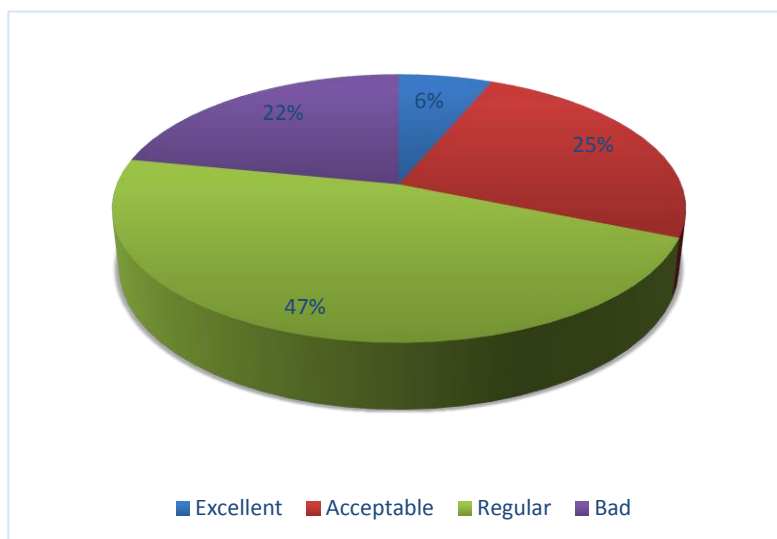


All 15 respondents said the School should do more to improve the teachers' English level in Industrial Administration, which may mean that they are all aware that it is an essential tool that would benefit everyone involved in the Industrial Administration's School.

Analysis surveys graduates

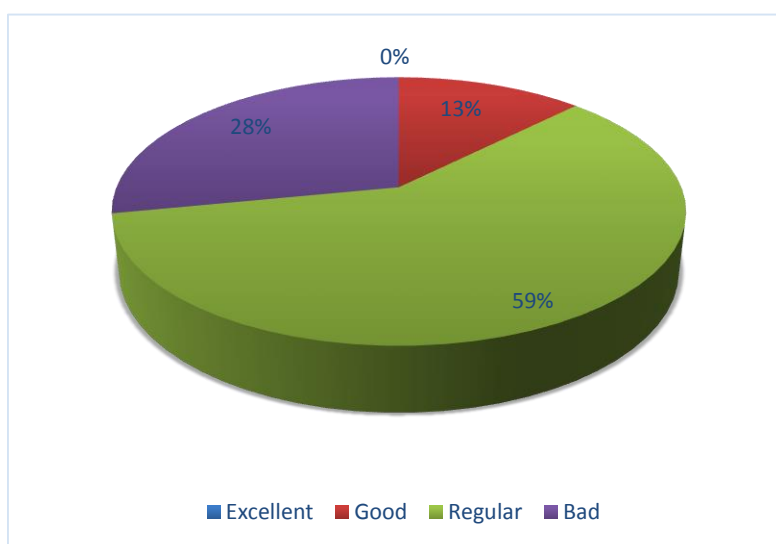
To collect information from Industrial Administration's graduates, a questionnaire with 20 questions was voluntarily answered. The questionnaire was sent to the graduates' personal email, which were provided by the school. The survey was open for a period of one month in which 32 graduates participated. The analysis of the information is presented below:

Question 1 asked: *Consider your English level as:*



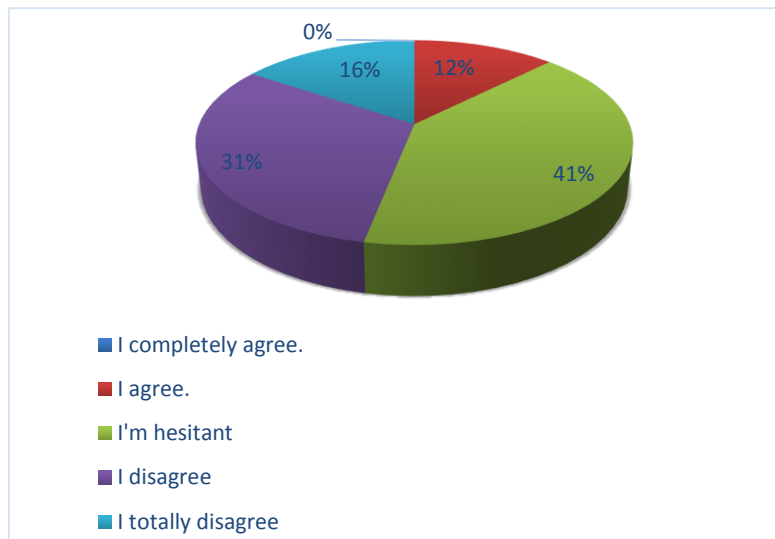
6% of graduates (2 respondents) ensured to have an excellent English level, 25% (8 respondents) said that their level was acceptable, 47% (15 respondents) considered it as regular and the other 22% (7 respondents) admitted their level as bad.

Question 2 asked: *What is the qualification you give the English taught by the University?*



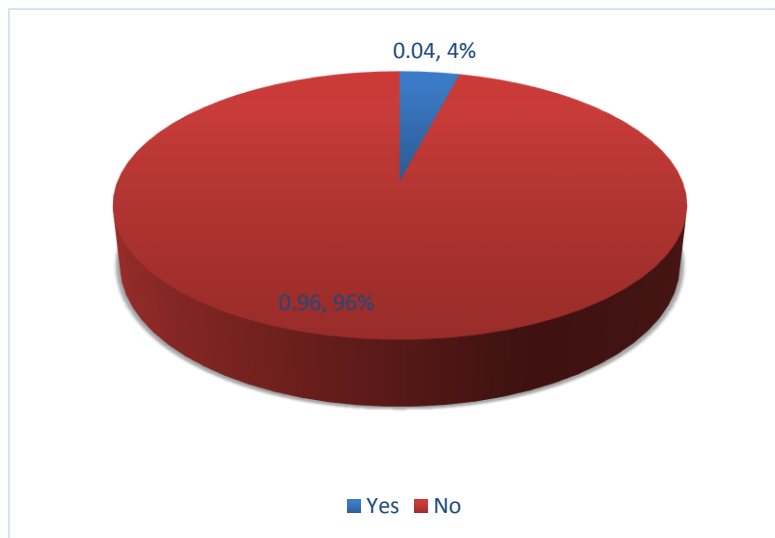
None of the respondents expressed that English taught by the University is excellent, however, 13% of graduates (4 respondents) rated it as good, 59% (19 respondents) said it was regular and 28% (9 respondents) said it was bad.

Question 3 asked: *Do you think your English proficiency improved with the courses received at the University?*



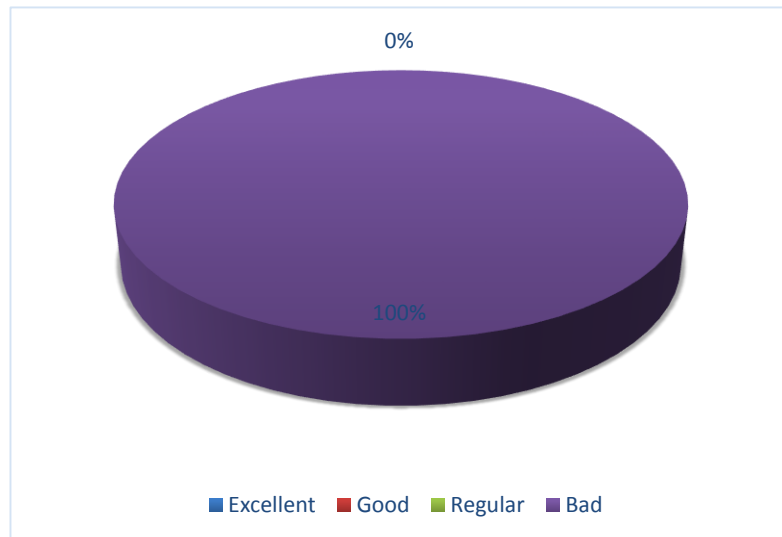
None of the graduates completely agreed that their English improved with the courses taken at the University. However the survey showed that 12% (4 respondents) agreed, 41% (13 respondents) were hesitant, 31% (10 respondents) disagreed and 16% (5 of respondents) totally disagreed.

Question 4 was made only to graduates from 2009, *Did you take some English course offered by the University after completing the compulsory courses?*



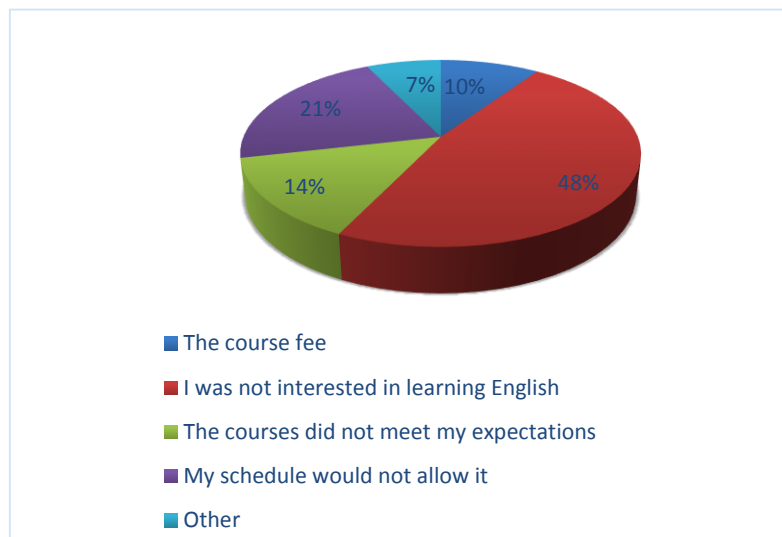
This question had a total of 25 responses, which corresponded to graduates after 2009. The 4% (1 respondents) of graduates claimed to have taken an English course while 96% (24 respondents) gave a negative response.

Question 5 asked, when the answer to question 3 was yes: *How do you qualify the course?*



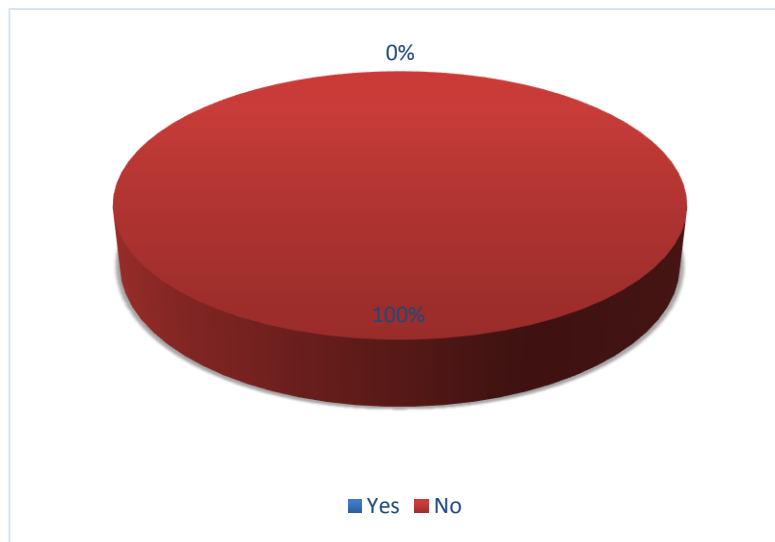
The only graduate who claimed to have taken an English course offered by the University qualified it as bad.

Question 6 asked: *What was the reason why you did not take any English course?*



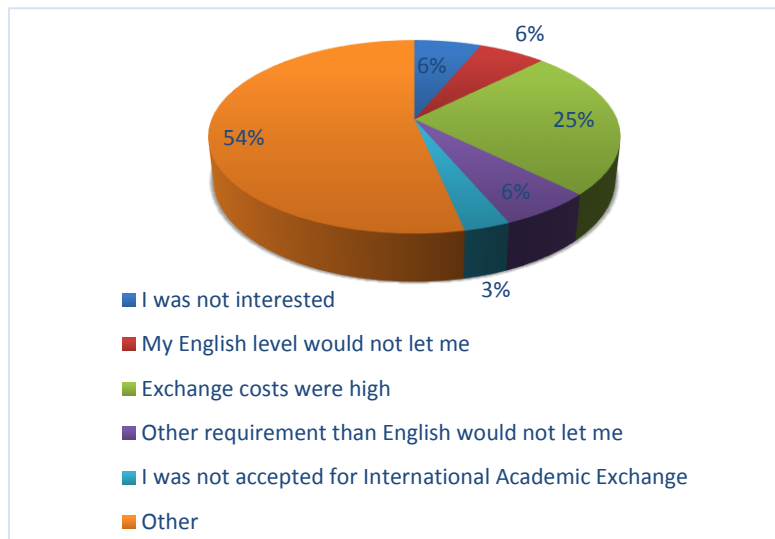
Of the 24 graduates who expressed not having taken any English course, the 16% (4 respondents) said the courses fees would not allow them, 8% (2 respondents) said they were not interested in learning English, 24% (6 respondents) said that the course did not meet their expectations, 36% (9 respondents) said the schedule would not allow them and the other 16% (4 respondents) said there was another reason.

Question 7 asked: *did you take part of any international academic exchange offered by the Industrial Administration's School at any English-speaking country during your student days?*



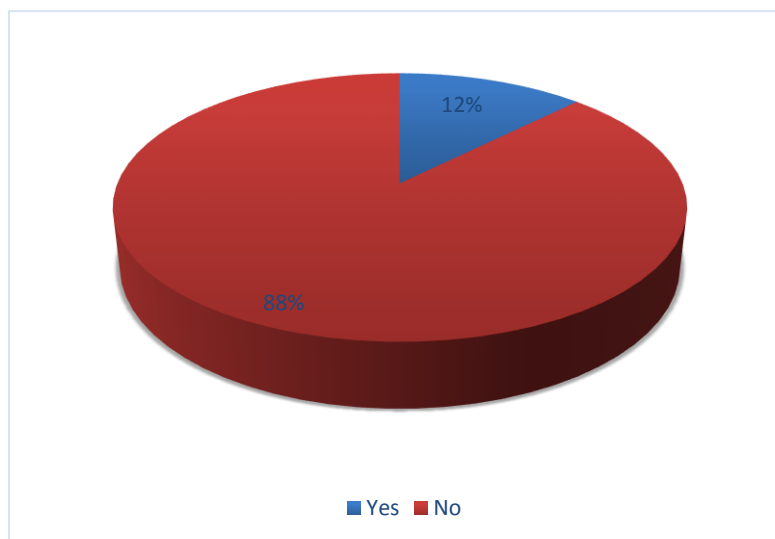
All graduates said that they have never been part of an exchange with an English-speaking country.

Question 8 asked: when the response to question 6 was No, *What was the reason why you did not part of it?*



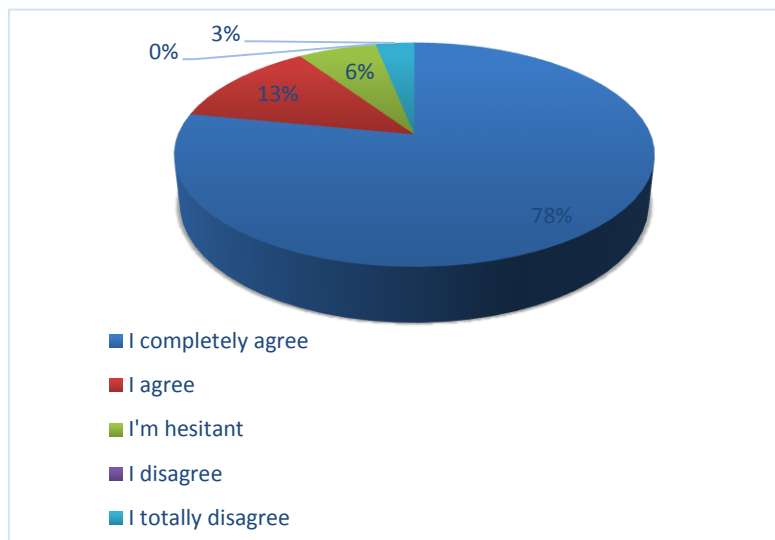
6% of graduates (2 respondents) expressed to never have participated in an international exchange to any English-speaking country because they were not interested, 6% (2 respondents) said their English did not allow it, 25% (8 respondents) expressed the exchange's costs were high, another 6% (2 respondents) expressed that other requirements different to English would not let them, 3% (1 of respondents) said they were not accepted for the International Academic Exchange and 54% (17 respondents) assured that there was another reason.

Question 9 asked: *Have you ever presented an international proficiency English tests as the MET, TOEFL, IELTS, TOEIC, FCE, DELF, DALF or another at the International Institute of Languages of the UPTC?*



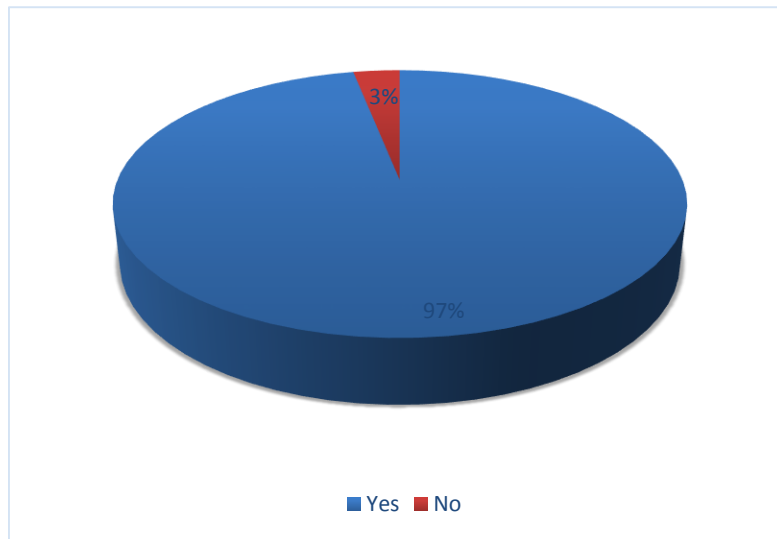
Only 12% claimed to have presented an international proficiency English tests through the International Institute of Languages of the UPTC, while the other 88% gave a negative answer.

Question 10 asked: *Do you think that speaking English is within the skills that an Industrial manager must have?*



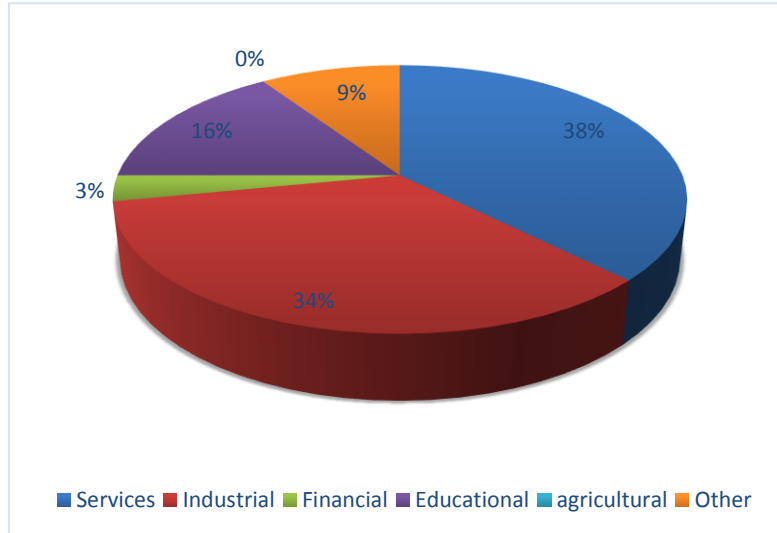
78% (25 respondents) of graduates were in complete agreement that English is within the skills an industrial manager must have, 13% (4 respondents) agreed, 6% (2 respondents) were indecisive, none disagreed and 3% (1 respondents) totally disagreed.

Question 11 asked: *Do you think the Industrial Administration's School must put more emphasis on improving English proficiency among its futures graduates?*



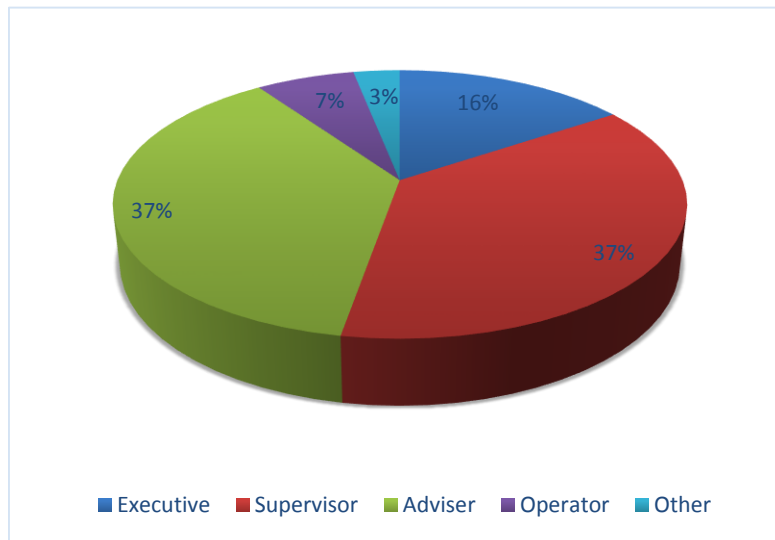
97% (31 respondents) of the graduates agreed that Industrial Administration Schools must put more emphasis on improving English proficiency among its futures graduates, while 3% (1 respondents) said no.

Question 12 asked: *What economic sector do you work in?*



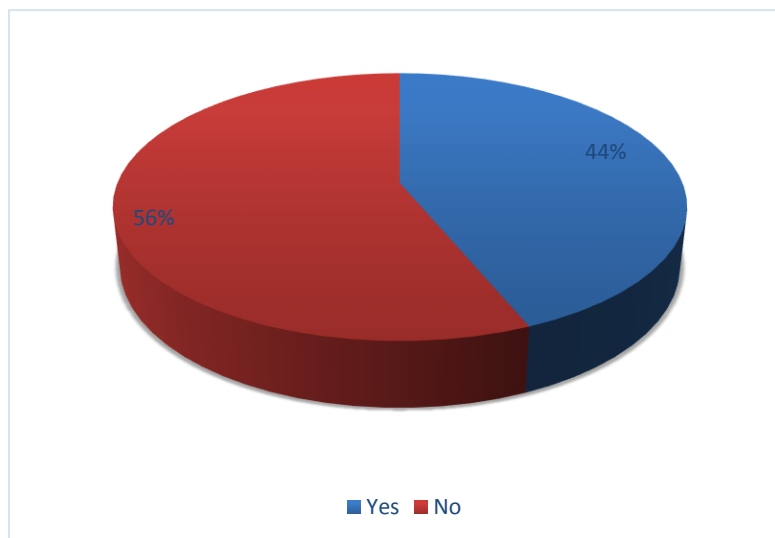
38% of graduates are currently working in the service sector, 34% are linked to the industrial sector, 3% to the financial sector, 16% are practicing in the education sector, 9% are working in another sector of the economy. None of the respondents are working in the agricultural sector.

Question 13 asked: *What hierarchical level do you occupy in your work?*



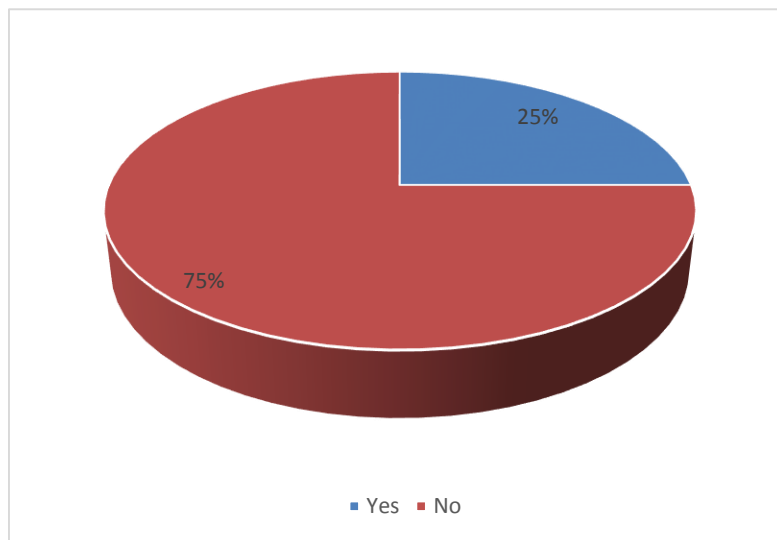
16% (5 respondents) of graduates occupy managerial positions in the companies where they work, 37% (12 respondents) from the hierarchical level said they occupy a position as supervisor, another 37% (12 respondents) occupy a position as adviser, 7% (2 respondents) occupy a position as operators and 3% (1 respondents) occupy another position.

Question 14 asked: *Do you use English in your current job?*



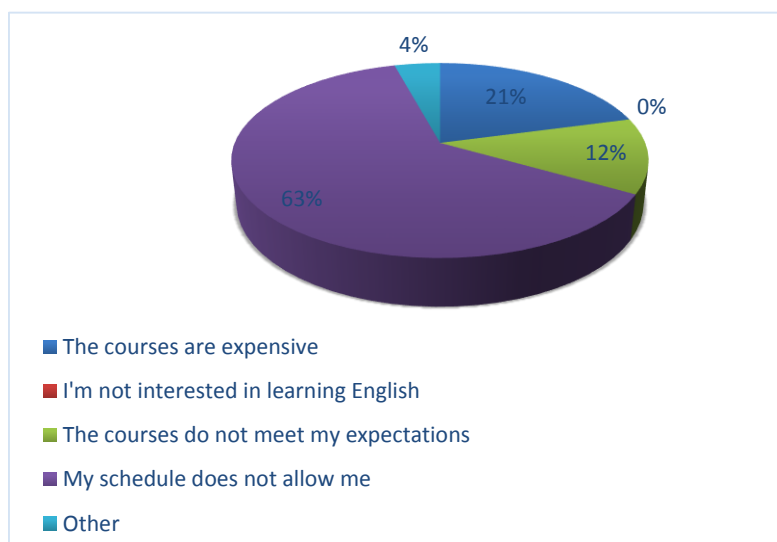
44% (14 respondents) of Industrial Administration graduates make use of the English language in either one of the four skills (speaking, listening, reading or writing) while the other 56% (18 of respondents) expressed not making use of such communication skills in this language.

Question 15 asked: *Are you studying English currently?*



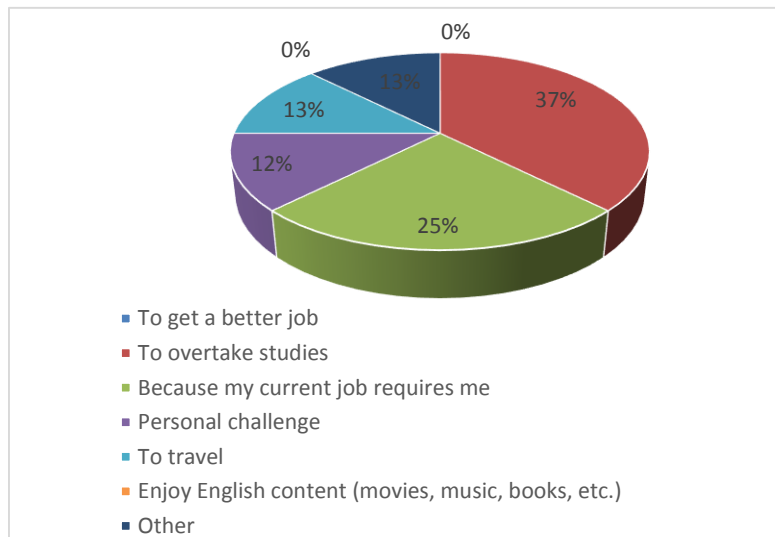
Only 25% (8 respondents) of graduates currently reported to be studying English, while the other 75% (24 respondents) gave a negative answer.

Question 16 asked: when the answer to question 15 was No, *What is the reason why you do not study English?*



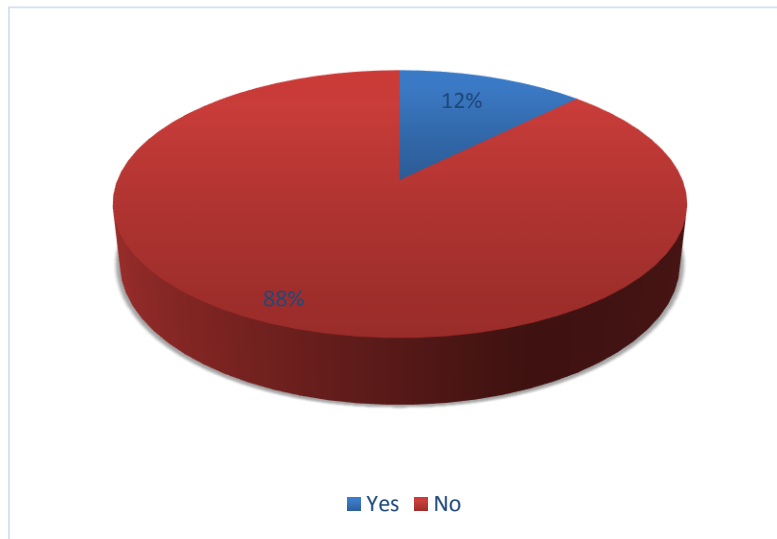
Of the graduates who claimed to not be taking any English courses, 21% (5 respondents) expressed that the courses are expensive, 12% (3 respondents) said that the courses do not meet their expectations, the 63% (15 respondents) said that their schedule does not allow them to, 4% (1 respondents) said there was another reason, however none selected to not having interest in learning English, which shows all respondents have some interest in studying it.

Question 17 asked, when the answer to question 15 was yes: *Why do you study English?*



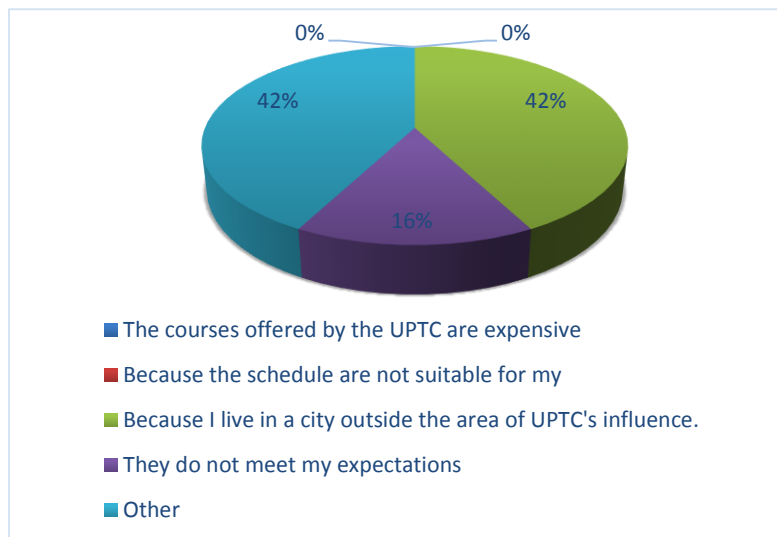
Of the 8 graduates who reported currently studying English, none expressed of doing so to get a better job, 37% (3 respondents) said to further their studies, 25% (2 respondents) because their current job demands it, 12% (1 respondents) do it as a personal challenge, 13% (1 respondents) to travel, none do it to enjoy English content such as movies, music, books, etc. and finally the final 13% (1 of respondents) do it for another reason.

Question 18 asked, when the answer to question 15 was yes, *are you using the English courses offered by the University?*



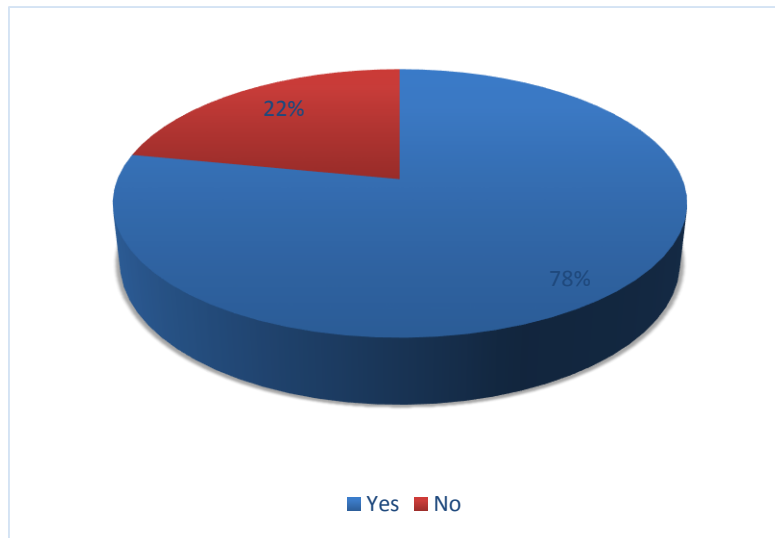
Of the 8 graduates that reported currently studying English, only one of them is taking a course offered by the UPTC of the Institute of Foreign Languages.

Question 19 asked, when the answer to question 18 was no, *what is the reason why you do not take English courses offered by the University?*



For the 7 graduates who are currently taking English courses and not by the Language Institute of the UPTC, 42% (3 respondents) said because they live in a city outside the area of UPTC's influence, 16% (1 respondents) do not because the courses do not meet their expectations and the other 42% (3 of respondents) expressed they do not for another reason. None of them expressed that the cost of the courses or schedules motives were not part of the reason.

Question 20 asked: *Have you lost any work or study opportunities for not having the appropriate English level?*



78% (25 respondents) of the Industrial Administration's graduates claimed to have lost some work or study opportunity for not having the appropriate English level, while the other 22% (7 respondents) expressed to have not had such situation.

7.2 Relevance awarded by the Industrial Administration's school at mastering English among students and determining the impact of this on the accreditation processes carried out by them in high quality.

The program of the Industrial Administration faculty sectional Duitama, with around 35 years in the region, recently got "the renewal of the Qualified Registry, the Ministry of Education granted it by Resolution 10403 of July 14, 2015, for a period of seven years"¹³⁹ which allows it to continue working on training professionals with expertise in administration and production. It currently has about 500 active students and over 1,500 graduates. Among the basic competencies established by the Industrial Administration's school, it also enables students to be competent in understanding social reality, value and to respect multiculturalism, forming reflective, critical and research habits that allow them to understand Colombian society -the economic, political, social and cultural process-, to use the information

¹³⁹ Magazine Virtual Pro. MEN aprobó otra Maestría para la UPTC y Renuevan Registro Calificado a Administración Industrial, [online] Available at: <http://www.revistavirtualpro.com/noticias/men-aprobo-otra-maestria-para-la-uptc-y-renuevan-registro-calificado-a-administracion-industrial>

and communications technology in a critical and reflective way to develop themselves and their profession, among others, and also establish dominance in the Spanish language in different contexts and managing a second language for the student / graduate can expand or make access to knowledge and other markets. This way it looks like they do not have a deep and broad commitment on English as an essential tool that may ensure the professional future of its graduates and career positioning in the national and international level. Also, it could be a tool that would benefit the processes made by the Industrial Administration's School in order to get the High Quality Accreditation by the National Accreditation Council, which is already carried out on two occasions without obtaining the desired result.

Currently the Industrial Administration's School has no content in English in its curriculum, this initiative could be a good opportunity to improve students' English proficiency and teachers. According to the study conducted at the University of Antioquia by licensed Adriana Gonzales and Nelly Sierra, it said "teaching English based content in undergraduate university education represents a great opportunity for academic and linguistic development of students"¹⁴⁰ and development of the four language skills. The motivation to use the language by students and teachers involved, is one of the benefits that can be achieved through the use of content in English in the development of some subjects. Of course with this alternative the university should "have a group of teachers in content areas with very good level of proficiency in English and administrative support to have small groups that can promote oral communication and interaction among students"¹⁴¹, if it wants to ensure the success of the initiative.

Analysis of Industrial Administration's School survey

To collect information from the Industrial Administration's school, a questionnaire with 12 questions was answered voluntarily. The questionnaire was sent to the school director's personal email, which is provided by the school. An analysis of the information is presented below:

Question 1 asked the Industrial Administration's school director: *What is the English level that Administration Industrial's students currently have?*

Determining that information is difficult because the students must take four compulsory modules and at the end present a test qualifier which can be done at any time during the career and the results are unknown.

¹⁴⁰ GONZALEZ, Adriana y SIERRA, Nelly. Retos y posibilidades de la enseñanza del inglés basada en contenidos en la educación superior: visión de los docentes en una experiencia en Colombia. En: Nucleo. vol.20. No.25 (2008); P. ISSN 0798-9784.

¹⁴¹ Ibid., p. 102

Question 2 asked the Industrial Administration's school director: *What is the number of teachers linked to the Administration Industrial's School to date and what are their English levels?*

There are 33 teachers linked to the program to which their English level is unknown since there is no official report.

Question 3 asked the Industrial Administration's school director: *Does the Industrial Administration's school offer some incentive to teachers who wants to improve their level of English?*

There are institutional policies as the programming of courses have no cost, however the program cannot define policies that are not within the institutional framework.

Question 4 asked the Industrial Administration's school director: *Does the Industrial Administration's school consider it important that their future graduates master the English language? Why?*

Not only does the program consider it important but this is a need to perform at work in an academic and research level since the latest trends in production of new knowledge are in the English language.

Question 5 asked the Industrial Administration's school director: *What are the efforts made towards improving the level of proficiency in English of the students and teachers of Industrial Administration?*

The efforts are in a personal way because the university offers, through the international language institute, a lot of courses and activities which students and teachers are free to choose them according to their convenience.

Question 6 asked the Industrial Administration's school director: *Has it been considered a possibility to use mandatory content in English for some classes? Why?*

Due to the low level in mastering the English language in both teachers and students, it is not appropriate to include mandatory content in English, however in the development of some classes they suggested readings in English.

Question 7 asked the Industrial Administration's school director: *How many students and teachers have agreed to Industrial Administration International Academic Exchanges? How many of these countries have been English-spoken?*

In the last two years, 2 students have exchanges with universities in Mexico and Argentina and one student made a stay during the summer in South Virginia in the United States.

Question 8 asked the Industrial Administration's school director: *What is the support for students and teachers interested in participating in such exchanges by the school?*

The stakeholders do not receive support from the school, since no budget is managed. The support comes from deanship or Vice Presidency or Operations Management.

Question 9 asked the Industrial Administration's school director: *Does the Industrial Administration's school and the University have an employment exchange? And if so, is there a statistical number of jobs requiring English as a requirement and what kind of position?*

The University does not formally have an employment exchange. The offers are channeled through companies in the direction of the program.

Question 10 asked the Industrial Administration's school director: *What has been the role of English in the processes developed by the school for the accreditation of high quality?*

The accreditation processes developed by the program with guidelines from 2006 about management in the second language are not relevant, however the guidelines from 2013 consider the management of a second language significantly.

Question 11 asked the Industrial Administration's school director: *What were the recommendations and observations made about English by the National Accreditation Council (CNA acronym in Spanish) to the Administration Industrial's School?*

The recommendations defined by the CNA on the mastering of a second language are immersed in reform guidelines from 2013 where not only is it proposed to use content in English but also to complete classes in another language.

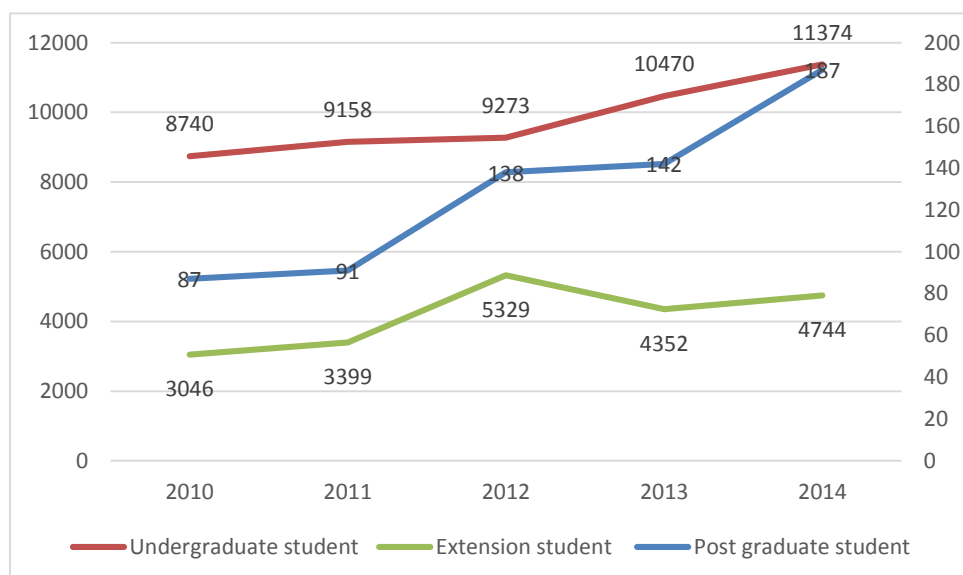
Question 12 asked the Industrial Administration's school director: *What have the proposals been to show improvement by the Industrial Administration's school with those recommendations?*

The initiatives have redounded in the use of literature in English and the inclusion of readings but further than that they have not made other activities.

7.3 Progress of the International Language Institute towards improving the English proficiency and the relationship towards international agreements offered by the UPTC.

The International Language Institute's Annual report 2010 – 2014, which provided for conducting this study, reveals that the number of undergraduate students enrolled in the Institute increased by 23%, post graduate students by 56.5% and extension students approximately by 35.7%. This shows the acceptance of the courses offered by the institute and an increase of interest of the beneficiaries in training in a second language.

Graphic 9: Students enrolled in the International Language Institute 2010 -2014.

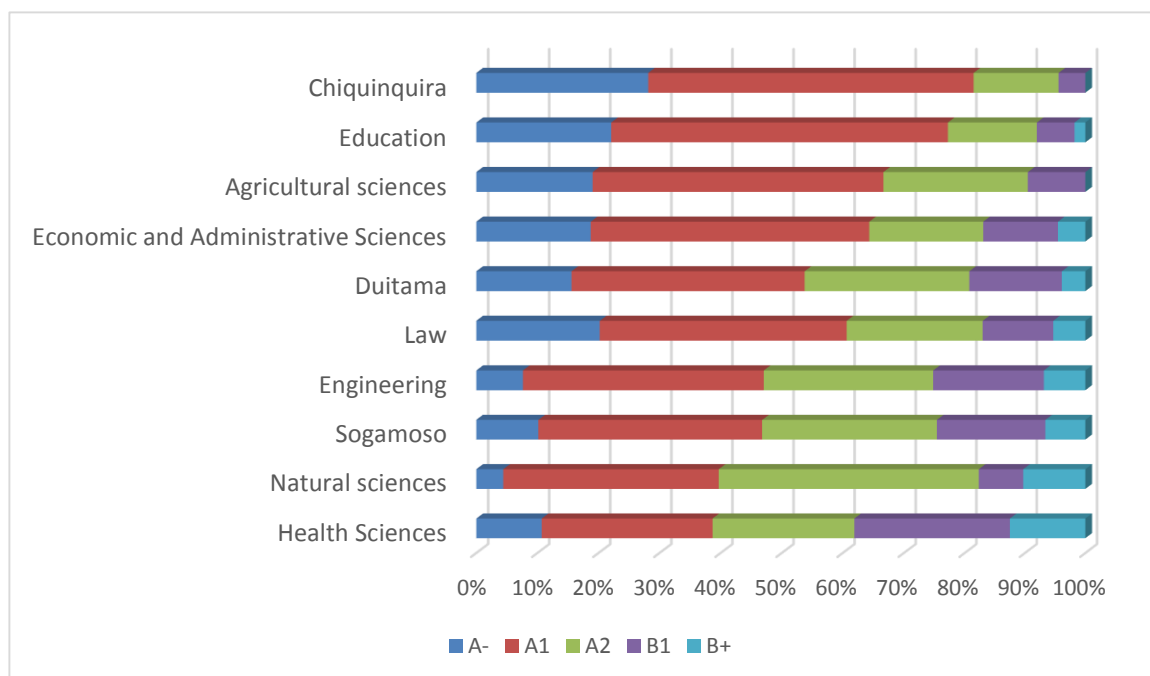


Source: Annual report 2010 – 2014.

Moreover, the report also reveals proficiency levels in English according to the faculties. Here one can observe that the faculty of Health Sciences has the largest number of students classified at level B+ with approximately 14%, 11% A+ and levels A1, A2 and B1 present an almost similar percentage of students with about 25% each. Also with its average of 10.52 (0.42 tenths higher than the national average of 10.10, according to the results of the tests Knowledge PRO 2014), the highest of all faculties. The faculty of Natural Sciences has about 4% of its students classified as A+, 35% in A1, 43% in A2, 8% in B1, 10% in B+ and has an average of 10.49. 37% of students of the Faculty of Sogamoso have A1 level, 10% in A+, 30% in A2, 7% in B1 and 16% in B+, with an average of 10.33. In the case of the Faculty Duitama, most of the students have an A1 level, with 38%. Level A+ has

16%, A2 with 27%, B1 with 16% and the B+ level with 4%. The average for this faculty is 10.05. Finally, the Faculty Chiquinquirá has the lowest average of 9.70 and do not register students with level B+, 54% of its students are in A1 level, 27% at A+, 14% in the A2 and 5% are classified in B1.

Graphic 10: Levels Common European Framework of Reference (CEFR) for Schools 2010-2014.



Source: Annual report 2010 – 2014.

The International Language Institute has successfully conducted a series of workshops and seminars in order to qualify and train the teaching staff. Some of these are; Sociolinguistics teaching qualification and teaching of languages, teacher participation as speakers and attendees: Teachers' Moot, COLPROF, ASOCOPI (Colombian Association of Teachers of English), application training in the process of creating and speech radio program of the Institute (Omnilingua, one world many languages!) FM COLLEGE Mimio use and management, handling and opening the Virtual Classroom courses in Moodle, among others. The number of teachers has increased by 29.1% between 2010 and 2014, as a result of the good response from users of the Institute, the teaching staff currently has 64 foreign language teachers, 50 of them which are qualified at Level B1, also it has 4 teachers as official translators.

Table 6: Foreign language teachers, International Language Institute from 2010 to 2014.

	PERMANENT		OCCASIONAL		PROFESSORS	
Year	Full time	Half	Full time	Half		TOTAL
2010	1	0	23	0	15	39
2011	2	0	32	2	14	50
2012	2	0	26	1	20	49
2013	5	0	25	7	22	59
2014	5	0	29	2	28	64

Source: International Language Institute's Annual report 2010 – 2014.

English as a tool to take part in Scholarships. There are many reasons why the Colombian professionals want to earn a degree in countries where education has a very good reputation, countries like the United States, Canada, Great Britain, Australia ,among others, by the weight of this on the resume, but when people think about doing any kind of graduate study abroad, many will think that the economic issue is the most important, turning these opportunities into something unattainable for some Colombians, however, the real cause that affects the decision process is the knowledge of a second language of applicants. Currently Colombia has a large number of providers of scholarships abroad that offer hundreds of opportunities to study in foreign countries either complete or partial, but unfortunately many are not exploited for lack of operating a second language, especially English. For example in 2014, the *ICETEX*, offered 450 places for study abroad, but about 75% were lost by not having command of the language¹⁴². In this

¹⁴² Noticias RCN. El 75% de becas ofrecidas por el Gobierno se pierden por no hablar Inglés, [online] Available at: <http://www.noticiasrcn.com/nacional-pais/el-75-becas-ofrecidas-el-gobierno-se-pierden-no-hablar-ingles>

case, having a decent score on an international test that certifies a level of mastery of the language will help the applicant to succeed in the selection process in calls offered by governments, NGOs, private companies, universities and multilateral organizations, considering that the ranking of the top 500 universities of the world is led by universities in English-speaking countries like the US and UK¹⁴³. For the vast majority of these calls, one should preferably submit an intermediate or advanced level of proficiency in English usually supported with international exams like TOEFL, IELTS, Michigan, among others, proving that sufficiency. For some of these grants it is necessary, even if English is not the native language of the country in which the scholarship is offered.

Recent studies reveal that "91% of Colombian students wishing to apply for a scholarship abroad, but most cases do not reach the required levels of English, which are about B1 - B2 for these opportunities, since the 89% of recent graduates do not have the level of English required to attend graduate school in the United States"¹⁴⁴. The main suppliers of free international educational programs, educational partnerships and opportunities for cooperation in Colombia are *ICETEX*, which in 2014 offered 801 international scholarships, 300 of them were for the area of management and related and only 14% of these scholarships were offered to English-speaking countries¹⁴⁵. *COLFUTURO*, which has offered, since 1992-2015, 6,075 scholarships to Colombians for English-speaking countries, where the most desirable areas have been the areas of engineering and management¹⁴⁶. *COLCIENCIAS*, the *OAS*, the scholarships offered by this international organization are for postgraduate studies or research and are granted to citizens or permanent residents of the Member States of the Organization, and *FULBRIGHT* which, since 1957 the program in Colombia has scholarship 2,564 students to study master's and doctoral research and teaching in the United States¹⁴⁷.

The lack of information, the limited disclosure and certain myths circulating about internationalization programs are some of the obstacles encountered when taking advantage of these educational partnerships. It can lose these opportunities to study abroad for not filling the basic requirements as to wait a year after graduating

¹⁴³ El país.com.co. Un mundo de becas para estudiar en el exterior, [online] Available at: <http://www.elpais.com.co/elpais/colombia/noticias/mundo-becas-para-estudiar-en-exterior>

¹⁴⁴ Noticias RCN. Op. Cit., p. 107

¹⁴⁵ ICETEX. Informe de gestión 2014, [online] Available at: <https://www.icetex.gov.co/dnnpro5/Portals/0/Documentos/La%20Institucion/InformeGestion2014V2.pdf>

¹⁴⁶ COLFUTURO. Nuestra gestión en cifras, [online] Available at: <http://www.colfuturo.org/nuestra-gestion-en-cifras>

¹⁴⁷ FULBRIGHT. Colombia, [online] Available at: <http://www.fulbright.edu.co/nuestrahistoria>

from undergraduate, or not having a good GPA, but definitely the main factor by which the scholarships are lost is for not knowing languages¹⁴⁸, especially English.

The UPTC, through the International Relations Unit and International Cooperation, manages the mobility of students to and from various institutions of higher education in different countries, in the framework of the activities of the Development Plan and Action Plans institutions. National and international academic exchanges of undergraduates have been regulated according to the Resolutions 10 of 2008 and 55 of 2010¹⁴⁹. By 2013, this unit counted with 215 agreements, which allowed the exit of students and teachers to countries like Mexico, Chile, Argentina, United States, France, Germany, Brazil, England, Italy, Spain, Cuba, Ecuador, Peru, Costa Rica, USA, Bolivia, Canada, Dominican Republic, Uruguay, Trinidad and Tobago, Venezuela, Panama, Athens, Turkey, Poland, Greece, Arab Emirates and others¹⁵⁰. UPTC supports academic and cultural mobility (second mode of exchange, for the improvement of the language) which has been increasing in recent years specifically to France and the United States through agreements as Amity Institute and Cultural Care Au Pair. Mobility to English-speaking countries is very low compared to other countries, and this may be due to economic issues or little opportunity to travel to such countries or problems with the English that may present stakeholders. Likewise, the University carries accompaniment to students and teachers that travel abroad to conduct research and / or participate in international events representing the UPTC and foreigners such as foreign language assistants, who offer support to both the School of Languages and the Institute of respective languages, which in 2013 received four assistants, in migration processes covered by Decrees 4000 of 2004 and 2622 of 2009¹⁵¹.

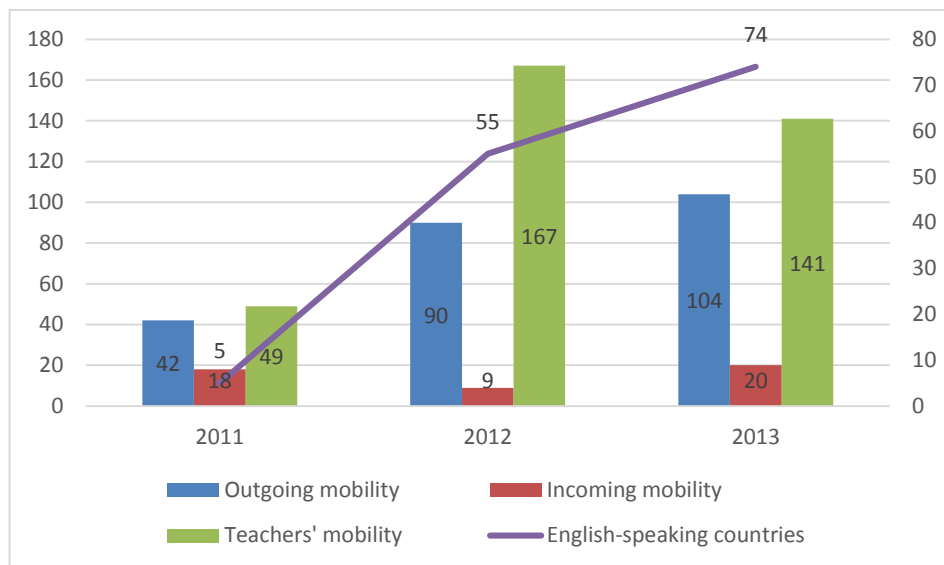
¹⁴⁸ Guiaacademica.com. Becas en el aire, [online] Available at: http://www.guiaacademica.com/educacion/personas/cms/colombia/posgrados/2005/ARTICULO-WEB-EEE_PAG-3829073.aspx

¹⁴⁹ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Logros y fortalezas para la renovación de la Acreditación Institucional de la Alta Calidad. [online] Available at: <https://docs.google.com/file/d/0B-1QwBc6z9t8cFdGSGxDODE1R0k/view?pli=1>

¹⁵⁰ UNIVERSIDAD PEDAGOGICA Y TECNOLOGICA DE COLOMBIA. Relaciones internacionales. Informe de Gestión 2013. [online] Available at: http://www.uptc.edu.co/export/sites/default/unidad_relaciones_internacionales/documentos/2014/boletin_2014_1.pdf

¹⁵¹ Ibid., p. 109.

Graphic 11: Student mobility 2011-2013.



Source: Author.

Analysis of the International Language Institute's survey

According to the International Language Institute's survey, a little more was known about some important points regarding the development that English has in the UPTC's campus. This survey was intended to know the different types of English courses offered by the institute which was obtained in response, that the undergraduate courses are in person and that approaches for all in general but not specific. It also wanted to know what the number of teachers trained annually to which showed to be around 60 and 80 teachers a year. When asked about the number of students and teachers the UPTC trained in English by the International Language Institute to date, the Institute expresses not to have an exact number of students. As for teachers, it is estimated that 25 teachers have been trained to date. Also it was learned that the students of the faculties of Basic Sciences and Health Sciences are those who make most use of the courses offered by International English Language Institute culminated after the 4 compulsory levels. Moreover it was made known that the International Language Institute has about 8 and 10 native teachers per year but the current regulations of the University makes the process of linking teachers as very difficult. As for the question of how many foreign language assistants the Institute currently has, the presence of two native assistants German and Mandarin Chinese was stated. Furthermore it was revealed that they have evaluated 10 students in international tests such as MET, TOEFL, IELTS, TOEIC, FCE, DELF, ETC.

The use that is given to language laboratories in each seat of the Institute is also known. According to the survey, teachers develop multimedia materials, online activities and audiovisual activities with students. Moreover the Institute attributed the act for which the students of the Faculty of Basic Sciences presented the highest number of students classified at level B+, with factors such as education in bilingual schools, courses abroad or in Colombia, reading language abroad within Syllabi of the subjects studied, among others. It also said that some programs included reading in a foreign language but nevertheless it is not legal yet. Likewise there are other activities organized by the school such as a cinema forum, conversation clubs, which are programmed as extracurricular activities, which has a number of around 7,000 to 8,000 undergraduate, graduate and extension semester. However, it is important to note that some of the questions were not clear or specific responses were obtained by the Institute, to answer the question.

8. SCHEDULE

Through the following graph shows the time period that was used in developing the study.

Month	October				November				December				January			
ACTIVITY	S 1	S 2	S 3	S 4	S 1	S 2	S 3	S 4	S 1	S 2	S 3	S 4	S 1	S 2	S 3	S 4
Collection of information from different secondary sources of information that was mentioned above.																
The information was reviewed, analyzed and documented about the issues related to the importance of communication skills in the English language.																
Development of surveys for each of the sampling units.																
Application of surveys to each of the stakeholders.																
Analysis and processing of data collected with surveys.																
Generation of the final report.																

9. CONCLUSIONS

This study made known that 82% of students and 78% of graduates of Industrial Administration considered that speaking English is an important skill to perform professionally and they are totally agreeing that it is a tool that an Industrial Manager should have. Also students have showed good acceptance and willingness to study this language, leading to the willingness to more courses and uses of English content which facilitates improving these skills. Likewise, the school considers the English language as a necessity to perform at work and in an academic and research level, this is why it has analyzed the implementation the use of literature in English, even the inclusion of readings in English on the development some subjects have been suggested, but the teacher's English level hinders this initiative.

It is also known that most of the graduates work in the service sector, which is one of the sectors where English has become an essential part of its development, likewise 44% expressed to be using the English language currently at work since their job requires it and another 78% claimed to have lost work or study opportunities for the lack of English proficiency. This reflects the lack of an important tool such as the English proficiency for access to certain employment positions that industrial managers do not have when they get the degree. Surely this tool would position the Industrial Administration's School of the UPTC as a competitive career that meets current labor market needs among others nationwide careers.

In addition, it was discovered that one of the impediments to the conduct of international exchanges by students, faculty and alumni of Industrial Administration, should be or largely be due to the low English level that they have, which reduces the opportunities to represent the Industrial Administration's School at international universities in order to exchange knowledge. Moreover, the International Language Institute assure they do not have a database with information on trained students in this language for access to these exchanges, neither the school has information of the English levels of their students and teachers, which hinders the realization and measurement of future proposals in order to improve English proficiency among its beneficiaries.

Moreover, the School reported to have had only one student involved in a summer stay in South Virginia in the United States during the past two years. The figure is alarming knowing that the program has about 500 active students, this may be due to poor divulgation of the agreements in which students can take part. Moreover, this represents lost opportunities to enrich the program Industrial Administration or part of the delay in achieving high quality accreditation.

Of equal importance, it is known that 75% of students do not like the classes taught by the Institute due to the most part to the methodology or they do not meet their expectations. 60% of graduates felt that English offered by the university is regular, however, 86% of teachers who have been part of a course, classified the classes as good and excellent. This shows that the Institute should make greater efforts to ensure that students have the desire to be part of their courses and find a way to meet their expectations or intentions making their classes more dynamic in a way to catch their attention and making frequent use of the aid that the institute has such as the Language Laboratory or Multimedia Classroom, since most students consider these tools effective in the learning process.

Moreover, the efforts made by the University towards improving English levels, go from courses offerings to extracurricular activities in which beneficiaries can choose to be part of them or not, even so, it is worth noting that these resources present a low rate of utilization. It was also discovered that within the students there is a special feature and it is that most of them consider that the native teachers benefit them in a greater extent to their learning. This is a myth that does not allow a level of positive disposition towards classes by some students to consider that they will not learn if they take lessons with a teacher who is not a foreign teacher, however it should be noted that the Institute of Foreign Languages has highly qualified teachers in this language due to their requirements being linked quite high. Likewise, the institute has about 8-10 native teachers per year to reinforce its activities.

To which the accreditation of high quality refers to, it did not have access to the document delivered by the National Council of Accreditation to the School. It was met through the school that the recommendations given by the CNA on the management of a second language are immersed in the reform guidelines of 2013 where there is content in English and also complete classes in another language. The expressed by the school is not very clear and deep into the subject, which does not allow the analysis of the relationship that English had with the accreditation process carried out by de Industrial Administration twice.

10. RECOMMENDATIONS

The Industrial Administration's School could begin developing a database to get ahold of the English level of its teachers and students, with the International Language Institute's helps. Knowing their English level, it would be known who are trained to implement initiatives such as the use of content in English in the development of their classes.

Also, taking advantage of the disposal that students have towards this language, can put into practice the use of literature entirely in English, starting with short and easy texts to assimilate, for surely help improve the skills in this language. Likewise, efforts should be made to encourage students and teachers to take courses offered by the English Language Institute and participate in extracurricular activities, this could be by an invitation to the alumni of Industrial Administration to talk about experiences in this aspect in the congresses held by the school.

The creation of a job market by the school would be a tool which would reveal the skills that the market is really looking for. This initiative will help guide the implementation of projects to improve certain skills among graduates so that they can meet the demands of the job offers channeled through this medium.

Moreover, the school must disclose to the students the programs for the realization of student mobilizations abroad as the Cultural Care Au Pair and Amity Institute programs to be part of some of these because they will enrich the Industrial Administration program and open the doors of exchanges of knowledge and ideas that will certainly help in the next accreditation high quality process conducted by the school.

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13. APPENDIX

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APPENDIX A

ESTUDIANTES ADMINISTRACION INDUSTRIAL

Estimado estudiante

Muchas gracias por su tiempo al completar el siguiente cuestionario. La información aquí requerida, será utilizada en el estudio "IMPORTANCIA DEL DOMINIO DE LAS COMPETENCIAS COMUNICATIVAS DEL IDIOMA INGLES EN EL DESEMPEÑO PROFESIONAL Y LABORAL DE LOS ADMINISTRADORES INDUSTRIALES DE LA UPTC", realizado por la estudiante Sandra Ramos.

1. Considera que su nivel de Inglés es:

Excelente

Aceptable

Regular

Malo

2. ¿Estudiaría Inglés aun si no fuera requisito de la Universidad?

Si

No

3. ¿Cuál es su disposición para estudiar Inglés?

Nada

Poca

Regular

Mucha

4. ¿Planea continuar tomando los cursos de Inglés ofrecidos después de terminar los niveles exigidos por la Universidad?

Si

No

5. Si su respuesta fue NO, ¿Cuál es la razón por la cual usted no planea hacerlo?

No tengo el tiempo

No me interesa aprender ingles

Los cursos son muy costosos

Los cursos no cumplen con mis expectativas

Otra

6. ¿Le gustan las clase de Inglés impartidas por la Universidad?

Si

No

7. Si la respuesta fue NO, ¿Por qué no le gustan las clases?

Los Horarios

Los Maestros

Las Metodologías

No cumplen con sus expectativas

Otra

8. ¿Alguna vez ha hecho uso de contenido en Inglés en el desarrollo del contenido programático de alguna asignatura diferente a los cursos de Inglés?

Si

No

9. Si su respuesta fue No, ¿Estaría dispuesto a utilizar contenido en Inglés para el desarrollo de algunas asignaturas?

Si

No

10. ¿Ha hecho uso del Laboratorio de Idiomas o del Aula Multimedia?

Si

No

11. Si su respuesta fue SI, ¿Considera que el uso de dichas herramientas es eficaz en su proceso de aprendizaje?

Estoy totalmente de acuerdo

Estoy de acuerdo

Estoy indeciso

Estoy en desacuerdo

Estoy totalmente en desacuerdo

12. ¿Que considera que influye positivamente su aprendizaje del idioma Inglés?

Actitud hacia el lenguaje

El tiempo dedicado fuera de clase

La actitud del docente

El material de estudio

Otro

13. ¿Considera que su proeficiencia en Inglés se beneficia si el profesor es nativo?

Estoy totalmente de acuerdo

Estoy de acuerdo

Estoy indeciso

Estoy en desacuerdo

Estoy totalmente en desacuerdo

14. ¿Cree usted que el Inglés es importante para desempeñarse como Administrador Industrial?

Estoy totalmente de acuerdo

Estoy de acuerdo

Estoy indeciso

Estoy en desacuerdo

Estoy totalmente en desacuerdo

15. ¿Planea usted aplicar para algún Intercambio Académico Internacional en algún país de habla

Inglesa ofrecido por la Escuela de Administración Industrial?

Si

No

16. Si su respuesta fue NO, ¿Cuál es la razón por la cual usted no planea aplicar?

No estoy interesado

Mi nivel de Inglés no me lo permite
Los costos del intercambio son altos
Otro

17. ¿Alguna vez ha presentado exámenes internacionales de proeficiencia en Inglés como el MET, TOEFL, IELTS TOEIC, FCE, DELF, DALF u otro en el Instituto Internacional de Idiomas de la UPTC?

Si
No

APPENDIX B

DOCENTES ADMINISTRACION INDUSTRIAL

Estimado Docente

Muchas gracias por su tiempo al completar el siguiente cuestionario. La información aquí requerida, será utilizada en el estudio "IMPORTANCIA DEL DOMINIO DE LAS COMPETENCIAS COMUNICATIVAS DEL IDIOMA INGLES EN EL DESEMPEÑO PROFESIONAL Y LABORAL DE LOS ADMINISTRADORES INDUSTRIALES DE LA UPTC", realizado por la estudiante Sandra Ramos.

1. Considera que su nivel de Inglés es:

Excelente

Aceptable

Regular

Malo

2. ¿Ha hecho parte de algún curso de Inglés ofrecido por el Instituto Internacional de Idiomas de la UPTC?

Si

No

3. Si la respuesta fue SI, ¿Como califica el curso?

Excelente

Bueno

Regular

Malo

4. Si la respuesta fue NO, ¿Estaría dispuesto a hacer parte de algunos de los cursos de Inglés ofrecidos allí?

Si

No

5. Si la respuesta fue NO, ¿Cuál es la razón por la cual usted no lo haría?

No tengo el tiempo

No me interesa aprender Inglés

Los cursos son muy costosos

Los cursos no cumplen con mis expectativas

Otro

6. ¿Alguna vez ha presentado exámenes internacionales de proeficiencia en Inglés como el MET, TOEFL, IELTS TOEIC, FCE, DELF, DALF u otro?

Si

No

7. Si la respuesta fue SI, ¿Tomo el/los examen/es en el Instituto Internacional de Idiomas de la UPTC?

Si

No

8. ¿Ha hecho parte de Intercambios Academicos Internacionales a países de habla inglesa Representando la Escuela de Administración Industrial?

Si

No

9. Si la respuesta fue SI, ¿Usted tuvo algún inconveniente debido a su nivel de Inglés?

Si

No

10. Si la respuesta fue NO a la pregunta 6. ¿Cree usted que su nivel de Inglés sería un inconveniente si quisiera ser partícipe de un Intercambio Académico a un país de habla inglesa?

Si

No

11. ¿La Escuela de Administración Industrial le ofrece algún beneficio al capacitarse en Inglés?

Si

No

12. ¿Ha utilizado o utiliza actualmente contenido en Inglés para el desarrollo de su/s cátedra/s?

Si

No

13. Si la respuesta fue NO, ¿Estaría dispuesto a utilizar contenido en Inglés para el desarrollo de su/s cátedra/s?

Si

No

14. Si la respuesta fue NO, ¿Por qué no estaría dispuesto?

15. ¿Usted cree que la Escuela de Administración Industrial debe hacer más esfuerzos por mejorar el nivel de Inglés de sus docentes?

Si

No

APPENDIX C.

EGRESADOS ADMINISTRACION INDUSTRIAL

Estimado Egresado

Muchas gracias por su tiempo al completar el siguiente cuestionario. La información aquí requerida, será utilizada en el estudio "IMPORTANCIA DEL DOMINIO DE LAS COMPETENCIAS COMUNICATIVAS DEL IDIOMA INGLES EN EL DESEMPEÑO PROFESIONAL Y LABORAL DE LOS ADMINISTRADORES INDUSTRIALES DE LA UPTC", realizado por la estudiante Sandra Ramos.

1. Considera que su nivel de Inglés es:

Excelente

Aceptable

Regular

Malo

2. ¿Cuál es la calificación que usted le da al Inglés impartido por la Universidad?

Excelente

Bueno

Regular

Malo

3. ¿Considera que su proeficiencia en Inglés mejoró con los niveles recibidos en la Universidad?

Estoy completamente de acuerdo.

Estoy de acuerdo.

Estoy indeciso/a

Estoy en desacuerdo

Estoy totalmente desacuerdo

4. Si es egresado a partir del 2009 por favor responda la siguiente pregunta, ¿Tomo algún curso de Inglés ofrecido por la Universidad después de terminar los cursos obligatorios?

Si

No

5. Si su respuesta fue SI, ¿Como califica el/ los curso/s?

Excelente

Bueno

Regular

Malo

6. Si su respuesta fue NO, ¿Cuál fue la razón por la cual usted no tomo ningún curso de ingles?

El costo del curso

No estaba interesado/a en aprender Ingles

Los cursos no cumplian con mis expectativas

Mi horario no me lo permitió

Otro

7. ¿Usted hizo parte de algún Intercambio Académico Internacional ofrecido por la Escuela de Administración Industrial a algún país de habla inglesa durante su época de estudiante?

Si

No

8. Si su respuesta fue NO, ¿Cuál fue la razón por la cual usted no hizo parte?

No estuve interesado/a

Mi nivel de Inglés no me lo permitió

Los costos del intercambio eran altos

Otro requisito diferente al Inglés no me lo permitió

No fui acepto para el Intercambio Académico Internacional

Otro

9. ¿Alguna vez ha presentado exámenes internacionales de proeficiencia en Inglés como el MET, TOEFL, IELTS TOEIC, FCE, DELF, DALF u otro en el Instituto Internacional de Idiomas de la UPTC?

Si

No

10. ¿Considera que hablar Inglés está dentro de las habilidades que un Administrador Industrial debe tener?

Estoy completamente de acuerdo

Estoy de acuerdo

Estoy indeciso/a

Estoy en desacuerdo

Estoy totalmente desacuerdo

11. ¿Cree usted que la Escuela de Administración Industrial debe hacer más énfasis en mejorar la proeficiencia en Inglés entre sus futuros egresados?

Si

No

12. En qué sector económico labora?

Servicios

Industrial

Financiero

Educativo

Agropecuaria

Otro

13. ¿Qué nivel jerárquico ocupa en su trabajo?

Directivo

Supervisor

Asesor

Operario

Otro

14. En su actual trabajo ¿Hace uso del Inglés?

Si

No

15. ¿Está estudiando actualmente Inglés?

Si

No

16. Si su respuesta fue NO, ¿Cuál es la razón por la cual usted no estudia Inglés?

Los cursos son cotosos

No estoy interesado en aprender ingles

Los cursos no cumplen con mis expectativas

Mi horario no me lo permite

Otro

17. Si su respuesta fue Si a la pregunta 15, por favor responda las dos siguientes preguntas. ¿Por qué estudia Inglés?

Para obtener un mejor empleo

Para adelantar estudios

Porque mi actual trabajo me lo exige

Reto personal

Para viajar

Disfrutar contenidos en Inglés (películas, música, libros, etc)

Otro

18. ¿Está haciendo uso de los cursos de Inglés ofrecidos por la Universidad?

Si

No

19. Si su repuesta fue NO. ¿Cuál es la razón por la cual usted no toma los cursos de Inglés ofrecidos por la Universidad?

Los cursos ofrecidos por la UPTC son costos

Porque los horarios no son adecuados para mi

Porque vivo en una ciudad fuera del área de influencia de la UPTC

Porque no cumplen con mis expectativas

Otro

20. ¿Usted ha perdido alguna oportunidad laboral o estudiantil por no tener el nivel adecuado de Inglés?

Si

No

APPENDIX D.

ESCUELA DE ADMINISTRACION INDUSTRIAL

Respetado señor DIEGO ANDRES CARREÑO DUEÑAS

Director de la Escuela de Administración Industrial

Muchas gracias por su tiempo al completar el siguiente cuestionario. La información aquí requerida, será utilizada en el estudio "IMPORTANCIA DEL DOMINIO DE LAS COMPETENCIAS COMUNICATIVAS DEL IDIOMA INGLES EN EL DESEMPEÑO PROFESIONAL Y LABORAL DE LOS ADMINISTRADORES INDUSTRIALES DE LA UPTC", realizado por la estudiante Sandra Ramos.

1. ¿Cuál es el nivel actual de Inglés de los estudiantes de Administración Industrial?
2. ¿Cuál es el número de docentes vinculados a la Escuela de Administración Industrial a la fecha y cuáles son sus niveles de Inglés?
3. ¿La Escuela de Administración Industrial ofrece algún tipo de incentivo a los docentes que desean mejorar su nivel de Inglés ?
4. ¿La Escuela de Administración Industrial considera importante que sus futuros egresados dominen el idioma Ingles? ¿Porque?
5. ¿Cuáles son los esfuerzos realizados en pro de mejorar el nivel de proeficiencia en Inglés de los estudiantes y profesores de Administración Industrial?
6. ¿Se ha contemplado la posibilidad de usar contenido en Inglés obligatorio para algunas asignaturas? Porque?
7. ¿Cuántos estudiantes y profesores de Administración Industrial han accedido a Intercambios Académicos Internacionales? ¿Cuántos de estos han sido a países de habla Inglesa?
8. ¿Cuál es el apoyo que reciben los estudiantes y profesores interesados en participar en tales Intercambios por parte de la Escuela?
9. ¿La escuela de Administración Industrial o la Universidad cuentan con una bolsa de empleo? y si es el caso, ¿Se cuenta con un estadístico del número de empleos que requieren el Inglés como requisito y para qué tipo de cargo?
10. ¿Cuál ha sido el papel del Inglés dentro de los procesos adelantados por la Escuela para obtener la Acreditación en Alta Calidad?
11. ¿Cuáles han sido las recomendaciones u observaciones acerca del Inglés hechas por parte del Consejo Nacional de Acreditación a la Escuela de Administración Industrial?
12. ¿Cuáles han sido las propuestas en materia de mejora por parte de la Escuela de Administración Industrial a tales recomendaciones?

APPENDIX E.

INSTITUTO INTERNACIONAL DE IDIOMAS DE LA UPTC

Respetado señor Alexander Ortiz Carvajal.

Muchas gracias por su tiempo al completar el siguiente cuestionario. La información aquí requerida, será utilizada en el estudio “IMPORTANCIA DEL DOMINIO DE LAS COMPETENCIAS COMUNICATIVAS DEL IDIOMA INGLES EN EL DESEMPEÑO PROFESIONAL Y LABORAL DE LOS ADMINISTRADORES INDUSTRIALES DE LA UPTC”, realizado por la estudiante Sandra Ramos.

1. ¿Cuáles son las diferentes modalidades de cursos ofrecidos por Instituto Internacional de Idiomas (Inglés I Intensivo, Inglés conversacional empresarial... etc)?
2. ¿Cuáles son las estrategias utilizadas por el Instituto Internacional de Idiomas para que los estudiantes, profesores y demás usuarios hagan parte de los diferentes cursos ofrecidos?
3. ¿Cuál es el número de profesores de la UPTC capacitados en Inglés por el Instituto Internacional de Idiomas hasta la fecha?
4. ¿Cuál es el número de estudiantes y profesores capacitados en Inglés para acceder a Intercambios Académicos Internacionales ofrecidos por la Universidad?
5. ¿Cuáles son las carreras por las cuales los estudiantes hacen más uso de los cursos en Inglés ofrecidos por Instituto Internacional de Idiomas después de culminados los 4 niveles obligatorios?
6. ¿Cuántos profesores nativos hacen parte del Instituto Internacional de Idiomas?
7. ¿Cuáles son los problemas que se presentan para vincular profesores nativos al Instituto Internacional de idiomas?
8. ¿Con cuántos asistentes de Idiomas Extranjeros cuenta el Instituto Internacional de Idiomas en cada uno de sus sub-centros y en que benefician a la Universidad?
9. ¿Cuál es el número de estudiantes a los cuales se les ha evaluado en pruebas internacionales (MET, TOEFL, IELTS TOEIC, FCE, DELF, ETC)?
10. ¿Cómo funcionan los Laboratorios de Idiomas y las Aulas Multimedia?
11. ¿Cuántos Convenios Internacionales tiene el Instituto Internacional de Idiomas hasta la fecha y en que benefician a los estudiantes y profesores?
12. ¿Se está trabajando en la firma de más Convenios Internacionales actualmente?
13. ¿A qué se debe el hecho de que la Facultad de Ciencias de las Salud presenta el mayor número de estudiantes clasificados en el nivel B+ y que su promedio fuera de 10.52 en el 2014?
14. ¿Cuáles son los avances de las actividades en Idioma Extranjero dentro del Syllabi de las diferentes carreras (la reglamentación de lecturas, señalización bilingüe, cine foros y demás)?
15. ¿Cuál es el promedio de estudiantes que participa en las actividades que organiza el Instituto Internacional de Idiomas?