



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas

Licenciatura en Lenguas Modernas

“Factors that affect the final paper work of the students of the
Licenciatura en Lenguas Modernas Inglés”

Thesis:

To get the certification of Licenciado en Lenguas Modernas

By:

Esmeralda Reyes Flores

And

Ana Cristina Rosales Maciel

Thesis director: Dr. Celso Pérez Carranza

Acknowledgements

I want to thank all the people who have been part of my life, because they have served to train me as a better person, student, teacher, friend, daughter, sister, niece, granddaughter, wife, and especially mother. Without forgetting the main actor of my life my God who never leaves me and make me take the best way to fulfill his will, lighting all my days.

This cycle ends with my thesis finished, I begin to thank my family who has seen and care every step mine as a student too, and from the moment I was born.

THANKS:

My mother, for giving me the life and love, and take care of me all the time without expecting anything from me, who has been with me, on every moment of my life, I have no words to thank her for everything she taught me.

My grandparents (mom Licha and dad Tony) to the sky, I offer a prayer, because I know from there, they also continue to care of me and they are proud of me.

My brother for sharing with me the hard times and give helps for everyone.

My uncle Alejandro, who have been an example and inspiration in my life.

My uncle Cruz, he knows all that I appreciate their company help and care.

To my teachers, especially Dr. Celso, who has guided me, with a lot of patient in this investigation to conclude.

However the final thanks are to the family that I have formed with so much love, to my husband David for his patience, dedication and love for me, he has helped me support and encouragement to get up in the obstacles of life, and finally to my little princess, my daughter Danielle, she is my reason to wake up every morning and walk in this life to be able to offer her the best.

THANK YOU EVERYBODY FOR GIVING ME STRENGHT AND COURAGE AT ALL TIMES, IF ANY OF YOU HAD NOT BEEN PRESENT ALONG OF MY LIFE WOULD JUST NOT ME.

Esmeralda Reyes Flores

AGRADECIMIENTOS

Quiero agradecer a todas las personas que han formado parte de mi vida, de todas ellas he tenido cosas buenas y malas, porque han servido para formarme como una mejor persona, estudiante, profesora, amiga, hija, hermana, sobrina, nieta, esposa, y sobretodo madre. Sin olvidarme del principal actor de mi vida mi DIOS que nunca me abandona y me hace tomar el mejor camino para desempeñar su voluntad de la mejor manera iluminando todos mis días.

Este ciclo se concluye con mi tesis por fin terminada, quiero empezar a agradecer a toda mi familia que ha visto y cuidado cada paso que he dado también como estudiante y que estuvieron pendiente desde el momento en que nací.

GRACIAS:

A mi madre por darme la vida, y cuidarme en cada momento sin esperar nada de mí, ni pedir nada a cambio, ha estado junto a mí en las buenas y en mis rebeldías, no tengo palabras para agradecerle todo lo que me ha enseñado.

A mis abuelos (mamá Licha y Papa Tony) hasta el cielo elevo una oración, por que se que desde ahí, me siguen cuidando y también se que están orgullosos de mi.

A mi hermano, por compartir conmigo los tiempos difíciles y que sin dudar siempre está para ayudar.

A mi tío Alejandro que en muchas ocasiones ha sido un ejemplo e inspiración en mi vida.

A mi tío Cruz que de sobra sabe todo lo que le agradezco, su compañía ayuda y cuidado.

A mis maestros, en especial al Doctor Celso que me ha guiado con tanta paciencia en esta investigación hasta concluirlo.

Sin embargo el agradecimiento final es para la familia que yo he formado con tanto amor; A mi esposo David por su paciencia, dedicación y amor hacia mí, que me ha servido de apoyo y aliento para levantarme en los obstáculos de la vida, y finalmente, a mi princesa, mi hija Danielle que es mi motivo para despertar cada mañana y seguir caminando en esta vida para poder ofrecerle lo mejor.

GRACIAS A TODOS, POR DARME FUERZA Y APOYO EN TODO MOMENTO, SI ALGUNO DE USTEDES NO HUBIERA ESTADO PRESENTE A LO LARGO DE MI VIDA, SIMPLEMENTE NO SERIA YO.

Esmeralda Reyes Flores.

Acknowledgements

First of all I must have to thank God whom had been always lighting my way to find support and love through every journey.

To my family that has been always after me, supporting and encouraging me to be better. To my Mom and Dad that had given their love, work, patience, and live to raise us straight always teaching us that the statement "I can't "doesn't exist in our family, thanks to that I got to the end of this major.

To my sisters Lola and Maya that had always been my love, and support to keep always the right way with their love and confidence on every step I take.

To those that are not here but were an important part in my life, my great-grand parents , "Papa Juanito "and "Mama Chatita " thanks for raised my dad and make him the way he is.

And special thanks to my friend and thesis partner Esmeralda for her support, friendship, patience and love to let me share with her our best and baddest moments in our lives, for her comprehension because I know I am not easy to work with.

To those teachers that always trust in my abilities and encouraged me to be better every day.

A big thank to our thesis director Dr. Celso Perêz Carranza for taking time to support us until the last point.

Ana Cristina Rosales Maciel

AGRADECIMIENTOS

Antes que nada tengo q agradecer a Dios que siempre ha iluminado mi camino para encontrar apoyo y amor todos los días. A mi familia q siempre ha estado para mí, me ha apoyado y empujado para que cada día sea una mejor persona.

A mi Mama y Papa que siempre me han dado su amor, trabajo, paciencia y vida para llevarnos siempre por el buen camino enseñándonos que la frase "no puedo" no existe en el vocabulario de la familia, gracias a eso llegue hasta el final de la carrera.

A mis hermanas Lola y Maya que siempre han sido mi amor y apoyo para mantener el camino correcto, con su amor y confianza sin importar el camino que tome.

Para aquellos q ya no están aquí pero que fueron una parte fundamental en mi vida, mis bis abuelitos "Papa Juanito" y "Mama Chatita" por cuidar de mi papa y hacerlo como es.

Un especial agradecimiento a mi amiga y compañera de tesis Esmeralda, porque siempre me apoyo, por su amistad, paciencia y amor. Por dejarme compartir los mejores y peores momentos de nuestra vida, por su comprensión y por qué sé que no soy una persona fácil con la cual trabajar.

Gracias también a los maestros q creyeron en mis habilidades y me impulsaron a ser mejor cada día.

Y un gran agradecimiento a nuestro director de tesis el Doctor Celso por tener siempre tiempo y apoyarnos hasta el final.

Ana Cristina Rosales Maciel

CHAPTER 1: INTRODUCTION

1.1. Background

Human beings, through the development, they have looked for many ways to invent and discover things and also to find solutions to their everyday problems in order to get a better and comfortable life. One of the most important actions is to overcome problems to research.

According to Williams (1995 p.13) "Research is a systematic approach to find answers to questions..." this means that the main purpose of research is to create and find solutions to the unknown things. This activity stimulates the intellectual activity and the increasing curiosity to find answers to problems or enigmas that human beings find through the life, contributing to the wealth of human knowledge.

Research have four elements, these are the subject; who is the person or researcher that develops the investigation. The object; this is what is looking for, the theme or problem and the media which are the resources that are used to find the solutions. It is important to point out that researches follow different purposes, and determine the level of knowledge based on a particular technique in order to get a specific result. According to Blaxter (1990) in her book "How to research" the research task is classified in different types of research, for example, pure, applied and strategic research; descriptive, explanatory and evaluation research; market and academic research; exploratory, testing-out and problem-solving research; covert, adversarial and collaborative research; basic, applied, instrumental and action research.

Basic or pure research is based on a framework and it becomes an important part of development. Its purpose is to create new theories and modify the ones that exist already in order to increase the scientific and philosophic knowledge without making contrast with any practice aspect. Applied research looks for the application and the used of the knowledge that was acquired during the research and it is also linked with the basic research that depends on the result and progress of it. Documental research is the kind of research that is based on specific official paper works, books, articles, essays, magazines and news papers.

Experimental research is directed to modify the reality of the purpose to create the investigation that is looked for and in this way to modify it. Exploratory research highlights the fundamental aspects of specific problems and finds the best procedures to make a new research.

The basic characteristics shared by all of these different kinds or views of research is that they are, or aim to be, planned, cautious, systematic and reliable ways to find out or deepening understanding.

Scholss and Smith (1996) pointed out that: "if you are reading this book is because you have to make a research". They emphasize what thesis means for the students, they say that for students, completing a research project as a thesis generally leads to graduation and job offers. But almost never the students make a research to enjoy the work or really to find the answers to their questions. It is true that to make a research is a large process that should be followed step by step and a lot of times the research project can be incomplete.

As an effect of the globalization new policies urge the necessity to conduct research at all levels. Mowery and Rosenberg, mention two visions about the mission of the science: the first one points out the role of science is beyond solving specific and complex problems; the second one emphasize the strong connection between technology and science. The advances in one of them will be connected with the advances in the other one.

Some of the efforts of the Latin countries made for the development of the science and the scientific traditions had been notable, after the second half of the last century it has been created some of the research institutions by the government organizations, in order to promote the research. During the nineties the Mexican government created laboratories and research equipments; and at the same time demand to the universities make some researches too.

Due to the social demand, research in the universities is part of their own every day activities. The Benemérita Universidad Autónoma de Puebla, urges to conduct research in different fields, with new curriculum called “Proyecto Fénix (1997)” that has as an objective the “Excelencia académica con compromiso social” specifically in the language field the Licenciatura de Lenguas Modernas BUAP, implement the research using as a tool the teachers and the students and in this way develop in the students the importance of the research in their entire live.

In the present, with the implementation of the new Modelo Universitario MINERVA (MUM, 2009), conducting research is one of the most important tasks in this

University, the MUM is focused on university-society interaction to get a cooperative learning, students to have a critical thinking and have as result reconstruction and generation of knowledge

According to Téllez, Summo, Rocío and Voisin (2012), in the Licenciatura en Lenguas Modernas curricula there are two ways to obtain the degree of Licenciado en Lenguas Modernas at the end of the major, one of them is to get the degree through the outstanding academic performance and getting the required score that prove that the students have enough knowledge according to the TOELF exam.

Pursuant to Téllez et al, the second way it is to make a deep and exhaustive research that will result in a thesis which will be presented and defended after a large revision made by teachers and researchers from the same faculty. This thesis will be develop in the last two courses of the major, and will be guide for an expert teacher who will help in the development of the topics, also it will be very important to mention that during the major the students of this faculty might take some courses related to research in order to make their last research less hard.

1.2 Problem

As it was pointed out before, the thesis is a requirement that the student of the major of Lenguas Modernas (Inglés) have to fill in order to get the degree of Licenciado en Lenguas Modernas. The thesis had been a huge problem for the students of this major for many years, due to the requirements needed to write the

thesis. These problems are reflected in the organization of the research paper and the level of the language to write clear and specific ideas.

It is also well known that some of the subjects that would help the students to clarify their idea to write and make their research, sometimes they are not according to the two last courses that provide a better guide to the students in the way of how to make a research and to write down a thesis.

Even when the school offers courses of: research methodology, academic writing, classroom research, curriculum design, seminar research I, II which teach the students how to develop their thesis, it had not been enough for them to facilitate their last paper work, and in this way the school cannot increase the number of students with the degree.

1.3 Importance of the research

This research is important for the Facultad de Lenguas BUAP, the students of the LEMO/LEI programs since it and also the teachers, will help to find out what the necessities and the problems that the students have to face when writing a thesis. At the same time the students will know from the beginning of their major what are subjects they have to focus their attention in order to facilitate themselves the writing process of the thesis.

For the University to have more students with degree will increase the value of the school and always becoming better for the next generations.

1.4 Main Objective

The objective of this research is to identify the factors that affect the writing of their thesis. And try to find if every subject gets the goal which it was made for.

1.5 Specific objectives

Analyze if the number of courses, directed to help students investigate, are enough.

Consider through the questionnaires if the contents of the research courses are complete.

Determine if personal problems are an important factor to not get the certification.

Set the problem involving the time of each person (mentor, student, readers), to write, edit and submit a thesis.

1.6 The questions that will lead the research are

What is the role of the advisor in the thesis development?

What are the most common problems that students face when they write their thesis?

How the level of the target language affects to the students at the moment to write the thesis?

What is the most important skill when writing a thesis?

Are there enough the subjects that help students while they are writing the thesis?

How the motivation affects the thesis development?

How the topic of the thesis affects the research?

How to help the students to write a thesis?

1.7 Hypothesis

Students of Licenciatura de Lenguas Modernas Ingles, who have completed the curricula, do not get the certification for the little management in the foreign language at the moment of research and writing.

1.8 Delimitations

This research was focused on the students of the LEMO mayor with the purpose of find the factors that affect the students to get the degree of Licenciados en Lenguas Modernas at the end of their studies. The participants were students of the last semesters, whose are taking the last research courses, also some students that have already finished the major and are still writing their thesis and have not got their degree.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

According to Tamayo (2004), research is a process that through the application of the scientific method tries to get relevant and reliable information; in order to understand, verify, correct and applied the knowledge.

To get any clearly and accurately results, it is necessary to apply some different types of investigation, research is closely linked to humans, and it has a series of steps to achieve the objective or to get more information. The research is based on scientific method and this method is the systematic study of nature that includes observation techniques, rules for reasoning and prediction, planned experimentation ideas and ways of communicating the experimental and theoretical results.

2.2 Research as a source of development

Some different cultures such as : Maya, Aztec, Greek, Egyptian, Mesopotamian, etc., generated a lot of theories based on research that nowadays make possible the human advances in the different areas; through, the years these theories will be perfected and developed in the technology, science and social advances around the world.

According to Boot (1995), “Research is a systematic approach to find answers to questions...”, the research had been created and followed as a discipline like Mathematics, Physics, Chemistry, and so on, the research stimulates the intellectual activity and the increasing curiosity to find solutions and answers to problems or enigmas that human beings face through the life, contributing to the human knowledge wealth.

According to Egg (2001). In his book “Técnicas de investigación social” research is a reflexive, systematic, controlled and critic process and it has the purpose to discover or explain the events and phenomenon, relations or laws about a determine area of the reality.

Scientific research is the deliberate search for solutions to knowledge or scientific problems, the scientific method indicates the path that has to transit in this investigation.

Bryman (2004), says that research helps to improve the study because it allows establishing contact with reality which it knows better. It is a stimulus for creative intellectual activity. It helps to develop a growing curiosity about problems solving; also, it contributes to the advancement of critical reading.

Fundamental applied research that would be constructed as research related to the generation of knowledge in the form of theory or methods is estimated that over a period of time mediate.

Schloss and Smith (1996), assert the applications could lead to the productive sector. The knowledge of this research could also contribute to solve other problems of pure research or even other basic applied research problems.

Applied research can be fundamental in another way as a theoretical, experimental, or a mixture of both, depending on the nature of their work and their products can be scientific papers, especially if the development does not engage the interest of a company. This research, in countries like Mexico, it is done mostly in universities and a research institute in industrialized countries.

According to Castells (1999), technological research can be understood as one that generates knowledge or methods directed to the productive sector of goods and services, whether in order to improve it and make it more efficient, or to obtain new and competitive products in that sector,

Technological research has been done very often from basic research on end. It is well known the case of Japan, which, especially in the early post-war recovery has taken the basic research of countries to improve their knowledge and applied it to every service and good created in this country. In other cases, technological research has been based on relatively disclosed application of knowledge, engineering, as an example of this, one it might mention the personal computer or process improvement in the plant. Even though other documentation could be more, the academic scientific research, which would be the activity that includes both pure research and applied basic research when it takes place on campuses.

Persuan to Castells (1999), technological development will be discussed when both those responsible for technological research and engineers, as the producer of goods and services engage in a process whose purpose is the market the new products that are competitive and know the needs and demands of the market with the highest possible quality. It is clear that their products are industrial goods ready for market.

The engineering would involve the use of established knowledge, to design, build, operate and modify facilities and scientific production plants can contribute significantly and be closely linked to technological innovation.

2.2. Types of research

Blaxter (1996), explains historical research include experiences from the past, she describes what it was and makes a critical search supporting past events. The researcher relies on primary and secondary sources which provide the information and what the investigator should examine carefully in order to determine its reliability by through an internal and external criticism. In the first case, research verifies the authenticity of a document or trace and the second, determines the meaning and validity of the data contained in the document that deemed authentic.

Descriptive research, as mentioned before works on facts and realities of its fundamental characteristic of a correct interpretation. This may include the

following types of studies: Surveys, Case Studies, Exploratory, Causation, Development, Predictive.

According to Zorrilla (1993), research is classified into four types: basic, applied, documentary, or mixed field.

The basic research also called pure or fundamental, for scientific progress, increasing the knowledge, no direct interest in their possible applications or practical consequences; is formal and the development of a theory is based on principles and laws.

Applied research is intimately related to the basic; it depends on the findings and advances in basic research and is enriched by them, but is characterized by its interest in the application, use and practical consequences of knowledge.

Applied research seeks learn to do, to act; to construct, modify the documental research is which done through consultation of documents (books, magazines, newspapers, annual reports, yearbooks, records, codes, constitutions, etc.).

The field or direct research is being undertaken in the place and time of occurrence of the phenomenon under study. Zorrilla, (1993) An exploratory study allows approaching unknown phenomena in order to increase the level of familiarity and contribute ideas about the proper way to address a particular research. With the purpose of these studies do not constitute waste of time and a resource is essential to approach them, with proper review of the literature. Rarely an end in themselves, set the tone for further research and is characterized by being more

flexible in their methodology, is more extensive and dispersed, carry an increased risk and require patience, composure, and receptivity by the researcher.

The study exploration is focused on discovering. Descriptive studies aim to develop an image or faithful representation (description) of the studied phenomenon from its characteristics. They measure variables or concepts in order to specify the important properties of communities, individuals, groups or phenomenon under analysis, In some cases the results can be used to predict. Co relational studies claim to measure the degree of relationship and how they interact between two or more variables between them. These relationships are established within a same context, and from the same subjects on most cases.

The experimental research is when the investigator not only identifies the characteristics being studied but who controls in order to observe the results while seeking to prevent other factors involved in the observation. When the researcher merely observes events without intervening in them, then develops a non-experimental research.

Field research (also known as field work or field study) is the collection of raw data in natural settings. It helps to reveal the habits of various organisms present in their natural surroundings. The term is mainly used in the natural and social sciences studies, such as anthropology, folkloristic, archaeology, biology, ecology, environmental science, ethnomusicology, geography, geology, geophysics, linguistics, paleontology, and sociology, although it is also used in other subjects, such as auditing. The term "field research", is also used by many industries as a

generic reference to collecting or creating new information outside a laboratory or typical workplace. Field work refers to face-to-face or telephone interviewing.

2.2.1 Aims of research

According to Suttleworth (2008), the aims of research include 4 important points, observation and description, prediction, determination of the causes and explanation.

Observation and description are the first stage of any research it means to observe the world around us and to ask questions about why things are happening.

Every phenomenon in the universe has a reason behind it, and the aims of research are to understand and evaluate what is happening.

However a simple phenomenon can generate logical and intuitive answers, while scientific research demands rigorous testing to a fact to be accepted.

Describing the overall behavior of the subject is the first stage of any research, whether it is a case study or a full-blown 'true experimental design'.

Predicting is the step where makes a statement or hypothesis. This must be testable, with aims of research being to prove or disprove this statement. In the predicting stage, it may express a personal opinion about the research, favoring one side or the other. It must be made a statement predicting what you expect the final answer to be.

It must, however, keep an open mind and understand that there is a chance that it could be wrong. Research is never about right or wrong, but about arriving to an answer, which improves our knowledge of natural processes. Determination of the causes is often the 'business end' for many areas of scientific research and is where one of the predictions is tested, usually by manipulating and controlling variables. The idea is to generate numerical data that can determine the cause with one of the many statistical tests. Statistical procedures are then used to either prove or disprove the hypothesis and prediction. Of course, very little research gives such a black and white answer, but opens up new areas of potential study, focusing on a specific direction. Explain after determining the causes, the next layer of the research process is to try to find possible explanations of 'Why?' and 'How?' things are happening.

For most areas, this stage involves sifting through and reviewing earlier studies about similar phenomena. Most research is built upon the work of previous researchers, so there should be a wealth of literature resources available.

"The aims of research may be to establish 'What are the underlying causes and relationships between the different processes fueling this trend?' In most cases, it is necessary to review earlier research and try to separate the better quality sources from the inaccurate or poorly designed studies". Shuttleworth 2008.

It is equally important to take into account any opposing points of view and accept that they may be equally valid.

The aims of research can then be fine-tuned, or may serve to open up new areas of interest. Either way, the storage of human knowledge has been enriched and increased.

2.2.2 How research is organized

Science is the product of reasoned and systematic actions that reveal new elements enlightening meaningful reality. It is the result of careful reflection on theoretical and empirical evidence to understand the reality, analyze its structure and internal dynamics to explore new components and new ways to understand and operate on it. This is the domain of literature, as well as openness to new ways of viewing reality from theory and so proposes new frameworks basis more precise and useful. The approach to reality is developed from rigorously applied strategies to correctly perceive the manifestations of this reality and to guide further intervention on it.

“A thesis is a long and complex work, and it is helpful if it can be written and structures in such a way that readers are able to navigate their way through it reasonably easy; it should be written based on the academic requirements of a subject, does not use unnecessary jargon” Paul Oliver (2004)

Scientific research has paradigms approximation to reality, which represent the ways of conceiving and developing knowledge.

The two main roads are the Empirical Analytical Quantitative Qualitative and Interpretive Constructive within each of them can be used different methodologies and types of studies that have specific features and criteria of scientific rigor necessary to implementation. It is a condition required precise knowledge of these criteria to enable the research to have scientific value and their results can be disseminated with confidence in the scientific community and society in general. It must be carefully analyze and interpret the information obtained by theoretically consistent relationships and arguments that illustrate well the reality studied.

The interpretation of results is backed by a robust framework that allows reading teoric conceptual reality in the light of the theory, to find new elements and theoretical formulations incorporating them as new ideas. Clearly need to manage human and material resources according to the systematic research process to develop. This can be understood as the basic meaning of technical and ethical consistency in relation to the management of resources for the effective and efficient research process.

At the same time, it is important to consider scientific research as an opportunity for productive dialogue with the international academic and scientific community, exchanging ideas and results, providing feedback to lifelong learning and academic researchers.

Caring for the process and impact of research is a basic condition to the extent of the past experiences based on research that cross the ethical line by questioning the meaning and value of the process. Introduction contains a clear description from the general structure of the project.

Justification contains the arguments that underline the research to be performed, emphasizing those technical and social mainstreams. Why to carry out research.

The Problem Statement is the result of a deep and sober reflection by the researcher after reviewing in detail the relevant literature (theoretical and empirical background) and internalized the main concepts and theoretical propositions that allows clearly to make the problem domain aims to resolve the investigation. Under study is a result of the problem statement, delimits that part of reality that are interested in studying. The accuracy of the investigator, in this sense, is shown in the detailed and careful with wording which makes the object of study.

Research questions are the basic questions that arise from the justification and the problem, therefore, intended to be resolved by researching.

Usually be the sense of the assumptions of qualitative studies, are working hypotheses that anticipate the issues that the researcher has the impression of being in reality, however, reality as such prioritizes and adjusts its future working hypothesis. The hypothesis in this case act as a reference in the relationship with the reality studied, not as an address in that relationship, therefore, the hypotheses are dismissed as advances in the increasingly precise knowledge of reality.

Theoretical foundations are presented in this case the theoretical guidelines that guide the study, clearly describing the overall picture (full) of schools or theories that address the issue and the main theoretical and empirical evidence in the literature nationally and internationally.

Research methodology and argumentation contains a description of the main methodological decisions taken according to the research topic and the possibilities of the investigator. Clarity of approach and methodology framework is necessary condition to ensure the validity of the research.

Population and Sample describes and argues the decision on the target population to investigate the subject of study as well as the basic criteria for determining the sample considered for research.

Research design using a graphical overview presents the full methodology that demonstrates how it is organized around the research process and key methodological issues that guide the researcher's work. It is important to the clarity and precision in this matter because it accounts for the positioning of the researcher and his work on the map of scientific research methodology.

Schedule and Budget is a simple, table-specific schema that presents the estimated time it will take each stage of the investigation.

Bibliography describes the documentary sources that were considered to make the research It is preferred, that those documents do not have more that 5 years of validity.

2.3 Research and language learning programs

According to Nunan (1992), two phenomena are significant to the research and language learning programs, the first of these is the strengthening of a research orientation to language learning and teaching. The second is broadening of the research enterprise to embrace the collaborative involvement of teachers themselves in research.

Over the last ten years, the picture has begun to change, the change itself prompted, at least in part, by practitioners who have grown tired of the swings and roundabouts of pedagogic fashion, while position papers and logic-deductive argumentation have not disappeared from the scene, they are counterbalanced by empirical approaches to inquiry.

Nowadays, when confronted by pedagogical questions and problems, researchers and teachers are more likely than was the case fifty years ago to seek relevant data, either through their own research, or through the research of others. Research activity has increased to the point where those solutions to pedagogic problems are beginning to argue that there is too much research.

The very term research is a pejorative, research, and the conduct of research, involves rigor and the application of specialist knowledge and skills.

Certain key commonly associated with research are: inquiry, knowledge, hypothesis, information, classification, analysis, interpretation, structured investigation, understanding, problem, prove, theory, evaluation, asking questions,

analyzing data, scientific method, insight, prove/ improve, characterize phenomena, demystify, uncover, satisfy inquiry, solution. The terms, taken together, suggest that research is a process of formulating questions, problems, or hypotheses; collection rather distinct research traditions in their own right. In fact these methods can be used by researchers working in both the psychometric and ethnographic traditions.

Ethnographers can use interaction analysis checklist to supplement their naturalistic observation, while psychometric research can use similar schemes to identify and measure distinctions between different classrooms, teaching methods, approaches, and teachers.

Grotjahn (1987), provides an insightful analysis of research traditions in applied linguistics. He argues that the qualitative-quantitative distinction is an over implication and that, in analyzing actual research studies, it is necessary to take into consideration the method of data collection; the type of data yielded by the investigation; and the type of analysis conducted on the data.

Brown (1988), provides a very different introduction to research from Van Lier, being principally concerned with quantitative research. In his framework for analyzing types of research, he made a distinctions between primary and secondary research. Secondary research consists of reviewing the literature in a given area, and synthesizing the research carried out by others, the primary research is subdivided into case studies and statical studies. Case study centre on

a single individual or limited number of individuals, documenting some aspect of their language development, usually over an extended period of time.

Brown's model, statistical are further subdivided into survey studies and experimental studies. Survey studies investigate a group's attitudes, opinions, or characteristics, often through some form of questionnaire. Experimental studies, on the other hand, control the conditions under which the behavior under investigation is observed.

2.3.1 Genre in research

The genre approach provides an effective means of addressing the issues that students encounter as they approach the task of writing up their theses or dissertation. A claim such as this begs the question, first of all, of what is meant by the term "genre". As Swales (2004), explains, a genre is a text that has particular and distinctive communicative functions, distinctive and recognizable patterns and norms of organization and structure that result in a conformity of practice by its users. This means, therefore each part of genre (section or chapter) of the whole genre (thesis) will be recognizable by its particular functions, content and organization. Discourse analyses, reported in the literature, of discipline specific journal articles and thesis dissertation part of the genres reveal the interrelationship between function, content and structure.

Kwan (2006), explains that "the crucial starting point for a move analysis (an analysis of the content units) is to consider the purpose (or functions) of the target

genre (chapter or section) that regulate its propositional content, schematic pattern or organizational structure, and choice of register”.

“A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. It is, perhaps, helpful to think of the research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic”. Raymond, J. & Allen Brizee, B. 2011.

Bitchenner (2013), explains this as “students need to understand, first, the purpose or function of each part of the genre and second, that content and structure are functionally related.

The resources are the principal component in a research like a support with this sources the research paper would morph into different genre of writing and improve to student to increase their knowledge in that field.

“The argumentative research paper consists of an introduction in which the writer clearly introduces the topic and informs his audience exactly which stance he intends to take; this stance is often identified as the thesis statement”. Raymond, J. & Allen Brizee, B. 2011.

The persuasion is an important goal of the argumentative research, which means the topic chosen should be debatable or controversial.

The confusing element of an argumentative paper is that the author is expected to favor one side more than the other on an issue, but the research and analysis must be an emotive and factual and include both sides of the argument.

“An analytical essay seeks to explore a central idea or question based on a text(s) and a student's engagement with that text. Key to the analysis is breaking down the text into components and showing the relationship between the subordinate arguments and overall controlling ideas. It must move beyond summary, description, or narration”. Patton (2006).

According to Patton (2006), the analytical paper responds to and examines ideas from a text or texts. It is based on a central idea and this idea must be supported by evidence which may include examples.

A key component of the essay is that it must shows a clear connection of the evidence to the central idea the essay shows some critical thinking, such as making inferences, interpreting evidence, anticipating readers' needs comparison/contrasts, synthesis, argumentation, analysis and/ or problem-solving skills, demonstrates awareness of counter-argument finally the essay clarify issues or shows why a simple resolution is not possible, the writer has to demonstrate an awareness of more than one perspective.

In the definition paper the writer describes a topic from a factual standpoint that is usually devoid of emotion or the opinion of the author. Although the definition research paper will include facts from a variety of sources, this information is left

unanalyzed and contains only actual facts found in another's research paper findings.

In accordance with Jae Ik Moon (2012), compare and contrast papers are used in literature courses to compare two different authors, or stories from a particular genre, the base of compare and contrast essays is the comparison and analogies.

Comparison highlights the similarities between two similar texts while contrasting highlights the differences between two or more texts. The author need to determine their purpose, consider their audience, the basis and points of comparison, consider their thesis statement, arrange and develop the comparison, and reach a conclusion. In order to effectively write a compare / contrast essay, the writer must first decide what the similarities and difference between the topics are.

According to Jae Ik Moon (2012), the defining features of a "cause and effect" essay are causal chains that connect from a cause to an effect, careful language, and chronological or emphatic order. A writer using this rhetorical method must consider the subject, determine the purpose, consider the audience, think critically about different causes or consequences, consider a thesis statement, arrange the parts, consider the language, and decide on a conclusion.

Cause and effects papers trace the probable or expected results from a particular action or policy in a logical progression that is easily followed by the reader. Used in business and education fields in particular a good cause and effect paper will not only outline the predicted results from the action/situation specified, but also where

applicable show the range of results that could arise from this one situation through to its logical conclusion.

Reports often follow a memorandum or similar business format and they are often written to outline a case study situation. The report would include a summary of the situation to date an identification of the main issue or concern; a breakdown of the elements of this main issue and then recommendations on how to address the issue based on research on the topic, will contain short factual sentences devoid of emotion.

Reports usually include an executive summary that takes the place of an abstract in this type of research paper, as well as supporting evidence in the form of appendix, graphs and tables.

Interpretative papers require the student to use the theoretical knowledge gained in a course of study to a particular case study. The key element of an interpretive paper is evidence that the student has written the paper based on an established theoretical framework and has used supporting data to back up the thesis statement and findings of the paper.

2.3.2 Aims

According to Della, B. (2012), migration flows and demographic trends at the world level are altering the socio-ethnological composition of the nations.

Aims of the study and teaching are not static; they change with every epoch, its corresponding philosophy of life, its evaluation of human achievement. Every generation breaks some of the ranges of value in order to set up new ones; and it entering such a period of transition, when it is the duty to pause, to look about, and to consider the whence and whither. What is the purpose to teach and study a foreign language? It will be mention two distinctive aims, the practical aim and the humanistic aim, both again to be subdivided into their intensive and extensive types.

“Language is an essential component of a giving culture. This being the case, it follows that language and cultures, cultural diversity and linguistic diversity are closely linked”. Della, B. (2012).

The impact of globalization, increased international mobility, and a need for more flexible ways of learning make a critical reflection on the changing needs of the learner necessary.

Under an intensive practical aim is a formal training of the pupil in memorizing, systematic grammar, and specific mental exercises, the general profits of which were overstressed in early times and are now largely discredited by psychology. For grammar is anything but logical, in fact, it is lack of logic which makes the languages of a people interesting, since it usually discloses their peculiar and characteristic thinking and emotional reactions,

There remains on the credit side of this intensive practical aim an acquiring of exact working habits, a setting and working out of tasks which have been defined

in good pedagogical forms during a long period of tradition in modern language teaching. No doubt students profit by it; they can not bluff and loiter in the study of languages, for it is as exact as mathematics.

The extensive Practical aim is the actual acquisition of languages for the purpose of active and passive communication with foreigners through correspondence, conversation, and reading.

Changes in learners' work, life, and study patterns and the use of new technologies for learning strongly impact on every aspect of language learning and teaching, from how we perceive the roles of teachers and learners, to how we adapt to new roles, from the materials and methods we develop to support learners in more flexible ways, to the research methodologies that are using to investigate these ways.

2.4 The most common problems when conducting a research.

Any researcher has to start with a question that is formulated by researcher, in relation to the project that aims to make. As regards the design, there are more or less difficult techniques that will have to be applied. The question is a process open to intervention by the researched, there are not many rules to the formulation of the same, it has to be an intuitive and creative process.

The question has to be very, specific, unique and relevant, should not be ambiguous. It has to have two variables: An antecedent in order to establish why

and what the topic will be investigated and the other variable should be consequent in order to establish what solutions can give the research of that topic. It should describe the above population to limit the population.

The first and the most important problem at the moment to conduct the research is that the research question is diffuse or inappropriate.

The specific objectives are those which the researcher intends to fulfil in the draft and should be written with verbs indicating a specific action and not vague or indeterminate.

Arias (2006), explains the problem statement like something not known about reality and the objectives like what the researcher wants to find to answer his questions about the problem.

The general objective has to be presented because there is a problem in real life, and to resolve it is necessary to have basic information; the information obtained and the analysis the researcher averages it forms a solution quasi-real which is presented in a plane, a prototype, tables, figures and recommendations. Other researchers will take the information obtained and will inflict it to solve the problem that motivated the research work. There are, thus, very clearly definite two aspects, one general: solve the problem in reality, and particular: background information to shape the solution. The particular responsibility of the researcher and written in the form of how, constitutes the specific objectives of the project. As the general gives rise to particular or specific, is only natural to think that general objective for the researcher, is "to contribute to the solution of the problem", and in very special

cases, the problem directly. Looked at another way established, it can be said that met the specific objective later can be complied the general objective.

The most common problems in this part of the research is that the researcher confuse a general objective to the specific objective, propose objectives specifics a lot of complicated or maybe impossible.

Other one error is writing the objectives in disorder, when there are several objectives, generally one should be accomplished first than others, and thus, should be written, or write the title of the research as a general objective.

The justification: at the moment to write the justification is so important to have in consideration that with the research will obtain positive results like: social profits, economic profits, technique profits, scientific profits, or docent profits. A justification seems more important in the more serious is the problem to investigate, in the text the description of the problem and the justification have to be united under the title of "JUSTIFICATION" and in the final report, to the justification of the project are added goals and everything is placed under the title: "Introduction". Union should be done, starting with the description of the problem, continuing with the justification and ending with the objectives.

The most frequent mistake that researchers makes at the moment to write the literature review is to put a lot of references that may not be enough or do not have any relation with the research, the rule is have in consideration just the references that help to reinforce the justification to improve procedures to explain and sustain

the final results. In general the researchers forget in this chapter write and discuss how will be the validity of the results.

The most common mistake in the wording of this paragraph is not to foresee how they will record data to measure which is closely related to the method of analysis, with statistics or is necessary to establish the reliability and accuracy of results.

“cite authors excessively continuously and without comment or interpretation of this is one of the most frequent mistakes when writing a thesis, a disproportionate number of citations, usually gives the impression of some uncertainty, that need to constantly build on the ideas of others, and rebels on the other hand, lack of originality”. Sabino, C. (2006).

Arias (2006), proposed this common mistake is done by the repeated insistence of the jurors evaluators to the question, where did you get this information?, who says that?.

Van Dalen and Mayer (1981), proposed that instead of citing a list of authors excessively read, analyze text and synthesized, to draw up a new job, instead of collecting other people's work.

2.4.1 How research is evaluated

According to Newman (1998), a quantitative research is used for empirical studies, according to some, or statistical studies, according to others. This design includes the more traditional way, qualitative modes have been the dominant methods of

research in social science. Quantitative design includes experimental studies, quasi-experimental studies, pretest-posttest where control of variables, randomization, and valid and reliable measures are required and where generalizability from the sample to the population is the aim. Data in quantitative studies are coded according to a priori operational and standardized definition.

Quantitative data as well as qualitative data has to be evaluated on the basis of its ability to reach the objectives of the research. Besides more complicated discussions related to epistemological value of quantitative approaches, the decision to use quantitative data should therefore be the answer to the question what kind of data is needed to analyze a particular problem. If the main aim of the study is generalizability then this is usually best achieved through quantitative methods such as surveys. This doesn't exclude however the possibility of combining, in different sorts of ways, quantitative and qualitative approaches.

The decision to use quantitative methods is usually based on the desire to achieve a certain level of generalizability. More specifically, the goal is to achieve reliable and accurate measurement for one or both: point estimates. This is the desire to be able to state, and the relationship between two or more variables.

As the goal of quantitative studies is to get results which then can be said to apply generally, the main issue in these studies is to limit both random and systematic errors. The first goal of making point estimates puts strong demands on the data especially in terms of systematic errors.

Quantitative methods are popular because they allow you to make generalizations. But there are also some limitations. The number of questions is always limited, not to mention their scope. Some subjects may be difficult to translate into "closed questions", especially if dealing with sensitive subjects or when we are searching for meaning and understanding.

Newman (1998), claims the qualitative research methods are those generally subsumed under the heading ethnography as case studies, field studies, grounded theory, document studies, naturalistic inquiry, observational studies, interview studies, and descriptive studies. A qualitative research design is used in anthropology and sociology. Often in the qualitative design only one subject, one case, or one unite is the focus of investigation over an extend period of time.

A common mistake in qualitative methods is looking for 'quantitatively' denoted validity and reliability as the only indication of objectivity.

Qualitative methods are often semi-structured or unstructured and even informal which makes it difficult to determine in advance what we want to 'measure'. It is also literally impossible to replicate an observation, a focus groups or an interview to the extent we can replicate surveys.

Another mistake derives from the assumption that since the researcher is dealing with participants' own accounts of social reality, or observing and participating in

several social situations, the persons have access to social "reality itself" (easily assumed since we are looking at "natural settings" for social interaction rather than "second-hand" accounts). Yet all accounts (and observations) of social reality are mediated by participants, in one way or another and, thus, all research situations are to some extent "artificial".

CHAPTER III: METHODOLOGY

In this chapter, the research strategy, study design and methods of data collection and analysis used in this study are described.

The aim of the instrument is to identify weaknesses and strengths of the area of research (thesis) of the “Licenciatura en Lenguas Modernas (Ingles)” from BUAP. The reasons for these choices are explained. Ethics and project planning issues are also discussed.

3.1 Subjects

This research included students from the Program in the Language Teaching area of the BUAP. The collected data is about students who already finished the major, in different promotions all of them are finished it but not getting the graduated.

These students, who finished the major, have different things to do and different plans to accomplish have different places to be and sometimes the main problem with this research was that many of the participants have gone to live in another countries, so that is why the questionnaires were applied and answered even by telephone.

People who were chosen in this research are people that studied at BUAP, in order to find different and similar opinions about the courses received and share their

experiences throughout the major and to know what are the perceptions from one to another person; as well to find the reasons for not getting the certification after finishing the major.

The participants were 4 men and 8 women from 20 to 35 years, most of them have not yet finished the thesis but the thesis is in process, 2 of 12 people have already completed the thesis, many of these people have had the opportunity to work as teachers, even though they have no graduated, They were in different generations included from 1997 to 2006.

3.2 The research context

“Faculty of languages” what is Located in the historic center of Puebla, it offers a degree in Modern Languages in the area of Teaching and Translation specializing in English or French.

The purpose of the Bachelor in Modern Languages, with terminals in teaching and translation, is the training of professionals with linguistic skills, communication, cultural, technological and labor required to promote intercultural education in different languages, and thus face the challenges of the globalized world.

The bachelor in modern languages teaching has a particular purpose: Being competent in teaching foreign languages; teachers able to apply various approaches, technologies, strategies and learning techniques to provide for them

in various forms and training environments, responding to the educational and socioeconomic Mexico needs.

The income profile is that the student has interest in foreign language in reading and research, as well as interest to interaction with diverse cultures and knowledge.

The graduated profile that students will have after completing their studies: students will have achieved a high level of proficiency in the target language (English or French), allowing you to perform in the professional activities of the selected terminal.

Added to this, graduates will have developed specific skills in the selected terminal, in conjunction with self-learning cognitive schemata that facilitate their professional lives as well as the addition to research and lifelong learning.

In addition, graduates will have incorporated cultural aspects of the language in which they have specialized, allowing them to accept new knowledge and culture for the better professional performance in the chosen terminal.

At the end of their studies the students will look for the certification to prove the time expended inside the classrooms and the proficiency in the target language chosen. Certification is the action to obtain the professional title within a period of 5 years from the date of having accredited the entire curriculum. Therefore must comply with the followings requirements, to have the credits covered in the curriculum that it will be the action to graduate from the professional formation, to

have the social service certificate. The social service is the mandatory temporary, activities that implement the technical students and professionals, aimed at applying the knowledge they have obtained which involve the exercise of free professional practice for the benefit or interest of the society and finally having the certificate of the degree, as well as to approve the selected accreditation procedure.

There are some ways to obtain the University Certification, by Automatic Academic Degree, Professional Exam, Academic degree seminar, CENEVAL Exam or Academic degree by an Specialty or a Grade.

The Automatic Academic Degree is the benefit acquired for a high proficiency during the major and with a 8.5 at least as an average minimum and without appeal any subject. Every Academy will let know their students when this option is available for them.

Academic Degree Seminar, every academic unit offers to accredit by coursing a seminar that will conclude with the studies of the major and it will give the right to get the Degree.

The CENEVAL Exam, will prove the knowledge and the particular professional skills that had been reach during students formation, to find out if the students fill the skills mentioned in every curricula. Obtaining a certificate of achievement attained issued by an external Institution, the Testimony of Satisfactory Academic Performance or High Performance Scholar (which may be integrated into the

curriculum vitae), and even a degree in institutions whose regulatory

Academic degree by a Specialty or a Grade this way of getting the degree is through studying the 100% of a specialty or the 50% of a Master degree, according with every Academic Unit.

The degree by Thesis that is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings the student; integrate, based on a project designed, implemented and evaluated, practical elements of matter has taken during his studies such as demonstrate critical judgment, capacity for analysis and synthesis to apply their knowledge and skills with their own professional judgment to know in detail the characteristics and educational level reached in relation to the academic goals of the graduate profile, with the purpose of demonstrate through work submitted their capacity and competence to act in the professional field.

There is a seminar research to help students to figure out what their thesis will be focus on. These seminars are offered twice a year and they last 4 months in sessions from 8 to 12 hrs. It concludes with a thesis or dissertation that is defended in a Professional Exam.

3.3 The instrument

A questionnaire was designed for people, who had finished the degree in the bachelor's Modern Languages, students who have completed the curriculum of the Faculty of Languages that are not getting the certificate whose thesis must be presented and who are working on it in order to acquire information and points of view from another persons according with their experiences as be former students of the Faculty of Languages.

The questionnaire was applied to 12 persons who were 8 women and 4 men ranging in age from 20 to 35 years and being their generations from 1997 to 2006 some of them have already had the experience of working as teachers. As complementary information and important fact in this is that 2 of the 12 thesis that are mentioning in this section are already completed.

The questionnaire contains 15 questions of which 11 of them are closed and only 4 questions are open questions to obtain more detailed information of each point of view per person.

This questionnaire was by piloting a case study because the questionnaire is directed to a specific kind of people who had specific characteristics like people studied at the BUAP, they were working on their thesis and they have finished the curricula but they do not be certificated, that can help the research.

A case study research is an inquiry that focuses on describing, understanding, predicting, and/ or controlling the individual research.

Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23) the case study is directed a qualitative research where research dealing with phenomena that are difficult or impossible to quantify mathematically, such as beliefs, meanings, attributes, and symbols.

3.4 Procedures

Selecting a research strategy, the nature of the perceived connection between theory and research implied by the research question, as well as epistemological and ontological considerations, will be influential, as quantitative and qualitative research strategies differ greatly in each of these respects Bryman, (2004). Qualitative research takes an inductive approach in which theory is generated from research, as opposed to the deductive approach in quantitative research, in which research is used to test theory.

The two strategies represent differing epistemological position. Qualitative research comes from an interpretive perspective and is therefore concerned with interpreting and understanding phenomena, through the meanings that people attach to them (Greenhalgh, 2001). In contrast, quantitative research is associated with a positivistic approach. Positivism, a traditionally “

Surveys are primarily used to collect qualitative information on the perceptions and opinions of a sample of people which adequately represent the population of interest. They are appropriate for: measuring people perceptions, opinions, knowledge, attitudes, behavioral intentions and behavior using primarily closed-ended questions.

The survey research method was use in order to get the qualitative information needed to understand the main point of this research, it will also may facilitate to find the answers needed at the beginning of this thesis.

The survey was applied to people which characteristics were alike as: people studied in the BUAP's Language Faculty, who were working on their thesis and who have finished the curricula but who had not been certificated, that was the type of people, appropriated to the topic, the characteristics were difficult to find in a normal studding people or in a large classroom from the faculty.

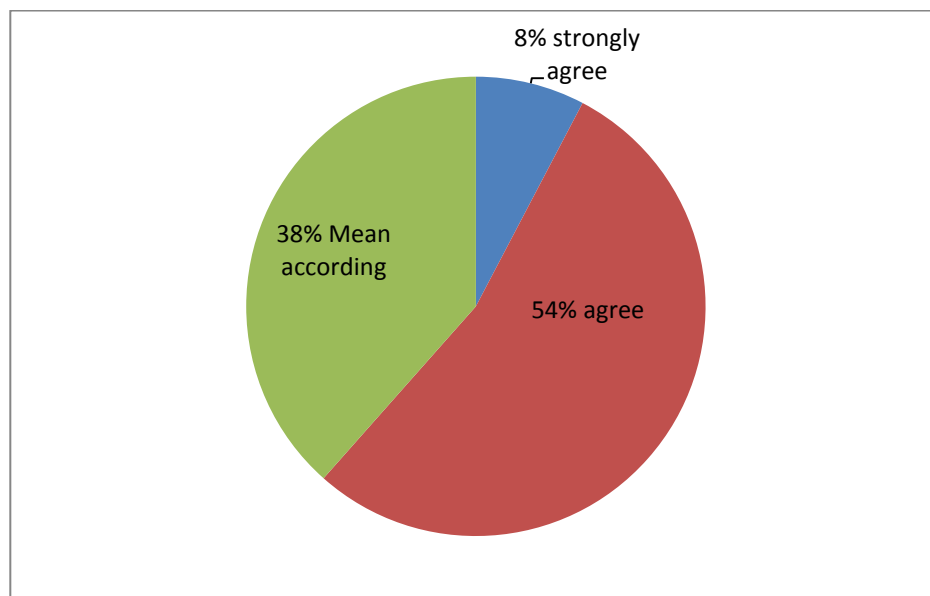
The questionnaires were apply by telephone and by e-mail to receive an answer was really slow due to the fact that most of the students do not recognized the sender e-mail and ignore it, or they take a long time to answer, trying to have faster answers some surveys were applied by telephone but the numbers given to find people were wrong or the students were found working out of the country or not living in that house anymore, having as a consequence a minimum number of surveys to find the results.

CHAPTER IV: ANALISIS AND RESULTS

This chapter includes an analysis of the data collected during the survey applied to graduated students from the Licenciatura en Lenguas Modernas who had not obtained their certification yet as bachelors and are still in the process of writing a thesis. The main purpose of this research is to find out the weaknesses and strengths of the area of research at the LEMO program.

4.1 The content of the research seminars

After applying and analyzing the surveys, it can be assumed that a great majority of students find the contents of the research seminars complete. Another important number of students consider that the class has to be improved in order to facilitate the writing process of the thesis.



Graph 4.1 Contents of the research seminars

Students think that in the research seminars teachers should recommend books related to their research topics, and to the research process itself so that they can see clearly the steps that the students have to follow on their way of writing a thesis.

4.2 Methodology

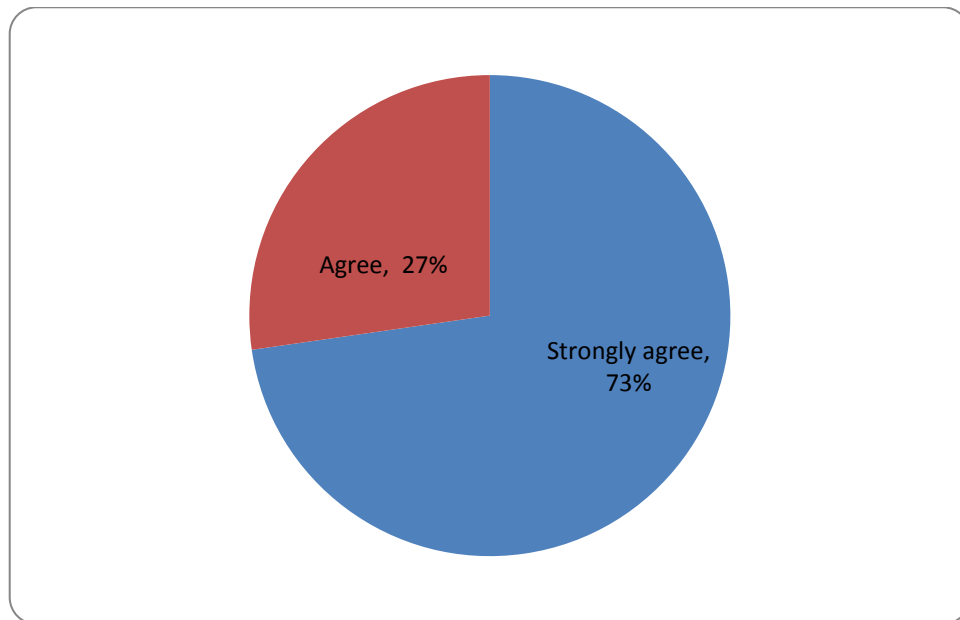
Regarding the methodology, the researched subjects emphasized that the process taught to write a thesis was adequate since it helps clarify doubts and steps to follow while writing a thesis.

The methodology in most cases is focused on the steps that they have to follow to write a thesis. Thesis methodology is one of the most crucial parts in any thesis writing and it is normally included in thesis format since this chapter gives a clear picture of how the research was carried out in terms of data collection and analysis. Thesis methodology should be clear enough in order to ease understanding of a reader.

The methods used should be outlined clearly in order for a reader to see that there was proper utilization of the methods and the impacts obtained from the usage of certain methods. Thesis methodology entails surveying, observations, experiments, conducting of interviews and also analysis.

Thesis methodology normally involves two phases; the first phase is concerned with the data collection and the choosing the appropriate method of approach in

gathering of data while the second phase deals with analyzing the collected data. Thesis methodology contains the introduction part where the problem of the study is stated. The following paragraphs provide an explanation of the methods which will be used in analyzing the problem of the study which is stated in the introductory part. These paragraphs also give the justification why a particular method was used in solving a specific problem. Thesis methodology should be free of any grammatical errors and the sentences should be well constructed in order to give appropriate meaning.



Graph 4.2 Methodology

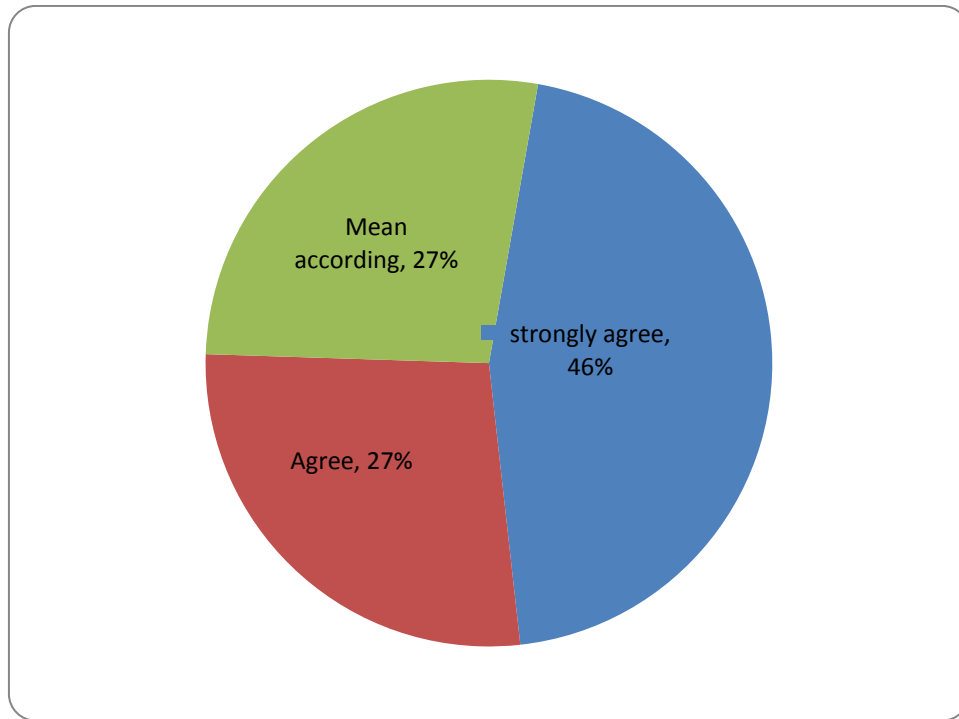
4.3 Teaching strategies in the research seminar

Most of the surveyed students found useful the strategies that the teachers use in the research seminars. For example, it is important that the teacher uses certain dynamics to identify a research topic and the research problem. Designing an outline at the beginning of each chapter also helps to achieve the goal set at the beginning of each chapter.

Other students consider that the use of techniques at the beginning of the process helps identify a topic and place at the same time a research question and a clear aim. This is because through the use of instruments the researcher can identify some problems that in most cases are ignored by novice researchers.

Another strategy that was very useful for the chapter IV is the formulation of clear and achievable research questions.

Other important strategies used by teachers are the continuous positive feedback provided to the students through the entire process.



Graph 4.3 Teaching strategies in the research seminar

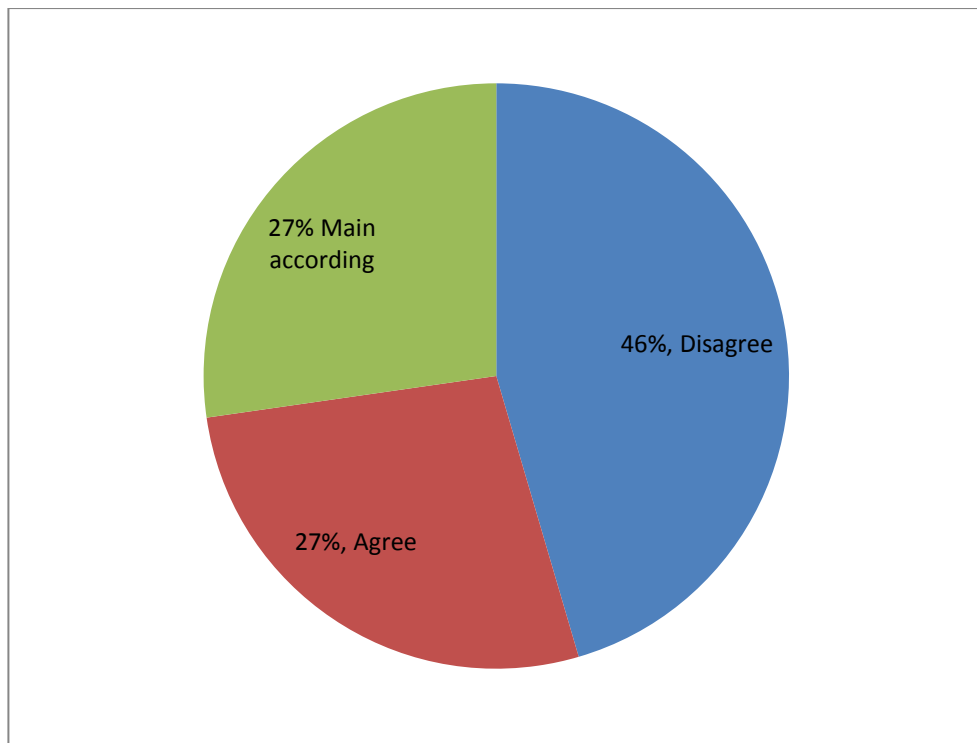
4.4 The way feedback is performed by thesis advisors

In the case of how clear the feedback for the students is when writing a thesis, the data collected revealed that some students found it clear and helpful, while few others found it confusing and not clear enough to develop the required tasks. The results are represented in the following graph. In general it indicates that most students received clear and helpful feedback.

Feedback is a factor that stimulates learning and achievement; however, its effect can be either positive or negative.

Research studies show that the type of feedback and the way it is provided can produce different results. Feedback in the theoretical framework, for example,

seems to be the most confusing one. According to some theorists the theoretical framework introduces and describes the theory which explains why the research problem under study exists. A theoretical framework consists of concepts, together with their definitions, and existing theory/theories that are used for a particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of a research paper.



Graph 4.4 Providing feedback

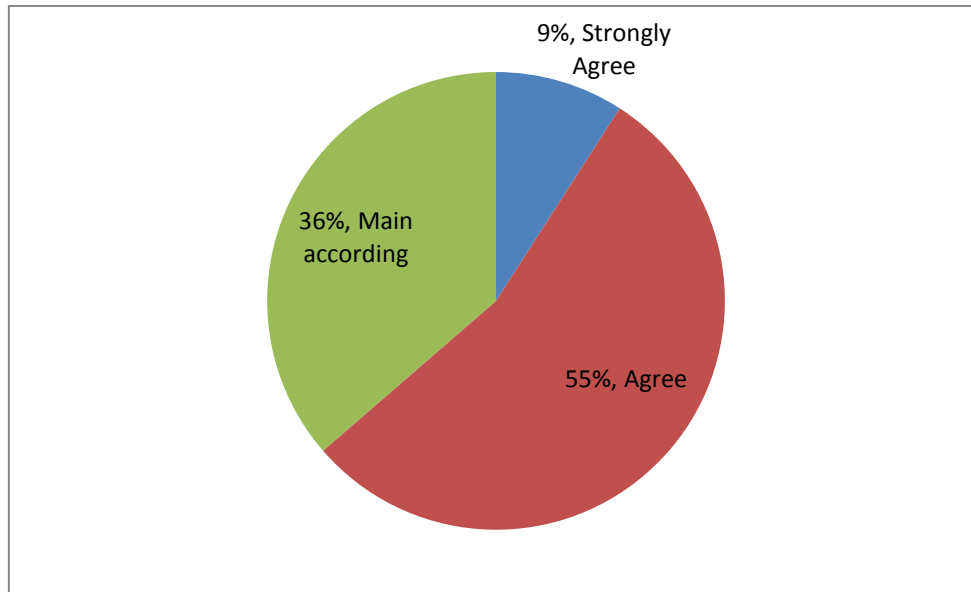
4.5 The techniques used in research

The research revealed that the instruments used in research by LEMO students are adequate since they provide interesting information and are easy to apply.

The most reported techniques are questionnaires, interviews and observations. According to Pierce (2009), research instruments can be of different types such as surveys, questionnaires, test scales that most of the times are designed to measure variables, characteristics, or information of interest, often a behavioral or psychological characteristic "Careful planning for data collection can help with setting realistic goals. Data collection instrumentation, such as surveys, physiologic measures, or interview guides, must be identified and described. Using previously validated collection instruments can save time and increase the study's credibility. Once the data collection procedure has been determined, a time line for completion should be established." This means that if the research counts with a good instrument the research will give qualitative data to find out the answers to every statement ask in a carried research.

4.6 The research procedures

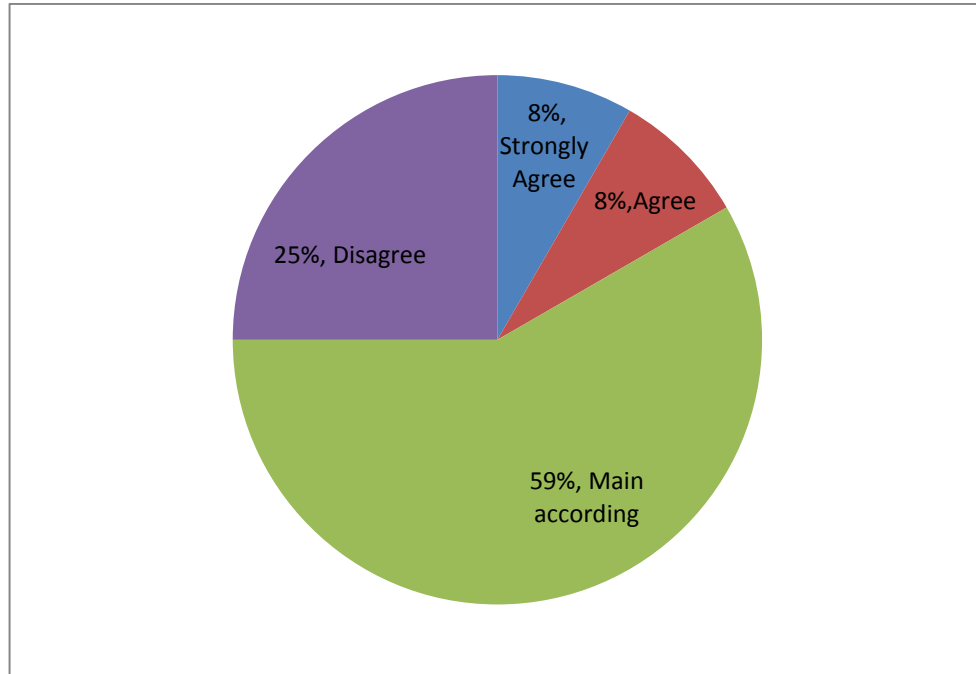
The results show the difficulty of the research procedures. Students perceive them between good and average being chosen by six people as good and by four as between the average. This means that the students who graduated from the program perceived weaknesses in the way the procedures are explained and carried out.



Graph 4.5 The research procedures

4.7 Section of analysis of data and the conclusions

According to the students, data analysis is carried out orderly and organized. The process of organizing data is the key to understanding what this data contains and how easy it is to manipulate during the analysis phase that at the end will lead to draw clear conclusions. The raw data can take a variety of forms, including measurements, survey responses and comments. During the process of data analysis, the raw data is sorted in a useful way, in order to obtain conclusions. For this reason, it is important to pay attention to the analysis of the data presented, and think critically about them and the conclusions to be drawn. After analyzing the answers it is noted that no one answered negatively.



Graph 4.6 Method to analyze the data and conclusions

4.8 Thesis format

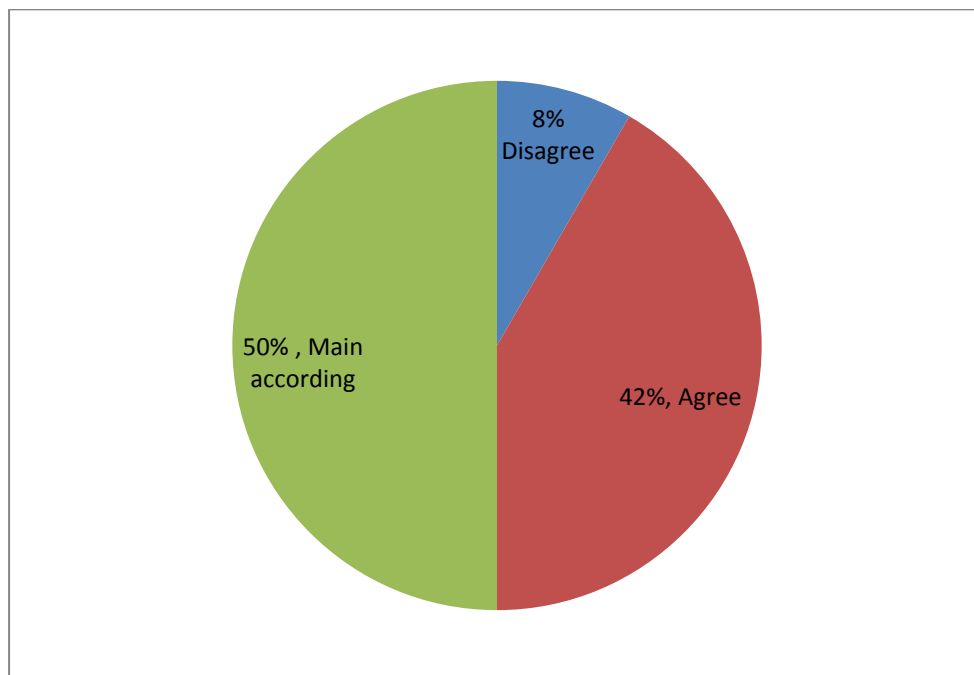
As seen below, most of the students agreed that the information given in research seminars is not enough regarding the format of the thesis.

This fact can be because of the different formats that teachers use when conducting research.

This fact might be because of different research experiences that teachers have had.

The Publication Manual of the American Psychological Association (APA) is a manual suggested in various subjects for the submission of papers. According to the publishers, the APA was designed to assist reading comprehension in the

social and behavioral sciences, for clarity of communication, and to "move the idea forward with a minimum of distraction and a maximum of precision. "The Publication Manual of the American Psychological Association contains guidelines on many aspects of academic writing as it is seen appropriate by the APA. Among the topics covered information on the structure of research papers of various kinds, spelling rules, an author-date reference style, construction of tables and graphs, plagiarism, formatting of papers, among other topics.



Graph 4.7 Thesis format

4.9 Thesis advisors

According to the answers of the students, the amount of counseling received by the responsible of the thesis seminar is sufficient, since all the answers of respondents agreed to be positive.

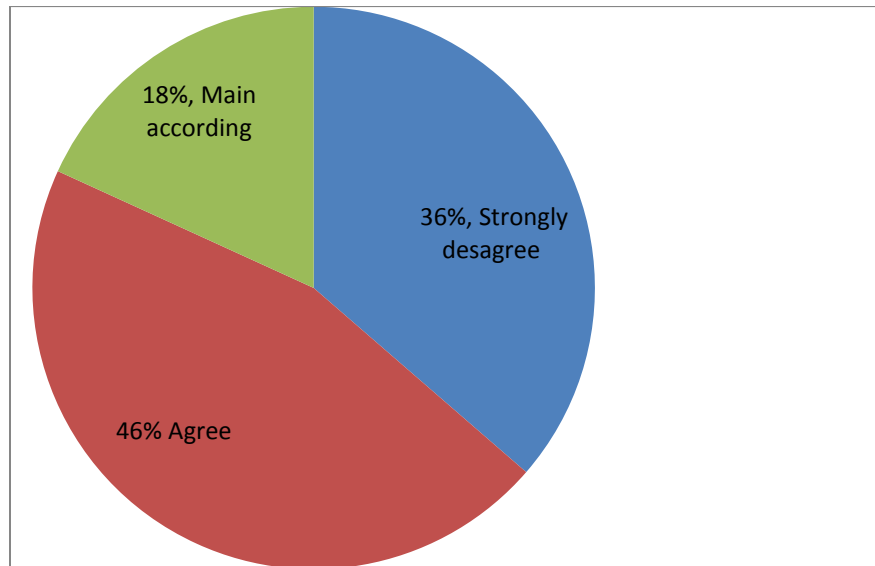
The assessments assigned for the new researchers consist of bringing drafts repeatedly. Later the thesis draft has to be revised and improved according to the criteria established by the academia or by the advisor of the thesis. In this process content, format, grammatical and coherence errors are identified by the advisor. Once they are identified, they are corrected by the advisee.

4.10 School support

Most of the respondents agreed that almost always were supported by the institution with materials and equipment for the development of the thesis. There was no negative response. This reflects the tremendous effort that the authorities are placing in this process.

Based on official information (Anuario BUAP 2010), the number of graduated students is still low. This situation has urged authorities to provide attention to the students to accelerate the obtaining of the university title.

It was noted that the library of the Faculty of Languages is one of the most complete libraries around the country since it contains specialized bibliography for research.



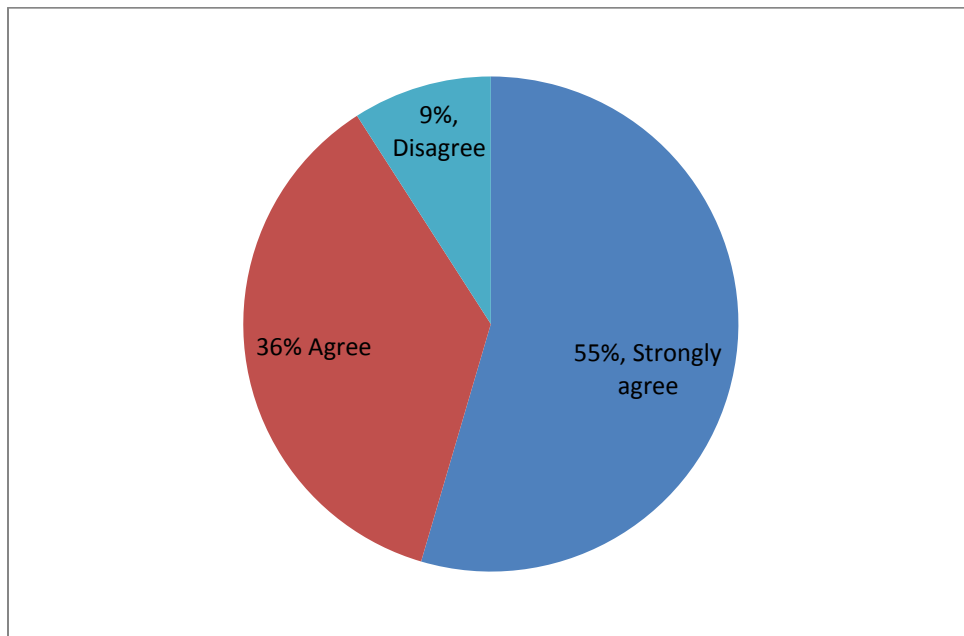
Graph 4.8 School's support

4.11 The level of the writing skill

The writing ability is an integral and necessary skill when learning a second language because the communication is not always conducted orally.

Connections can be made between the four key skills in learning a language: reading, writing, listening and speaking. These skills do not exist independently, they are interrelated; improving one will result in improvements in the others. The question related to the language writing skill gives the conclusion that this is one of the most important factors that affect the final paper work of the students of the

Licenciatura en Lenguas Modernas, because of the 11 completed surveys, 6 subjects strongly agree that the level of the writing skill brings difficulty in the accomplishment of a thesis. 4 more people agreed of the negative effect when this skill is weak and only one person disagreed with the previous perception. The most common problems that young researchers encounter are for example the knowledge of grammar and syntax, the difficulties in the word choices, plagiarism, formal and informal language among other.



Graph 4.9 Language writing ability

4.12 Problems while writing

In the writing of research papers there are many factors that can delay the accomplishment of the thesis.

There are other external and personal factors that they mentioned. The most common is the lack of time either by the advisers and the advise. The comments are the following:

“La falta de tiempo, falta de conocimientos gramaticales para redactar mi tesis “

“El poco dominio del idioma y su gramática así como la carencia de información en el tema que estoy desarrollando”

“La escasez de información en el tema que estoy investigando y la falta de conocimiento propio del idioma”

“La falta de tiempo ya que al mismo tiempo que tenía los cursos de tesis también atendía las clases de experiencia profesional la cual es bastante absorbente”

“La falta de tiempo para visitar a mi asesor y la falta de tiempo tanto de mi asesor para revisar mis avances para realizar investigaciones o redactar”

“No encontrar la información específica de acuerdo a mi tema, la falta de tiempo y ganas de terminarla y poca ayuda de mi director de tesis”

As seen above, respondents answered individually this question but in several occasions coinciding with the same responses. This question was an open question. One subject expressed that the three most important problems to finish the thesis was the limited English proficiency and grammar knowledge.

4.13 The most difficult chapters

According to the responses; chapter IV is the most difficult to write. This chapter contains the analysis and the results. They mentioned that it was the most complicated for the reason that at the moment to make the analysis data collected this has to coincide with the theoretical framework.

The comments are the following:

“Los dos últimos capítulos ya que al compararlos con lo que ya había investigado, la información de los primeros capítulos”

“El cuarto capítulo ya que fue difícil emparejar los resultados con la investigación ya realizada”

“El tercer capítulo y los dos últimos capítulos”

“El inicio de la introducción “

“La parte de las conclusiones de las gráficas porque tenía que conectarlas al marco teórico”

“Definitivamente el capítulo dos”

They consider that this part is difficult too because each person has different points of view.

The second most difficult is the chapter of conclusions and recommendations.

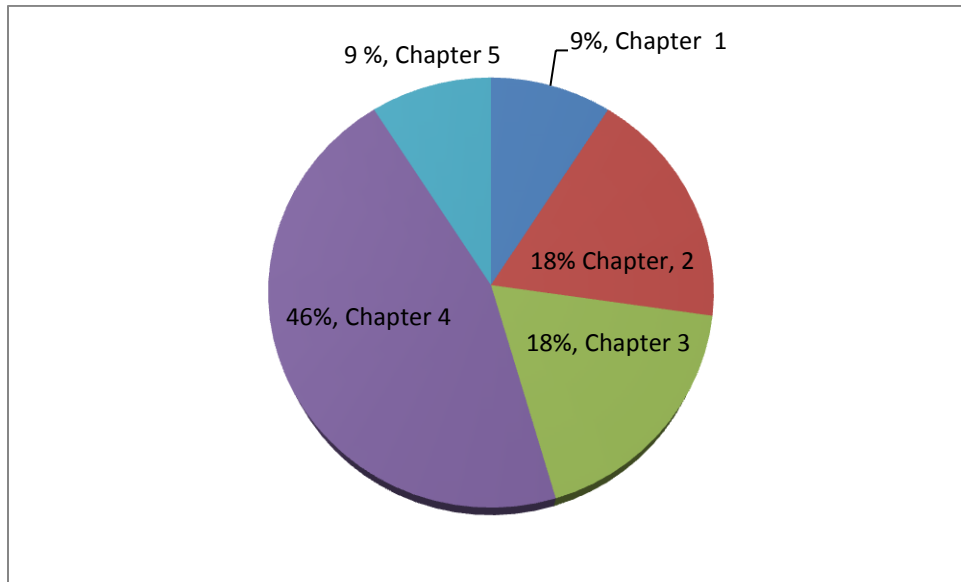


Table 4.10 Chapter problems

4.14 Number of hours dedicated to the thesis

The respondents pointed that the dedication was not the best factor to finish their thesis because the answers are the next ones:

“tres horas al leer mucho en internet y biblioteca”.

“3horas búsqueda en internet, libros”.

“De 3 a 5 horas buscar libros en la biblioteca y leer para obtener información útil para mi investigación de tesis”

“De 3 a 5 horas leer los libros por párrafos subrayar ideas principales, hacer resúmenes, comparar con textos electrónicos”

The respondents agreed that the time dedicated to work in the thesis is less than three hours a week. Only two of the eleven persons reported that they spent three to five hours a week working in their theses.

4.15 suggestions from the students

The students provided the following suggestions:

“Ampliar los módulos para la realización de tesis así como brindar más asesorías”

“Me gustaría que los grupos de seminario de tesis e investigación en el aula fueran más pequeños para recibir más y mejores asesorías y así poder terminar pronto la tesis”

“Me gustaría q la tesis se empezara a plantear en los cuatro últimos cuatrimestres así podríamos terminarla junto con la carrera”

“Me gustaría tener más asesorías”

“Que los cursos de tesis sean impartidos en grupos pequeños ya que de esta forma se le puede apoyar más individualmente al alumno”

“Que se basen más en la necesidades del investigador ya q en mi caso cuando tome los seminarios era de manera muy general y no basados en lo que yo estaba investigando, creo que en ese caso las asesorías deberían ser primero grupales para ver conceptos básicos y luego individuales para ver las necesidades del investigador”

“Sería muy bueno q durante la carrera se pudiera elegir el tema en el cual se basara nuestras tesis y q haya un grupo d maestros encargados q nos pueda asesorar desde la mitad d la carrera así que cuando lleguemos al final estemos preparados para redactar con mayor facilidad nuestra tesis “

The subjects “seminario de tesis” and “investigación en el aula” should not be numerous in order to receive more personal attention and to get more and better advice, and that teachers have individual attention to each topic to help improve to the students with the comprehension about how to write a thesis based on each topic.

Another important point that students consider is that there should be more subjects in the area of research.

Also most students suggest that they should start the thesis in the first course of research. This action will help them finish in time.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a brief description of the results and the conclusions drawn from the research. It also includes some suggestions for the students to have a better preparation in the research seminars.

5.1 General conclusions

This research was focused to identify the weaknesses and strengths of the area of research at the LEMO program.

The most salient results were the following:

- The contents of the research seminars were evaluated as relevant and adequate for the purpose of writing a thesis.
- The methodology and the strategies that teachers use to train new researchers, were evaluated in the same way as the previous aspect.
- Results show that advisors' feedback needs attention.
- Methods, techniques and research procedures were found to be quite useful to gather research information.
- The work of thesis advisors is considered as adequate
- Students perceived that the institution provides them enough support to finish the thesis properly and on time.
- The research shows that there is conclusive evidence that the writing skill impedes to succeed in the writing of the thesis.

- Motivation and lack of time also seem to be key contributors in the success of a thesis.

5.2 General suggestions

The contents of the research seminars, the methodology and the strategies that teachers use to train new researchers were evaluated as relevant and adequate. The content and the methodology given to the subjects to make a research are being taught properly by advisers, they nonetheless need to pay special attention to each topic chosen by the students in order to have a better development by both parts to conclude with a their theses.

- The advisors have to pay attention not just in the way the thesis is written but the topic the research is made it in order to give advises not about how they have to write but in the bibliography to make easier and more quickly and interesting the research.
- Methods, techniques and research procedures were found to be quite useful to gather research information the problem is when researcher must write the same information in their own words, and now is when this research concludes that the problem to write a thesis is before to write it, maybe is at the beginning of the bachelor when students do not have a good development of the foreign language.

- The work of thesis advisors is considered as adequate; however, the participants suggested that the Faculty should create a group of teachers who are dedicated especially to supervise theses, and they also need to have some specialization in the research topics elected by students. This is to provide them better feedback and better literature so together with the good disposition that the institution provides to students should be easier to finish the thesis properly and on time.
- As the thesis is written, the researcher acquires better use of the four skills so it would be of paramount importance to review the contents of the target languages subjects in order to have a better learning of the foreign language. This action will enable to make this process revision-correction much faster.
- Motivation and lack of time also seem to be key contributors in the success of a thesis, at the moment to make faster the process of revision-correction will remain motivated student to perceive that their research is advance and the thesis will be finalized.

5.3. Implications of the study

This research helped identify the reasons, why students do not complete the thesis, the main problem here is the poor preparation of students to do a thesis or research, but the problem comes back, maybe the time to start the bachelor, because a single person, of the eleven participants, who had no problems with the second language to write his thesis, the other participants said and claimed that the main problem to finish their thesis was the lack of English language skills.

So not only would suffice to give a comprehensive review of the subjects responsible to teach students to research, but is necessary to review the contents of target languages for have better preparation in the target language, thus facilitate the student to write in a more simple way.

The other reason is the lack of time by the assessor and the investigator, if the student is better prepared in the target language in this case English, then take less work by the consultant when making corrections to the drafts, and thus make this process faster and easier for both parts, rather than having to make corrections of grammar just making corrections only for the thesis structure and content.

So not only would be sufficient to give a comprehensive review of the subjects responsible for teaching students to research, it is necessary to review the contents of the target languages for better preparation in the target language, thus facilitate the student to write in a simple way.

The other reason is the lack of time by the adviser and the researcher, if the student is better prepared in the target language, in this case English, it would be less work for both parts to make corrections of the drafts, and so make this process faster and easier, rather than having to make corrections of grammar only make corrections only to the structure of the thesis and content.

5.4. Suggestions for further research

It can be concluded that the students of the Faculty of Languages, who do not complete their thesis, is not only by the lack of preparation to research but also an important reason, are the subjects directed to the preparation of the second language in this case English.

The curricula could be reviewed, pay special attention in the contents of the target languages 1 to 8, to also conclude that the meta-language preparation of students must be modified to be more effective, at the time of writing a thesis, and this preparation to students must be complemented with the analysis of the subjects responsible for teaching students to do a research.

5.5. Limitations of the study

The principal limitation in this research was the lack of people to make the questionnaires. The people who had to be interviewed should meet certain requirements, such as having finished studying the curricula, which had not yet got

the certificate, which had to get the certification by presenting a thesis, which had begun to make the thesis. To find the people with this characteristics is so complicated because a lot of they are not a link with the university or maybe nor ever with the teachers, many of the students who finished studying the bachelor go to live outside Mexico, was so complicated found them and the questionnaires were just by email or telephone. The number or participant could be more to have a better research.

REFERENCES

- Ander-Egg, E. 2001. *Técnicas de investigación social*. Universidad de Texas Press, USA.
- Arias, F. 2001. *Mitos y Errores en la Elaboración de Tesis y proyectos de investigación*. Episteme, Venezuela.
- Blaxter, L.; Hughes, C.; and Tight, M. 2001. *How to research*. Open University Press, USA.
- Biber Douglas and Susan Conrad, 2009. *Genre and Style*, Cambridge University Press, USA.
- Bryman, A. 2004. *Social Research Methods*. Oxford University Press. 2nd edition. USA.
- Castells, M. (September, 1999). *Information Technology, Globalization and Social Development*, UNRISD Discussion, paper No 114. Retrieved October 21, 2013. From, <http://unrisd.org/unrisd/website/document.nsf>

- Della Chiesa B. Scott, J. and Hinton C. 2012. *Languages in a Global World: Learning for better Cultural Understanding*, OECD Publishing. [on line] Retrieved November 3, 2013. From <http://dx.doi.org/10.1787/9789264123557-en>

- Devitt, Amy J. 2004. *Writing Genres*. Carbondale, Southern Illinois University Press. USA.

- DE ANZA COLLEGE *Analytical Essay Defined* 2006, Marilyn Patton. [on line] Retrieved November 11, 2013. From [faculty.ddeaza.edu/pattonmarilyn/stories/storyReader\\$242](http://faculty.ddeaza.edu/pattonmarilyn/stories/storyReader$242)

- Fontana, A.; and Frey, J. H. 2000. *The Interview: from structured questions to negotiated*. n K. Denzin & Y.S. Lincoln. *Handbook of qualitative research* (2nd ed.) Thousand Oaks, CA: Sage Publications, Inc.

- Good Practice Publication grants, AKO AOTEAROA, *A Genre Approach to Understanding Empirically Based thesis Writing*, 2009, Professor John ---- Bitchener, AUT University. [on line] Retrieved, November 1, 2013. From <http://ako.aotearoa.ac.nz>

- Mackey, A.; and Gass, S. 2005. *Methodology and Design*. Lawrence Erlbaum Associates, New Jersey, USA.
- Nunan, D. 1992. *Research methods in language learning*. Cambridge university Press. Oxford, United Kingdom.
- Newman I. 1998. *Qualitative-Quantitative Research Methodology: Exploring the interactive continuum*. Cambridge University Press. USA.
- Oliver, P. 2004. *Writing your thesis*. Sage Publications. London, United Kingdom.
- Reeves C. Thomas. 2006. *Design research from a technology perspective*. In Van Denakker “et al”. Educational design research. Routledge, USA.
- Schloss, P.; Smith, M. 1998. *Conducting research*. Upper Saddle River. Merrill, USA.
- Suttleworth, M. *Aims of Research* [en linia] <<http://explorable.com/aims-of-research.htm>> [consulta: 20 de noviembre de 2012]
- Schloss, P.; Smith, M. 1998. *Applied behavior analysis in the classroom*. Allyn and Bacon. Michigan University. USA.

- Schloss, P.; and Smith, M. 1996. *Conducting Research* . Upper Saddle River, Merrill, USA.
- Science and innovation policy (2-3 October. 2009). *University Research in the Global Environment, the challenges of the sciences & Tecnology in Latin America*, Atlanta, GA, science and Innovation Policy, 2009- 6p.
- Seligner, H.; Shohamy, E. 1989. *Second Language Methods*. Oxford University Press, 2nd edicion, Oxford, United Kingdom.
- Swales, J 2004. *Research Genres: Explorations and Applications*. Cambridge University Press, USA.
- Tamayo Mario. 2004. *El proceso de la investigación Científica: Incluye evaluación y administración de proyectos de investigación*, Limusa Press, México.
- Téllez Méndez B, “et al”. *Arenas Movedizas : El caso de la Facultad de Lenguas de la BUAP*. *Relingüística Aplicada* [online]. No.11, june-november 2012. [Retrieved: november 1, 2013]. Online <http://relinguistica-azc.uam.mx/no011/sec01a04.htm>
-

- Wayne, B.; Colom, G.; and Wiliams, J. 1995. *The craft of research*. The University of Chicago Press. USA.

- Wolcott, H. *Writing up qualitative research*. 2001. Sage Publications, Inc. California, USA.

- Yin, R. K. *Case study research*. 1984. Sage Publications, Inc. Newbury Park, USA.

APPENDIXES

Questionnaire

El objetivo de este cuestionario es identificar las debilidades y las fortalezas del área de investigación (tesis) del La Licenciatura en Lenguas Modernas (inglés) de la BUAP. La información que proporciones será utilizada para propósitos meramente académicos y de mejoramiento.

Sexo: M____F____

Edad: 20-25____ 26-30 ____ 31-35 ____ de 36 en adelante____

Generación: _____

Años de estar laborando como profesor de inglés: 0-3____ 4-6 ____ 7-10____ de 11 en adelante____

Estado de la tesis: Concluida____ En proceso ____

- I. Elige la opción que consideres más adecuada de acuerdo a tu experiencia como alumno de la Licenciatura en Lenguas Modernas (inglés) de la BUAP.**

1. ¿Los contenidos de los módulos concernientes al área de investigación (seminario de tesis) fueron suficientes para concluir tu trabajo de tesis?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e)

Muy en desacuerdo

2. Los contenidos de los módulos de Tesis, ¿Estuvieron enfocados a como elaborar tu trabajo de tesis?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e) Muy en desacuerdo

3. ¿Consideras que fue útil la metodología que te ofrecieron en los módulos de Tesis (los pasos que te explicaron) para elegir tu tema de tesis?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e) Muy en desacuerdo

4. ¿Consideras que fueron claras las explicaciones que te ofreció el responsable del módulo de Tesis para desarrollar el marco teórico de tu trabajo de investigación?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e) Muy en desacuerdo

5. ¿Consideras que fueron claras las explicaciones por parte del responsable de los módulos de Tesis para diseñar los instrumentos de la investigación?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e)
Muy en desacuerdo

6. ¿Consideras que fueron claras las explicaciones por parte del responsable del módulo de Tesis para el desarrollo del capítulo de metodología de la tesis?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e)
Muy en desacuerdo

7. ¿Consideras que fueron suficientes las explicaciones de cómo hacer el análisis de los resultados y las conclusiones de tu investigación por parte del responsable del módulo de Tesis?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e)
Muy en desacuerdo

8. ¿Consideras que fueron suficientes las explicaciones sobre el formato de la tesis en los módulos de Tesis?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e)
Muy en desacuerdo

9. ¿Consideras que fueron suficientes las asesorías que recibiste por parte del responsable del módulo de Tesis?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e) Muy en desacuerdo

10. ¿Recibiste apoyo por parte de la institución en cuanto a material bibliográfico, equipo tecnológico (computadora, video etc.) para el desarrollo de tu tesis?

a) Siempre b) Casi siempre c) Algunas veces d) Casi nunca e) Nunca

11. ¿Consideras que uno de los problemas/ventajas en la no consecución o en la consecución de tu tesis fue el nivel del dominio de la habilidad de escritura de la lengua meta (inglés)?

a) Muy de acuerdo b) De acuerdo c) Medio de acuerdo d) En desacuerdo e) Muy en desacuerdo

II. Conteste brevemente las siguientes preguntas:

12. ¿Podrías mencionar algunos problemas que han afectado o afectaron el desarrollo y término de tu tesis?

Los procesos de investigación sobre la temática son los que me ocasionan controversias al seguir con la tesis

13. Para ti, ¿Cuál fue el capítulo más difícil de la tesis?

14 En promedio, ¿Cuántas horas a la semana dedicas/dedicaste al trabajo de tesis?

Menos de 3 horas ____ De 3 a 5 horas ____ Más de 5 horas ____

Si elegiste más 3 horas (en adelante) ¿Podrías mencionar 4 actividades que realizas/realizaste concernientes al trabajo de tesis?

15 ¿Qué sugerencias darías al responsable de los módulos, asesores, lectores y autoridades para mejorar el área de investigación de la Licenciatura Abierta en la Enseñanza de Lenguas (inglés)?

Agradecemos infinitamente tu participación