

Harryson Osorio Jiménez

Licenciatura en Lenguas Extranjeras Inglés, Universidad Santo Tomás

Exploring Factors Affecting English Language Learning for Members of the National
Police

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Contextualization

Learning a foreign language is a challenging task for most people. These challenges have been reported and reviewed by the global literature for decades. Numerous elements influence the journey of acquiring a foreign language. These encompass factors such as one's mindset, self-assurance, drive, length of language exposure, classroom ambiance, surroundings, family context, and the presence of proficient educators (Ushioda, & Dörnyei, 2017)

However, motivation seems to be a main factor in learning a foreign language. The literature indicates that students with low aptitude can learn a language if attitude and motivation are strong (Boo, Dörnyei & Ryan, 2015). Attitude, motivation, and orientation contribute to the rapid acquisition of listening and speaking skills. These factors affect both the learner's perseverance in language study and the learner's reactions to contact with a foreign culture.

On a different note, there is a high demand for professionals who can communicate in English within their work areas on a global scale, and Colombia is no exception. High-level English talents not only need to have sufficient knowledge of English but also need to have the ability to use English flexibly (Xiaoyi, 2019). They are proficient in using English to communicate. This requires a certain understanding and mastery of English and American cultural knowledge.

This means that the factors affecting English language learning need to be understood in order to offer appropriate teaching adapted to the needs of all students. Thus, within this framework of ideas, this study focuses on a specific learning context in which the involved students require the use of English to advance in their careers and enhance their professional status; Bogota's National Police.

In the pursuit of understanding the intricate process of English language learning for members of the National Police, this research emerges as a pivotal endeavour within my foreign language degree journey. This study is meticulously designed to dissect and analyse the multifaceted factors that intricately shape the language acquisition journey of National Police personnel.

According to a report by the European Commission (2019), police officers frequently endure extended work hours, experience unpredictable schedules, and are exposed to considerable levels of stress and strain. The high workload, irregular shifts, and intense operational responsibilities can hinder their ability to engage in extensive language training programs or commit to regular practice.

Also, cultural, and psychological factors can also contribute to the difficulties encountered by National Police officers in their language learning journey. Language learning requires individuals to step out of their comfort zones, take risks, and practice in real-life situations (Oxford, 2017). This can be particularly challenging for individuals who are not accustomed to communicating in a foreign language.

Then, this study's significance lies not only in its contribution to the field of language acquisition but also in its potential to catalyse positive change within the National Police community. By uncovering the distinct barriers and facilitators of English language learning, the findings of this research could pave the way for targeted interventions and tailored language learning programs.

Research Statement

The research interest in this study emerged from the recognition of the importance of language proficiency, particularly in English, within the National Police in Bogotá. The need to investigate this topic arose from the recognition of the importance of effective communication skills in a foreign language for members of the public force.

Although it is in a context foreign to Latin America, Kowalski (2016) has already commented on the importance of language learning in police officers in the European Union. The researcher emphasized the importance of language proficiency for effective communication and cooperation between police officers from different countries. This served as a catalyst for the emergence of research interest in understanding the underlying factors that impact the language learning process of individuals enrolled in the Language Center.

It is important to note that the Ministry of Defense (2017) implemented Permanent Directive No. 31, which outlines the standardization and formalization criteria for learning, teaching, and certifying English within the public force. This directive aims to train and qualify personnel while considering the guidelines provided by the Ministry of National Education. Additionally, it considers the recommendations presented in the report by the British Council and the Human Capital Development Directorate of the Ministry of National Defense.

The objective is to incorporate English as a foreign language into the training of military and police forces. This initiative addresses the need for linguistic competence to fulfill the mission entrusted to the public force, which involves diversifying cooperation relations and establishing international references for knowledge exchange.

However, this study revealed unfavorable results due to the limited use of the foreign language as an official means of communication, as the National Police lacked evaluation

mechanisms to assess this proficiency adequately. In response to these challenges, a sectoral learning policy was implemented with the objective of addressing and resolving these deficiencies.

All this, aimed as indicated in the Strategic Plan of the Defense and Security Sector: Strategic Planning Guide 2016-2018 to strengthen the international projection of the sector, strengthening the English language skills of the members of the public force according to the institutional mission, area of capacity, position and grade (p. 24).

Research question

What factors influence the EFL teaching and learning processes among a group of learners of the Languages Center at the Policía Nacional?

General objective

To analyze the factors that affect the EFL teaching and learning processes among a group of learners of the Languages Center at the National Police -PONAL.

Specific objectives

- To systematize the theoretical references related to the factors that influence the process of learning English as a foreign language.
- To characterize the structure of courses and the training provided to police students who are learning as a foreign language.
- To identify the students' opinions about the factors that influence the process of learning English as a foreign language.

Literature Review

The teaching and learning of a foreign language are a matter of great significance. This language acquisition process is crucial for members of the National Police to effectively carry out their duties and establish international cooperation relationships. In this literature review, various aspects related to language learning in the context of the National Police will be explored.

Special attention will be given to the immersive learning approach, which involves creating an artificial teaching environment to develop communication skills in the foreign language. Factors influencing the teaching and learning process of English as a foreign language, considering student perceptions and participant observation, will also be examined.

English as a foreign language

Learning English as a foreign language is a process that involves various factors and challenges. The literature review provides insights into different aspects of learning English as a foreign language, including the role of cultural knowledge, factors influencing language learning, the importance of practical experiences, and the impact of language education on national identities and languages.

The primary purpose of the research conducted in Europe is to improve the quality of foreign language education and increase the number of students learning English (Rahman & Ali, 2018). It emphasizes the growing importance of English and its potential to foster emotional bonds between people from different member state countries. The research examines factors influencing second language acquisition and compares the organization of education in different

European countries. It also analyzes whether EU member states are achieving the objectives of mother tongue plus two languages.

On the other side, the study on teaching English as a second language by Reddin (1973) explored the factors that influence language and language learning. It highlights the importance of cognitive development, attitude, motivation, and orientation in language study. The review suggests that intellectual capacity, attitude, and motivation are crucial for learning a foreign language, even for students with low aptitude.

Xiaoyi (2019) focused on the importance of English and American cultural knowledge in college English teaching. It discusses the influence of historical and cultural knowledge on English teaching and the need for high-level English talents to have a certain understanding and mastery of English and American cultural knowledge. Then, learning English can also provide individuals with a deeper understanding on values, beliefs, and customs.

Influential factors in learning a foreign language

The success of language learning relies on practical application, which requires time and dedication. Therefore, learning support needs to be updated and diversified, improving pedagogy, and yielding positive effects in the medium term. Furthermore, when it comes to school language policies, the effectiveness of these policies in practice is determined by teachers and students themselves (Boo, Dörnyei & Ryan, 2015).

The teacher's role is influential in providing effective study practices. However, this role may be affected by extracurricular activities and adherence to the implemented education plan.

As Wyllie (2016) suggests, language policies and practices can either facilitate or hinder language teaching. Even when policies aim to promote language learning, they may not always be well-conceived, well-received, adequately resourced, or effectively implemented. Thus, it is essential to consider the complex interplay between teachers, students, educational policies, and practices.

Moreover, addressing the causes that impact the learning process of students at the National Police Language Center (PONAL) is of great importance. Creating a favorable environment for interacting with the foreign language within the National Police scenarios and the community would provide trainees with more and better opportunities for international cooperation, ultimately enhancing the performance of uniformed personnel and bolstering the institution.

Role of motivation in learning a foreign language

The literature suggest that motivation is a construct that must be taken seriously. According to Getie (2020), motivation can manifest in two forms: integrative and instrumental. In relation to attitudes towards learning English as a foreign language, Benson (1991, cited by Getie, 2020) suggests a more appropriate interpretation of integrative motivation.

In the context of English as a foreign language (EFL) is the individual's desire to become bilingual and bicultural (Getie, 2020). On the other hand, instrumental motivation is characterized by a practical or tangible goal derived from the study of a foreign language. Instrumental motivation, characterized by a utilitarian purpose in foreign language acquisition, is commonly observed in contexts where there is minimal social integration of

learners into a community using the target language. In some cases, this lack of social integration may be intentional and not desired (Getie, 2020).

Academic sources provide insights into this concept and shed light on the factors influencing instrumental motivation in foreign language learning. While both integrative and instrumental motivations play important roles in language learning, research suggests that integrative motivation has a greater impact on long-term success (Crookes & Schmidt, 2015; Lucas, Miraflores & Go, 2017). Integrative motivation refers to the desire to connect with the culture and people of the target language, fostering a deeper and more sustained engagement with the language learning process.

For example, Crookes and Schmidt (2015) conducted a study examining motivation in foreign language acquisition. They found that learners with a strong integrative motivation tend to have higher levels of language proficiency and a greater likelihood of achieving long-term success. Similarly, Ellis (2017) supports this finding by emphasizing the significance of integrative motivation in sustaining language learning efforts over time.

Now, turning to the importance of descriptive case studies in education research, Wilson and Richards (2018) conducted a literature review focusing on the use of descriptive case studies in educational research. Wilson and Richards (2018) highlighted the valuable contributions of descriptive case studies to the field, discussing their ability to provide in-depth insights into specific educational contexts and phenomena. The review also addresses the challenges and limitations associated with this research method.

The notion that motivation plays a crucial role in language learning. The literature consistently highlights the significance of both integrative and instrumental motivations, recognizing their distinct roles in learners' language acquisition processes. Integrative motivation, driven by the desire to become bilingual and bicultural, fosters a deeper level of

engagement and long-term success in language learning. This type of motivation creates a meaningful connection to the target language's culture and people, enabling learners to develop a more profound understanding and appreciation for the language.

On the other hand, instrumental motivation, characterized by practical goals, becomes prominent when learners have limited social integration in the target language community. While it may not carry the same depth as integrative motivation, it serves as a driving force for learners who have specific utilitarian objectives associated with their language learning endeavors.

Then, research consistently supports the idea that integrative motivation holds a stronger influence on long-term language learning outcomes. Learners who possess high levels of integrative motivation tend to demonstrate greater language proficiency and are more likely to achieve sustained success over time. The connection established between learners and the culture and people associated with the target language contributes to a deeper level of engagement and commitment, which positively impacts their language learning progress.

Understanding the role of motivation, particularly integrative and instrumental motivations, can provide valuable insights into the factors that influence the language learning process for members of the National Police. By examining the levels of motivation among the participants, among other variables, the study can assess how these motivations impact their language learning outcomes and identify any correlations between motivation and proficiency levels. This understanding can help tailor language learning programs and interventions to enhance motivation and ultimately improve language learning experiences for the National Police members.

Content-based instruction and immersive learning

The new educational policies generated by the Ministry of National Education highlight the teaching of English, incorporating models such as the guidelines of the Common European Framework as references for the acquisition of this language according to the contexts where this language is used. In this sense, the research of Arce (2018) proposed the content-based instruction (CBI) as an approach that focuses on teaching a foreign language through meaningful content that can be used in the police context, among others, because language is acquired as a tool for obtaining information, with a specific purpose in mind.

The effectiveness of content-based instruction lies in its ability to make language learning meaningful and relevant to learners. According to Arce (2018), CBI facilitates the integrated development of linguistic skills, mirroring real-life language use. Through the exchange of ideas, students simultaneously enhance their listening, speaking, reading, and writing abilities.

By immersing learners in authentic and engaging content, content-based instruction provides a context that motivates learners to actively engage with the language and apply it in practical ways (Rojananon, 2021). This approach aligns with the principle of meaningful learning, as learners see the value and utility of the language they are studying. As a result, they are more likely to acquire the language in a more holistic and effective manner, developing their communicative competence in a real-world context (Rahman & Ali, 2018).

Overall, content-based instruction offers a pedagogical approach that integrates language learning with meaningful content, fostering the development of multiple language skills and promoting meaningful language acquisition.

Research Design

Acquiring a foreign language is challenging and various factors, such as mindset, motivation, and duration of exposure, influence the journey. Motivation gives a crucial paper because it also allows all those with low aptitude to achieve. Activity and motivation contribute to the rapid acquisition of language skills and impact persistence and cultural responses.

Regarding this the methodology refers to the conceptual framework in which research is conducted or the foundation upon which research is built (Brown, 2006). design of research methodology is crucial for several reasons. Firstly, it establishes the conceptual framework within research operations. This means it provides the theoretical foundation and structure upon which your entire study is built, ensuring a solid and coherent approach.

Secondly, the methodology chapter plays a pivotal role in discovering factors influencing English language learning among members of the National Police. By clearly outlining framework and approach, it sets the stage for how investigate and analyze these factors. This is essential for the validity and reliability of the study.

Moreover, the methodology chapter offers a comprehensive overview of the research design, detailing the specific methods and procedures employed in data collection. This clearness is vital for the replication of the study by others, enhancing the credibility and fidelity of the research.

Also, it outlines the data analysis techniques, ensuring that the information gathered will be effectively processed to meet the study's objectives.

Qualitative Research

Qualitative research is a valuable approach used in various fields to investigate complex social phenomena and gain a deeper understanding of human experiences, behaviours, and perspectives (Chen and Teherani, 2016). Qualitative research involves the collection and analysis of non-numerical data, uncovering meanings, patterns, and relationships, and to generate rich, descriptive insights into the research topic.

Given the complex nature of language learning within a specific professional domain like the National Police, qualitative research provides a means to capture the nuanced intricacies of individual experiences. Also, qualitative research methods can be particularly relevant when exploring the multifaceted factors influencing language learning.

Furthermore, qualitative research enables the researcher to contextualize the language learning process within the unique setting of the National Police. Factors such as the specific demands of police work, the organizational culture, and the interaction between language proficiency and job performance can be explored in depth.

Descriptive research

This type of study falls under the category of empirical research, which involves the collection and analysis of data to answer research questions (Johnson & Onwuegbuzie, 2004). However, this research can be also classified as a descriptive research study.

Descriptive research aims to describe and document the characteristics, behaviours, and conditions of a specific phenomenon or group (Creswell & Plano Clark, 2017). In this case, the study seeks to explore and describe the factors that influence English language learning among

members of the National Police. his research will be exploring various factors affecting English language learning within the specific context of the National Police.

By conducting a descriptive research study, the researchers would gather data to describe the factors influencing language learning and gain a better understanding of the specific context and dynamics within the National Police. This would provide a foundation for future research and potentially inform the development of interventions or strategies to support English language learning for members of the National Police.

Scope

The scope of this research is descriptive because it aims to describe and analyse various aspects related to the impact of immersive learning techniques on the acquisition of English language skills. This includes evaluating immersive learning activities, student motivation and participation, the development of communication skills, and identifying facilitators and barriers to the effective implementation of these techniques.

Descriptive research aims to describe and document the characteristics, behaviours, and conditions of a specific phenomenon or group (Creswell & Plano Clark, 2017). In this way, the research is intended to cover a limited sample, with specific inclusion criteria, in a specific context, as the researcher is not seeking to generalize the findings of the study to a larger population. Additionally, practical recommendations based on the findings of the study will be provided.

Population

The population of this research comprises the members of the National Police enrolled in the English language program at the Language Center. These individuals are part of the public force and are required to achieve proficiency in English as a foreign language. They represent a specific group of learners who are engaged in language learning within the context of their profession.

An intentional selection will be made of those who meet these inclusion criteria:

- Membership in the National Police: The research includes individuals who are active members of the National Police in Bogotá.
- Enrolments in the English language program: The research includes individuals who have enrolled in the Language Center's English language program, indicating their intention to acquire English language skills.

Consequently, those who meet the following exclusion criteria will not be considered:

- Non-members of the National Police: Individuals who are not part of the National Police force are excluded from this research.
- Non-enrollment in the English language program: Individuals who have not enrolled in the Language Center's English language program are excluded, as they may not be actively engaged in language learning within the designated context.

Sample

The participants will be selected using an intentional sampling method (Creswell & Plano Clark, 2017). The sample size of 21 participants is determined based on the researchers' decision, considering factors such as feasibility, resources, and the desired level of representation within the study.

The participants will be chosen from the pool of individuals who are actively involved in English language learning at the Language Center of the National Police. They may vary in terms of their rank, position, and prior language learning experience. The selection process will ensure that each member of the Language Center has an equal chance of being included in the study.

The specific demographic characteristics and background information of the participants, such as their age, gender, years of service, and English language proficiency level, will depend on the criteria set by the researchers and the objectives of the study. It is important to note that while simple random sampling provides a fair representation of the target population, the findings of the study may be limited to the specific sample size and might not be generalizable to the entire population of members in the National Police or other similar contexts (Creswell & Plano Clark, 2017).

Data collection procedures

In this research, primary data will be collected from the selected sample, whereas secondary data will be sourced from previously examined literature. Gathering and analyzing data are crucial aspects of any study as they enable researchers to address their research objectives (USC, 2021).

The chosen data collection procedures are meaningful for the study as they collectively offer a comprehensive and multi-faceted approach. The bibliographic record review provides a solid theoretical foundation, semi-structured interviews offer rich qualitative insights, and the checklist ensures systematic and quantifiable data collection. Together, these procedures contribute to a strong exploration of factors influencing English language learning among National Police members.

Bibliographic record

A bibliographic record is a fundamental tool in research that aims to collect and organize key information from a bibliographic source. This method allows researchers to maintain an organized record of the sources they have consulted, which facilitates the compilation of the literature review and the theoretical grounding of the study.

In this context, the bibliographic record serves as a crucial research method within the research focused on analysing the factors influencing the process of English language learning for members of the National Police. This method involves systematically collecting and reviewing existing scholarly works, such as academic articles, books, reports, and studies, that are relevant to the research topic.

The bibliographic record will then serve as a guide to identify the categories of analysis. These categories will be taken as references for the creation of the instruments for collecting primary information. Likewise, the results of these instruments will be compared and analyzed based on the literature review.

Semi-structured interview

The utilization of a semi-structured interview holds a significant role in identifying the opinions of police students regarding the factors that influence their process of learning English as a second language. In this context, it will be an instrument prepared by the researcher with open questions, previously validated by a professional in the field.

This instrument will involve open-ended questions that provide participants with the flexibility to express their thoughts, experiences, and perspectives in their own words. Then, this method allows for a deeper exploration of participants' opinions and insights, offering a richer understanding of their views on the factors affecting their language learning journey.

Check list

The implementation of a checklist proves to be a valuable tool in delineating the structure of courses and the training offered to police cadets who are acquiring a second language. A checklist serves as a methodical and organized approach to data collection, encompassing the compilation of specific criteria, factors, or components associated with a particular topic. In the context of this research, a checklist can be employed to comprehensively assess the key elements that constitute the courses and training programs designed for police students in their pursuit of learning a second language, specifically English. And will allow for consistency and comparability in data collection

Through a well-designed checklist, researchers can methodically evaluate various aspects of language courses and training programs. This includes factors such as curriculum content, teaching methodologies, learning materials, assessment methods, duration of courses, and the

integration of practical communication exercises. By listing these components, researchers can systematically gather data on each element, ensuring that no critical aspect is overlooked.

Data Analysis

Data analysis involved utilizing Microsoft Excel software to depict the sociodemographic characteristics of the sample through descriptive statistics and graphical representations. Conversely, for qualitative data analysis, LiveSession free software was useful by facilitating the identification of recurring themes in textual responses. Through various analytical features, such as text analysis and sentiment analysis, LiveSession helped in extracting meaningful insights from qualitative data obtained through interviews and the questionnaire, thereby establishing the analytical categories for the research.

The software employs natural language processing algorithms to categorize and organize responses, allowing researchers to identify patterns, trends, and common themes within the qualitative data set. Additionally, LiveSession may offered visualization tools to enhance the presentation of qualitative findings, making it a valuable resource for researchers seeking to derive meaningful interpretations from textual data.

Analysis Categories

Table 1 represents the frequency count of each analysis category derived from qualitative data using the LiveSession analysis software. The name of each analytical category and subcategories examined through the qualitative analysis process. Eight distinct subcategories aligned to the key focus areas of the study are listed.

The number of references to each category found in the qualitative data sources that were coded. This provides an indication of the frequency and saturation of mentions for each theme. Specifies the total number of coded references across all subcategories.

The standardized structure allows quick interpretation of the prevalence of key analytical categories in the qualitative data. Viewing category frequencies and coded reference totals facilitates initial understanding of patterns and proportions in the responses and assists comparison between themes.

Table 1.

Analysis Categories

Categories	Subcategories	References	Number of Coding References
External factors that influence the learning of English as a foreign language	Teacher's role	Participant 6, 8, 12.	15
	Language policies	Participant 3, 5, 7, 8, 12, 14, 16.	22
	Teaching methodology	Participant 4, 6, 8, 10, 17.	17
Internal factors that influence the learning of English as a foreign language	Motivation	Participant 6, 11.	9
	Social integration	Participants 8, 13, 16, 17, 18, 19.	13
	Student context	Participants 5, 7, 10, 13	11
	Student attitude	Participants 5, 15, 19	8
	English Training Characteristics	Participants 3, 9, 11, 14	14

Own Elaboration (2024)

Ethical Considerations

Ethical considerations play a crucial role in any research study, including research exploring factors affecting English language learning for members of the National Police. The researchers must adhere to ethical principles to ensure the well-being, confidentiality, and voluntary participation of the participants. Here are some important ethical considerations for this research:

1. **Informed Consent:** Prior to participating in the study, participants should be provided with clear and comprehensive information about the research objectives, procedures, potential risks, benefits, and their rights as participants. Informed consent should be obtained voluntarily and documented appropriately.
2. **Confidentiality and Anonymity:** The researchers must ensure the confidentiality and anonymity of the participants. Any personal or sensitive information obtained during the study should be treated with utmost care and stored securely. Participants' identities should be protected by assigning unique identifiers or using pseudonyms.
3. **Voluntary Participation:** Participation in the study should be voluntary, and participants should have the right to withdraw from the study at any point without facing any negative consequences.
4. **Data Protection:** The researchers should implement measures to protect the collected data, including electronic files, audio recordings, or transcripts. Access to data should be restricted to authorized individuals involved in the research project, and data should be stored securely and confidentially.
5. **Respect for Privacy and Cultural Sensitivity:** The researchers should respect the privacy and cultural beliefs of the participants. They should be sensitive to cultural norms, values, and practices that may influence the participants' willingness to share information or participate in certain research activities.
6. **Ethical Approval:** The research project should obtain ethical approval from the relevant institutional review board or ethics committee. This ensures that the study adheres to ethical guidelines and regulations and upholds the rights and well-being of the participants.

7. Reporting and Dissemination: The researchers should ensure that the findings are reported accurately, objectively, and without any misleading information. Participants' identities should be protected during the reporting and dissemination of the research results.

By addressing these ethical considerations, the researchers can ensure the integrity and ethical conduct of the research while prioritizing the well-being and rights of the participants.

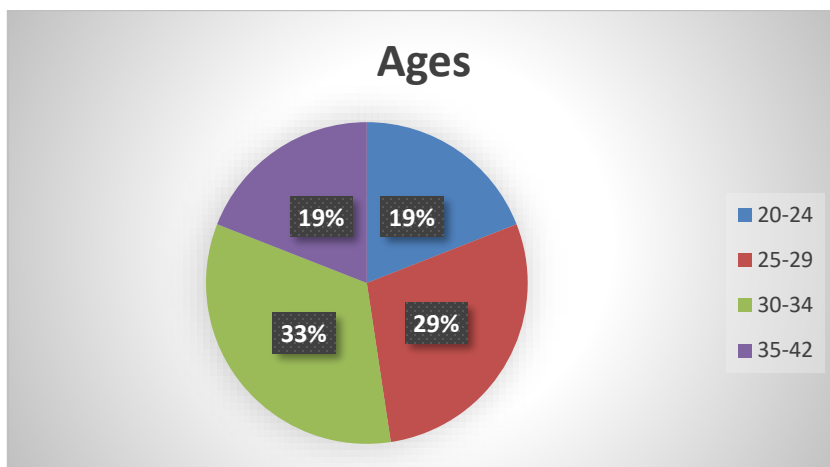
Results

Sociodemographic Results

Next, the results of the sociodemographic data obtained from the participants are presented. As can be seen in Figure 1, 33% of those interviewed belong to the age range of 30 to 34 years, while 29% belong to the age range of 25 to 29 years, which may indicate that more than half of the participants belong to the age group of young adults.

Figure 1.

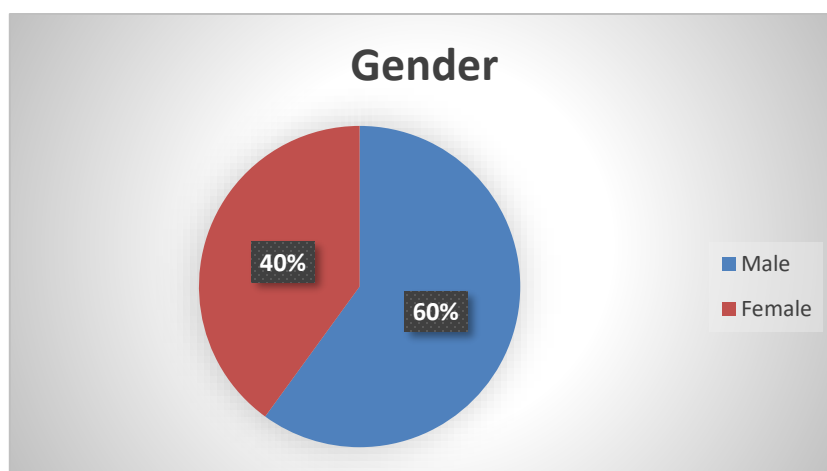
Participants' Ages



Own Elaboration (2023)

It can be seen in Figure 2 that the predominant gender is male among the participants.

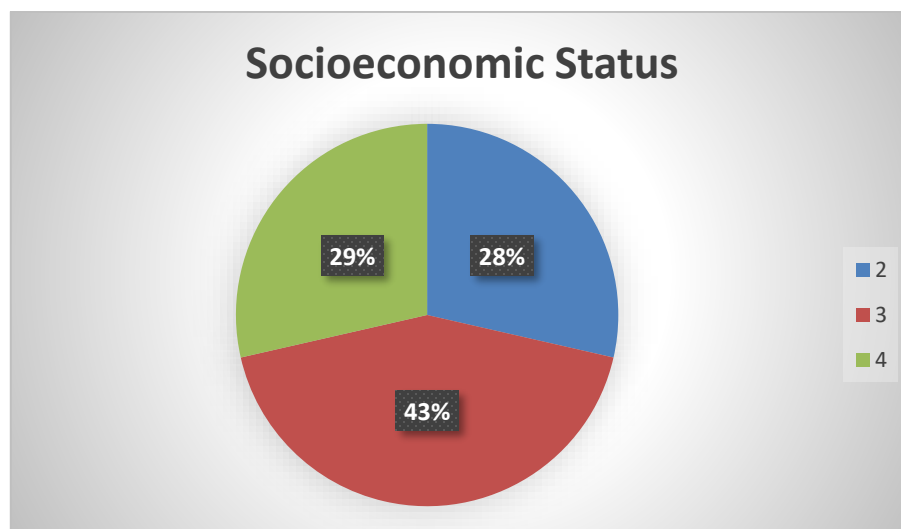
Figure 2.

Participants' Gender

Own Elaboration (2023)

According to Figure 3, the predominant socioeconomic status among the participants is stratum 3, that is, the participants are regularly in a medium-low status.

Figure 3.

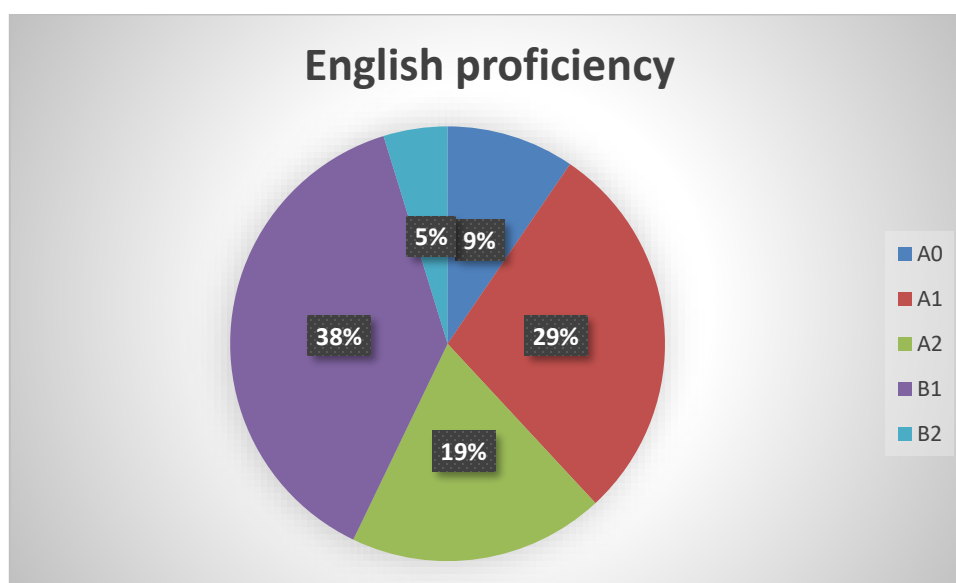
Participants' Socioeconomic Status

Own Elaboration (2023)

Figure 4 indicates the level of proficiency perceived by the participants, indicating that 38% consider themselves within level B1 and 29% within level A1 of the CEFR.

Figure 4.

Participants' English Proficiency



Own Elaboration (2023)

Interview Results

External factors that influence the learning of English as a foreign language

Teacher's role

In the exploration of the teacher's role in the English learning process, participants shared similar perspectives on the multifaceted responsibilities educators undertake. Participant 4 emphasized, "The teacher in the English learning process plays multiple roles, such as guide, model, motivator, evaluator, and adapter of pedagogical strategies." Also, Participant 5 stated that "The teacher plays diverse roles: guide, model, motivator, evaluator, and designer of pedagogical

strategies in English learning." This acknowledgment of the teacher's diverse roles recognizes their influence across various dimensions of the learning experience. The term "diverse roles" aligns with the acknowledgment of the teacher's multifaceted functions, emphasizing their involvement as a guide, model, motivator, evaluator, and designer of pedagogical strategies.

Participant 8 provided an elaborative perspective, stating, "He plays crucial roles in the English learning process, acting as a guide that guides students, a model to follow in pronunciation and expression, a motivator that fosters interest and dedication, an evaluator that measures progress, and a pedagogical strategist that plans and adapts lessons according to the needs of the students." This comprehensive view articulates the significance of each role, portraying the teacher not only as a guide, model, motivator, and evaluator but also as a pedagogical strategist tailoring lessons to suit student needs.

Collectively, these viewpoints underscore the consensus that teachers undertake a multifaceted role in the English learning process. The identified roles—guide, model, motivator, evaluator, and pedagogical strategist—highlight the intricate responsibilities educators bear in shaping a comprehensive and effective learning environment. The recognition of the teacher's influence in guiding, motivating, and strategically planning lessons emphasizes their pivotal role in shaping the language acquisition journey for students.

The multifaceted role of the teacher as guide, linguistic and pronunciation model, motivator, progress evaluator, and designer/adapter of pedagogical strategies is highlighted. Also, the teacher plays an important role in implementing strategies to facilitate communication, as the Participant 8 indicates ... "An effective teacher facilitates communication in English by

encouraging interaction between students, creating everyday situations, promoting a fear-free environment, and using visual and gestural resources.”

Participant 6 emphasized, "Strategies to facilitate communication in English include promoting interaction, creating real situations, fostering confidence, and using visual resources." This participant underscores the significance of these strategies in fostering effective communication in the English language.

Participant 12 had a similar opinion, stating, "English communication in the classroom encourages interaction between students, creates authentic communication situations, cultivates a fear-free environment, and uses visual and gestural support." The emphasis on encouraging interaction, creating authentic communication situations, fostering a fear-free environment, and utilizing visual and gestural support aligns closely with the strategies highlighted by Participant 6.

The key strategies mentioned are: encouraging interaction, creating authentic communication situations, building confidence in students, and using visual/gestural resources. In summary, the teacher plays a multifaceted role in English learning, including guiding, modelling, motivating, evaluating, and adapting pedagogical strategies. Effective teachers also promote interaction, create authentic communication situations, build confidence in students, and use visual/gestural resources.

Language policies

Based on the analysis of the participants' responses in the interview, the following key points can be identified regarding language policies and their influence on students' motivation and professional development:

On how language policies influence students' motivation, Participant 16 highlighted, "Language policies in the institution influence students' motivation by providing resources, recognition, quality of teaching, and institutional support." This participant emphasizes the broad spectrum of influence that language policies wield on motivating students, encompassing tangible resources, acknowledgment, teaching quality, and institutional backing.

Participant 3 echoed a parallel sentiment, stating, "Language policies influence motivation by providing resources, recognition, quality of teaching, and institutional support." The repetition of the key elements—resources, recognition, teaching quality, and institutional support—indicates a shared understanding of the critical components through which language policies impact student motivation.

Similarly, Participant 5 contributed to the discourse by affirming, "They influence motivation by providing resources, recognition, quality of teaching, and institutional support." The use of the pronoun "they" refers to language policies, emphasizing the multifaceted ways in which these policies influence motivation through the provision of resources, recognition, teaching quality, and institutional support.

Analyzing these viewpoints, it is evident that participants share a consensus on the pivotal role of language policies in shaping student motivation. The identified factors—resources,

recognition, teaching quality, and institutional support—highlight the interconnected elements that collectively contribute to a positive learning environment.

As mentioned earlier, language policies play a significant role in influencing motivation by addressing various key aspects. Firstly, they impact motivation through the provision of resources. This encompasses not only tangible materials like textbooks and dictionaries but also extends to the accessibility of technology, such as online resources and language learning software. The availability and accessibility of these resources can significantly contribute to a conducive learning environment, fostering motivation by providing students with the tools they need for effective language acquisition.

Recognition is another crucial aspect influenced by language policies. This involves acknowledging and appreciating students' progress and achievements in language learning. Beyond mere acknowledgment, language policies may create avenues for students to showcase their language skills, further boosting motivation. Recognition becomes a motivational factor when students feel their efforts are valued and acknowledged within the language learning context.

Moreover, language policies influence motivation by addressing the quality of teaching. This encompasses ensuring that teachers are qualified and experienced in language instruction. Additionally, providing teachers with ongoing professional development opportunities ensures that they stay abreast of effective teaching methodologies. The emphasis on the quality of teaching within language policies recognizes the pivotal role educators play in motivating students through engaging and effective instructional practices.

Institutional support is the fourth dimension impacted by language policies. This involves providing students with the necessary support structures to succeed in language learning. It goes beyond academic support to creating an overall supportive environment for language acquisition. When institutions prioritize and implement policies that foster a supportive atmosphere, students are more likely to feel motivated and encouraged in their language learning endeavors.

In examining the influence of language policies on opportunities to practice English, participants offered similar perspectives that highlight the broader impact beyond the classroom setting. Participant 6 noted, "Language policies impact students' opportunity to practice English outside the classroom through extracurricular programs, access to materials, and participation in social activities." Similarly, Participant 7 said that "Language policies impact English practice with extracurricular programs, materials, and social activities." This perspective underscores the comprehensive reach of language policies, extending into extracurricular settings and social interactions as avenues for English language practice. Both participants recognize the multifaceted influence that language policies can exert on students' practical language engagement.

Participant 8 contributed to the discussion by affirming, "They impact students' opportunity to practice English outside the classroom through extracurricular programs, access to materials, and participation in social activities." The use of the pronoun "they" referring to language policies reaffirms the shared perspective on the wide-ranging impact on English language practice, encompassing extracurricular involvement, material accessibility, and social participation.

It is clear that participants converge on the idea that language policies have a significant impact on creating opportunities for English language practice beyond traditional classroom

settings. Extracurricular programs, access to materials, and social activities are identified as key channels through which language policies influence practical language application. This shared understanding emphasizes the importance of comprehensive language policies that extend beyond formal instruction, recognizing the value of holistic language practice experiences for students. It also underscores the potential for language policies to shape a learning environment that encourages continuous and varied English language engagement, contributing to enhanced proficiency and fluency.

According to the participants, language policies play a pivotal role in expanding opportunities for students to practice English beyond the confines of the classroom. This multifaceted approach involves implementing measures that encompass extracurricular programs, access to materials, and participation in social activities. Participant 14 highlighted, "Language policies impact students' opportunity to practice English outside the classroom through extracurricular programs, access to materials, and participation in social activities." This recognition underscores the interconnected nature of these elements within the framework of language policies.

The emphasis on extracurricular programs as a component of language policies indicates an understanding of the importance of creating enjoyable and engaging avenues for language practice. Such programs, ranging from drama clubs to sports teams and language clubs, not only facilitate language learning but also contribute to a positive and interactive language practice environment. Participant 7 echoed this sentiment, emphasizing the impact of language policies on English practice through extracurricular programs and social activities. The convergence of these perspectives emphasizes the significant role extracurricular initiatives can play in promoting English language practice beyond conventional learning settings.

Access to materials is identified as another crucial aspect influenced by language policies. Providing students with access to a variety of English-language resources, including newspapers, magazines, books, and other materials, ensures a rich and diverse language-learning experience. Participant 8 also recognized this, affirming that language policies impact English language practice outside the classroom through access to materials. This shared perspective underscores the importance of creating an environment where students have ready access to a wide array of linguistic resources, fostering an enriching language practice experience.

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In considering alignment with participants' professional needs, there is a consensus among them regarding the positive impact of language policies on professional development. Participant 8 asserted, "Language policies can contribute to students' professional development by providing certifications and improved skills that can be applied in the workplace." This perspective highlights the broader implications of language policies in enhancing students' skills and employability.

Participant 12 explained that "Language policies contribute to professional development with certifications and job opportunities." The emphasis on certifications aligns with the idea that language policies can offer tangible credentials, enhancing the professional profile of students. Additionally, the mention of job opportunities suggests that language policies play a role in creating pathways for employment, further linking language proficiency to practical application in the professional context.

Participant 21 provided a specific example, stating, "Language policies contribute to students' professional development, such as members of the National Police, by providing certifications that improve their skills and open up job opportunities." This participant's viewpoint further emphasizes the targeted impact of language policies on specific professional groups, showcasing how certifications can specifically benefit members of the National Police and enhance their skills for career advancement.

So, the provision of certifications emerges as a common theme, indicating that these policies are perceived not only as tools for skill improvement but also as valuable credentials that can be recognized in the professional area. The linkage between language policies, improved skills, and

job opportunities underscores the practical and career-oriented benefits that participants associate with effective language policy implementation.

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Furthermore, the participants collectively acknowledged the role of language policies in promoting English language practice through participation in social activities. These activities, such as volunteering, internships, and international exchange programs, provide students with opportunities to practice English in natural and authentic contexts. The emphasis on social engagement aligns with the idea that language learning extends beyond the academic realm and is significantly influenced by real-life interactions.

In summary, language policies can contribute to professional development by providing certification that demonstrate students' language skills and qualifications to employers. Also, language policies can help students to develop the skills they need to succeed in the workplace. These skills can include communication, problem-solving, and critical thinking. And of course, language policies can help students to connect with potential employers and find job opportunities.

The analysis of the participants' responses suggests that language policies can have a positive impact on students' motivation, opportunities to practice English, and professional development. By providing resources, recognition, quality of teaching, institutional support, opportunities to practice English outside the classroom, and alignment with professional needs, language policies can help students to achieve their language learning goals.

Teaching methodology

Based on the analysis of the participants' responses in the interview, the following key points can be identified regarding teaching methodology for English acquisition on the importance of using communicative approaches.

Participant 4 asserted, "The importance of using communicative approaches in English teaching lies in the fact that they promote real language use, develop practical skills, and motivate through effective communication." This viewpoint emphasizes the multifaceted benefits of communicative approaches, including the encouragement of authentic language application, the cultivation of practical skills, and the motivation achieved through meaningful communication.

Participant 6 concurred with the importance of communicative approaches, stating, "Communicative approaches are important in promoting practical language use and motivating through effective communication." This participant echoed the emphasis on practical language use and motivation through effective communication, highlighting the instrumental role these approaches play in fostering real-world language application and sustaining student engagement.

Similarly, Participant 8 contributed to the discourse by affirming, "Communicative approaches are of paramount importance in English teaching, as they emphasize the practical use

of language, which motivates students by allowing them to communicate from the beginning." This perspective underscores the crucial role communicative approaches play in prioritizing practical language application right from the initial stages of learning, thus serving as a motivational factor for students.

On how communication-centered methodology improves language skills, several participants shared their perspectives on the effectiveness of a communication-centered methodology. Participant 6 highlighted, "A communication-centered methodology enhances the acquisition of linguistic skills by focusing on real, practical situations, in contrast to more traditional approaches." This viewpoint underscores the methodology's strength in honing linguistic skills through an emphasis on real-world contexts and practical application, positioning it as a departure from conventional teaching methods.

Participant 10 echoed a similar sentiment, expressing, "Communicative-centered methodology enhances real skills, compared to more traditional approaches." The emphasis on "real skills" suggests a recognition of the practical and applicable nature of linguistic abilities developed through a communicative-centered methodology, distinguishing it from traditional approaches that may prioritize theoretical understanding over practical application.

Participant 17 contributed to the discussion by stating, "Communicative-centered methodology enhances the acquisition of linguistic skills by focusing on real situations and practical application, in contrast to more traditional approaches." This participant further emphasized the methodology's efficacy in language skill acquisition, pinpointing its focus on real situations and practical application as distinguishing factors from traditional methods.

Analyzing these viewpoints collectively, a consensus emerges on the perceived strengths of a communication-centered methodology. The emphasis on real, practical situations and the acquisition of tangible linguistic skills sets it apart from more traditional approaches. Participants recognize the methodology's potential to bridge the gap between theoretical knowledge and practical application, aligning with contemporary educational needs that prioritize functional language proficiency. This discussion reflects a broader shift in pedagogical approaches, acknowledging the value of contextualized learning experiences for language acquisition.

A communication-centered methodology enhances the acquisition of linguistic skills by focusing on real, practical situations. This is in contrast to more traditional approaches, which often focus on grammar and vocabulary in isolation. By providing students with opportunities to use the language in real-world contexts, a communication-centered methodology helps them to develop the skills they need to communicate effectively.

On effective activities and exercises, Participant 6 highlighted, "A communication-centered methodology enhances the acquisition of linguistic skills by focusing on real, practical situations, in contrast to more traditional approaches." Meanwhile, Participant 10 echoed a similar sentiment, expressing, "Communicative-centered methodology enhances real skills, compared to more traditional approaches." This viewpoint underscores the methodology's strength in honing linguistic skills through an emphasis on real-world contexts and practical application, positioning it as a departure from conventional teaching methods.

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So, effective strategies for improving communication skills can include constant conversation practice, being the best way to improve fluency and accuracy. The second strategy could be active consumption of English media, because this helps students to develop their listening and comprehension skills. A third strategy could be participation in study groups. This can provide students with opportunities to practice speaking and listening with other learners. And finally, actively seeking feedback. This can help students to identify areas where they need to improve.

Overall, the analysis of the participants' responses suggests that communicative approaches are the most effective way to teach English. By focusing on real language use, communicative approaches can help students to develop the skills they need to communicate effectively in English.

Theoretical exploration had been conducted on content-based instruction and immersive learning as strategies to enhance the teaching and learning of English as a foreign language. According to Arce (2018), the effectiveness of content-based instruction lies in its capacity to

render language learning meaningful and relevant to learners. Content-based instruction also facilitates the integrated development of linguistic skills, mirroring real-life language use based on meaningful learning. However, participants in the study seem to lean towards a communication-centered methodology, an approach that could be explored more thoroughly in another study. Nevertheless, upon analyzing the interview results, participants appear inclined to utilize communicative resources, such as engaging in conversations with native English speakers, forming teams, and seeking constant feedback. These aspects can be aligned with the meaningful learning approach of content-based instruction, as this methodology also aims to develop real-world competencies (Arce, 2018).

Internal factors that influence the learning of English as a foreign language

Motivation

Based on the analysis of the participants' responses in the interview, the following key points can be identified regarding internal factors influencing on personal/professional motivations to learn English:

Personal motivation for learning English can be driven by the desire to travel, improve job prospects, connect with people from different cultures, and broaden academic and personal horizons (Participant 6). As stated, personal motivations include desires to travel, improve job prospects, connect with different cultures, and enrich personal growth.

Motivation influences students' persistence and commitment by helping them overcome challenges, maintain their effort, and promote perseverance in learning (Participant 11).

Motivation influences persistence and commitment by helping overcome challenges, sustain effort, and promote perseverance.

In discussing approaches and strategies to sustain high motivation, students articulated their perspectives. They emphasized that engaging activities play a pivotal role in maintaining motivation. These activities encompass setting clear goals, celebrating achievements, experimenting with different facets of the language, and ensuring a diverse range of learning activities. According to them, the clarity of objectives provides a sense of direction, while celebrating milestones acts as a motivational boost (Participant 1, 15 and 18). The inclusion of diverse language aspects and learning activities aims to keep the learning experience dynamic and interesting.

Furthermore, the students identified specific strategies integral to the motivation-maintenance process. These strategies involve setting explicit goals, acknowledging and celebrating accomplishments, exploring various facets of the language, and incorporating a variety of learning activities. The repetition of goal-setting and achievement celebration underscores their significance in fostering motivation. Additionally, the emphasis on exploring different language aspects and varying learning activities aligns with the students' belief in the importance of novelty and diversity to sustain interest and enthusiasm.

Overall, the analysis of the participants' responses suggests that internal factors, such as personal motivation and persistence, play a key role in English learning. By identifying and addressing these factors, educators can help students achieve their English learning goals.

The notion that motivation plays a crucial role in language learning is highly noticed in the literature. Wilson and Richards (2018) highlighted the significance of both integrative and instrumental motivations, recognizing their distinct roles in learners' language acquisition processes. Also, integrative motivation, rooted in the aspiration to achieve bilingualism and cultural competence, cultivates a heightened level of involvement and sustained achievement in the language acquisition process. This motivation type establishes a significant link to the culture and community associated with the target language, allowing learners to forge a more profound comprehension and admiration for the language (Wilson and Richards, 2018). Essentially, the theory suggests that recognition, cultural connection, improved job prospects, and personal enrichment are key elements for motivation to learn another language, a sentiment with which participants concur, according to the interview results.

Social integration

Participant 13 emphasized, "Interaction with native speakers or peers can positively influence the improvement of verbal skills by providing opportunities for real practice." This viewpoint highlights the value of real-world interaction in enhancing verbal proficiency, underscoring the role of both native speakers and peers in creating authentic language practice opportunities.

Participant 19 contributed to the discussion by affirming, "Interaction with English-speaking peers or other students can positively influence the improvement of verbal skills by providing opportunities for actual practice and feedback." This participant's perspective not only aligns with the emphasis on interaction for skill improvement but also introduces the crucial element of feedback. The mention of feedback emphasizes the reciprocal nature of language learning through interaction, where constructive input plays a vital role in refining verbal skills.

Analysing these viewpoints, it is recognizable the significance of social integration in the language learning process. The common thread among their responses emphasizes the positive influence of interacting with native speakers and peers. The emphasis on "real practice" and "actual practice" underscores the importance of experiential learning and authentic language use in honing verbal skills. Additionally, the inclusion of feedback in Participant 19's response further accentuates the interactive and dynamic nature of language development through social engagement.

The findings from the interviews underscore a consistent perspective among participants regarding the positive influence of engaging with other English speakers in enhancing language skills. Participant 18 articulated, "Participation in social activities that require the use of English outside the classroom impacts learning, especially conversations with native speakers, cultural events, and exchange activities." This viewpoint emphasizes the diverse range of social activities that contribute to language development, with a particular emphasis on interactions with native speakers and cultural exposure.

Participant 8 provided an elaborative view, stating, "Social activities that require the use of English outside the classroom impact learning, especially through conversations with native speakers, cultural events, and exchange activities." This participant's perspective reinforces the collective understanding that social activities, particularly those involving conversations with native speakers, cultural events, and exchange programs, significantly contribute to the learning experience.

Engaging in social activities in English beyond the classroom significantly influences the learning experience, with a particular focus on the impact of conversations, cultural events, and

exchanges. Participants have illuminated how the personal and professional context plays a pivotal role in shaping one's ability to acquire English proficiency.

Participant 16 emphasized the multifaceted influence of personal and work contexts on learning English, highlighting factors such as time availability, work-related stress, and the support system from friends and family. This insight speaks to the intricate interplay between various aspects of an individual's life and their commitment to language learning. Time constraints, in particular, emerge as a crucial factor that can either facilitate or impede the learning process.

Furthermore, Participant 17 contributed to the discourse by highlighting similar factors within the personal and work context that affect the ability to learn English. The participant agreed that time availability, work-related stress, and the influence of friends and family support are fundamental factors on learning English as foreign language. This repetition solidifies the acknowledgment among participants regarding the shared challenges and facilitators within the personal and professional spheres that impact language learning.

They also marked factors such as time availability, work stress, and social support can impact the ability to learn English. In summary, social interaction, participation in extra-curricular activities and the personal and work context play an important role in the experience and effectiveness of learning English.

The literature states that instrumental motivation is characterized by having a practical or tangible goal linked to the learning of a foreign language. This form of motivation often stems from a utilitarian purpose in acquiring a foreign language and is commonly observed in situations

where learners have limited social integration into a community that uses the target language. In some instances, the intentional avoidance or lack of social integration may not be desirable, as noted by Getie (2020). Along these lines, participants agreed that participating in English-language social activities outside the classroom has a substantial impact on the overall learning experience. So, social interaction is deemed essential in the learning of English as a foreign language, a notion supported by theory. On the other hand, other social factors such as work-related stress, time availability, and the influence of friends and family are considered fundamental by participants in this learning process—matters that can be thoroughly investigated in the literature.

Student context

Through the participants' reflections in the interviews, a nuanced understanding emerges regarding the student's context and its influence on their capacity to learn English. Participant 5 insightfully pointed out that a student's personal and work context can significantly shape their ability to learn English. This influence is elucidated through key factors such as the availability of time, work-related stress, and the crucial role played by the support system comprising friends and family. This perspective introduces the interconnected dynamics between the various facets of an individual's life and their language learning journey.

Participant 10, in a similar vein, highlighted how the personal and work context can impact the ability to learn English. The participant succinctly identified common elements such as time constraints, work-related stress, and the significance of support. This concise articulation resonates with the broader understanding that the interplay between personal and professional circumstances is a pivotal factor in shaping the trajectory of language acquisition.

Additionally, Participant 21 contributed to the discourse by emphasizing that factors like time availability, work-related stress, and social support collectively influence the ability to learn English. This participant's viewpoint aligns with the shared acknowledgment among participants regarding the multifaceted nature of challenges and facilitators within the broader life context.

In addressing the strategies that students can employ to harmonize the demands of their context with their learning goals, participants offer valuable insights into effective approaches. Participant 7 underscores the importance of setting effective study schedules, seamlessly integrating learning into daily routines, and maintaining open communication about goals and achievements with friends and family. This perspective emphasizes the need for structured planning and a support system to navigate the challenges presented by the student's context.

Participant 13 emphasized on strategies to balance demands, including the implementation of effective schedules and open communication regarding goals and achievements. This concurrence highlights the recognition that effective time management and transparent communication are key elements in successfully navigating the intricacies of personal and work contexts while pursuing language learning goals.

In summary, the key strategies that the participants raised include planning effective schedules, integrate learning into the routine, and communicate goals and progress with friends and family. In conclusion, the personal and work context can impact the ability to learn English, but the student can adopt strategies to balance the demands of that context with their learning goals.

Student attitude

Based on the participants' responses in this interview, some key themes about students' attitudes toward learning English and how to foster a positive attitude were identified. Regarding the influence of attitude on progress, several participants (5, 15, and 19) agreed that "a positive attitude promotes perseverance and willingness to learn, while a negative one can demotivate and limit learning." As Participant 7 said, "A positive attitude drives progress, while a negative one limits it."

Regarding actions and thoughts that reflect a proactive and committed attitude, there was consensus on elements such as "setting specific and realistic goals, seeking constant feedback, and actively seeking opportunities to use the language" (Participant 3). Also, Participant 14 summarized that "proactive actions include setting goals, seeking feedback, and taking advantage of opportunities to use the language."

In relation to how to foster a positive attitude among students, the strategies mentioned included "recognizing and celebrating efforts and achievements, sharing inspiring stories of learning success, and strengthening students' confidence and self-efficacy" (Participant 9). Likewise "celebrating efforts, sharing success stories, and increasing students' confidence" were some strategies mentioned by Participant 11.

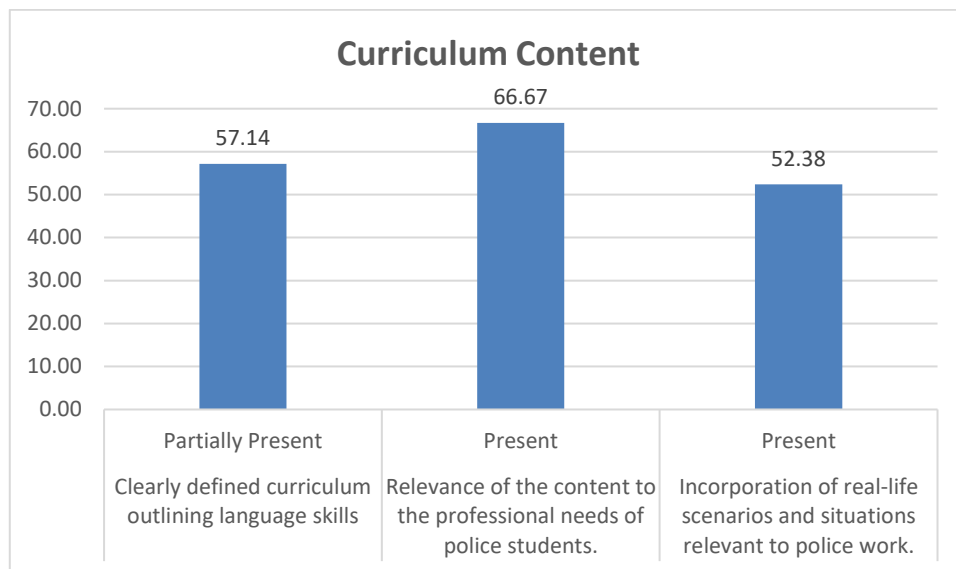
In conclusion, celebrating achievements, providing positive feedback, and creating opportunities for success appear to be key to promoting a positive attitude according to the participants' perspectives.

English Training Characteristics

Next, the results of the instrument "Characterizing Courses and Training for Police Students Learning a Second Language" are presented. The first criterion assessed is Curriculum Content, and as seen in Figure 5, a large majority of participants indicated the course has a clearly defined curriculum that describes language skills to a partially present extent. This suggests that while efforts have been made to establish a well-delineated curriculum outlining linguistic competencies, there is still room for improvement in providing comprehensive and precise descriptions. The partial presence implies inconsistencies in how clearly learning objectives related to language abilities are defined across the curriculum.

Additionally, participants maintain that the courses have relevance of content to the professional needs of police students and incorporate real-life scenarios and situations relevant to police work. This indicates that the curriculum content is perceived as aligning reasonably well with the real-world requirements and contexts of law enforcement students. By integrating professional domains and realistic situations, the learning experience is tailored to build competencies applicable in practical settings.

Figure 5.

Curriculum Content

Note: This graphic represents the presence of defined curriculum content in the courses. Own Elaboration, 2023.

In Figure 6, Firstly, it notes that more than half of the participants indicate that a variety of teaching methodologies and active participation techniques to promote student engagement and interaction are present in the course. This suggests that the course incorporates diverse instructional approaches and learning activities aimed at stimulating student involvement through participatory learning. The use of active participation techniques shows an effort to move beyond conventional passive learning toward more interactive paradigms.

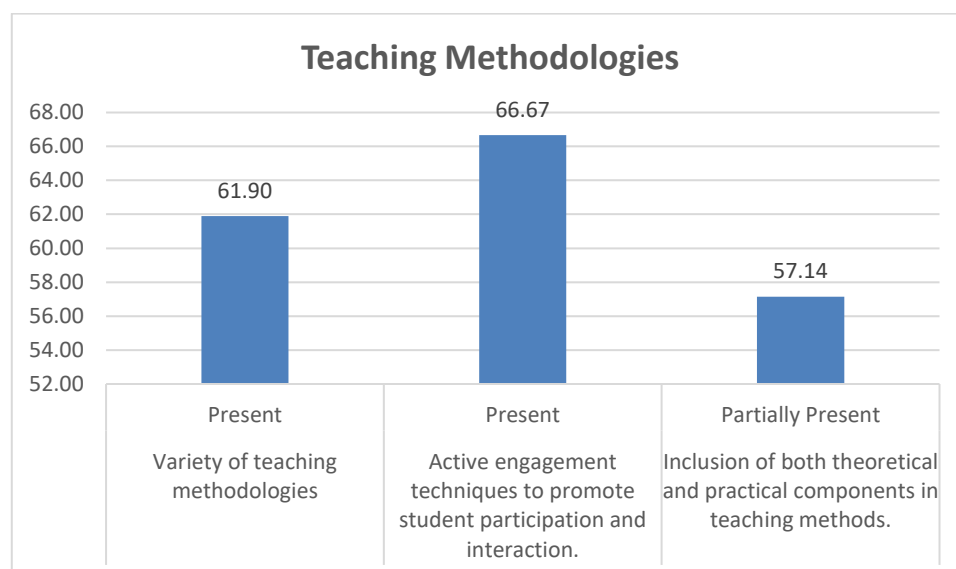
Secondly, the analysis states that the inclusion of both theoretical and practical components in teaching methods is partially present, according to 57.14% of participants. This is a relatively high percentage which signifies that the blend of theory and practice is moderately well-incorporated into employed methodologies, though there is still room for improvement. The

partial integration of theoretical grounding and practical application suggests potential gaps in fully bridging conceptual knowledge with experiential learning.

In summary, this analysis evaluates course methodologies based on criteria of variety and student participation, as well as the incorporation of conceptual and applied elements. While performance in stimulating engagement is reasonably strong, targeting optimal balance between abstract and concrete dimensions of teaching could be beneficial. An increased focus on maximizing dynamic, participatory methods supplemented by aligned practical experiences may enhance outcomes.

Figure 6.

Teaching Methodologies



Note: This graphic represents the presence of teaching methodologies in the courses. Own Elaboration, 2023.

The data presented in Figure 7 evaluates the Learning Materials criterion across several key dimensions. Firstly, just over 50% of participants indicate that the availability of diverse and authentic learning materials is present in the course. This denotes that while efforts have been

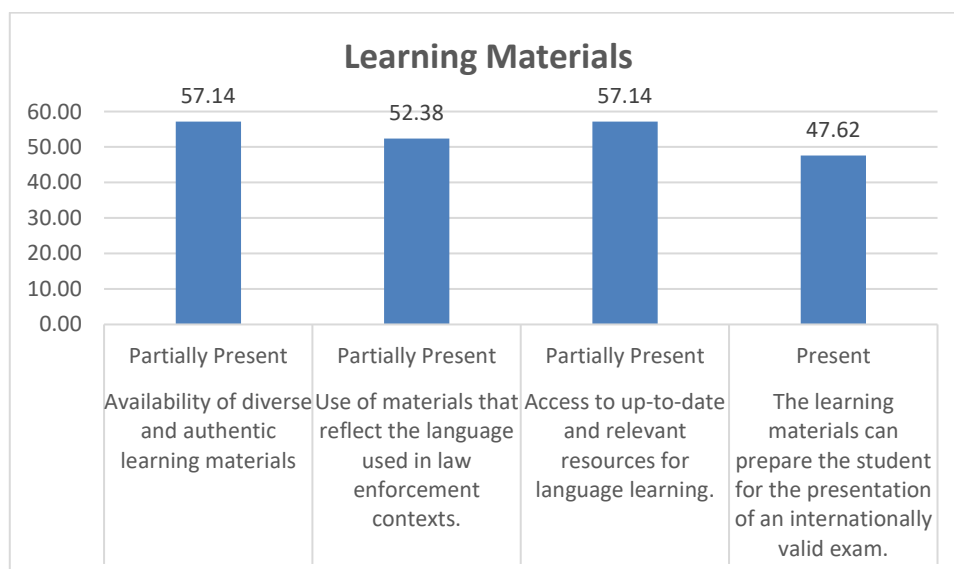
made to provide varied and genuine content, there is room for improvement in ensuring a rich range of resources.

Additionally, a similar percentage of participants note that materials reflecting language used in police contexts are present. This suggests that existing resources incorporate occupation-specific language to a reasonably acceptable degree. However, the percentage leaves room for enhancement. Regarding access to updated and relevant language learning resources, the same marginally positive percentage is observed. This implies that current, pertinent materials aligning with instructional needs are accessible, but supplementary content may be beneficial.

Finally, just over 50% of participants also state that learning materials preparing students for internationally valid exams are only partially present. Compared to the other criteria, preparations for standardized assessments emerge as an area requiring significant improvement in terms of alignment and availability.

Figure 7.

Learning Materials



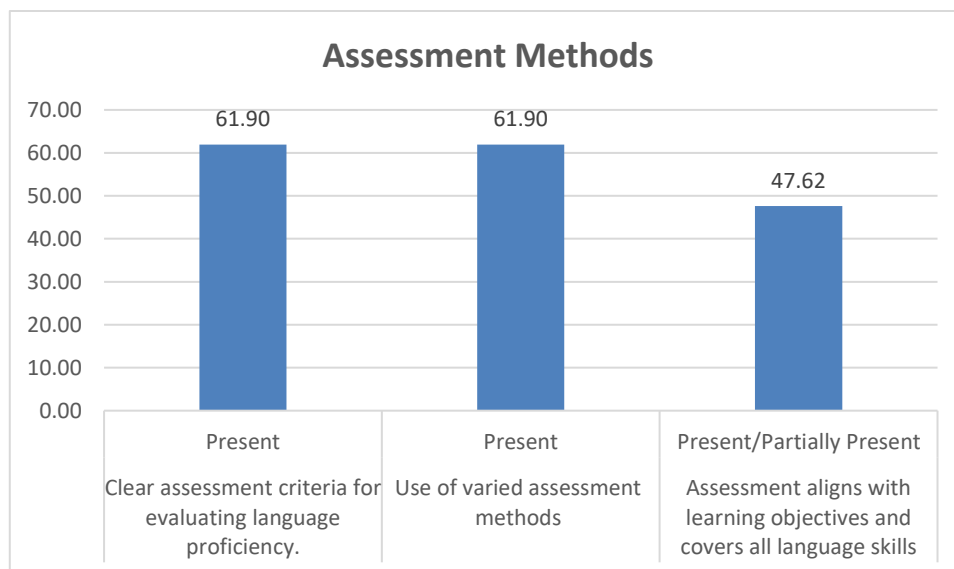
Note: This graphic represents the presence of learning materials in the courses. Own Elaboration, 2023.

Examination of assessment methods reveals moderately strong implementation across some dimensions yet a need for refinement in others. As depicted in Figure 8, 61.9% of participants indicate that clear assessment criteria to evaluate language proficiency are present. This suggests that standards for gauging linguistic competence have been established to a reasonably acceptable degree.

Additionally, the same percentage of participants denote the use of varied assessment methods. This points to solid performance in incorporating diverse evaluative mechanisms into the curriculum.

However, regarding alignment of assessments with learning objectives and coverage of all language skills, participant feedback is split. Ratings fall between the present and partially present categories. This indicates variability in how well assessments map to intended learning outcomes laid out in the curriculum. It also signals potential gaps in evaluating all facets of language proficiency.

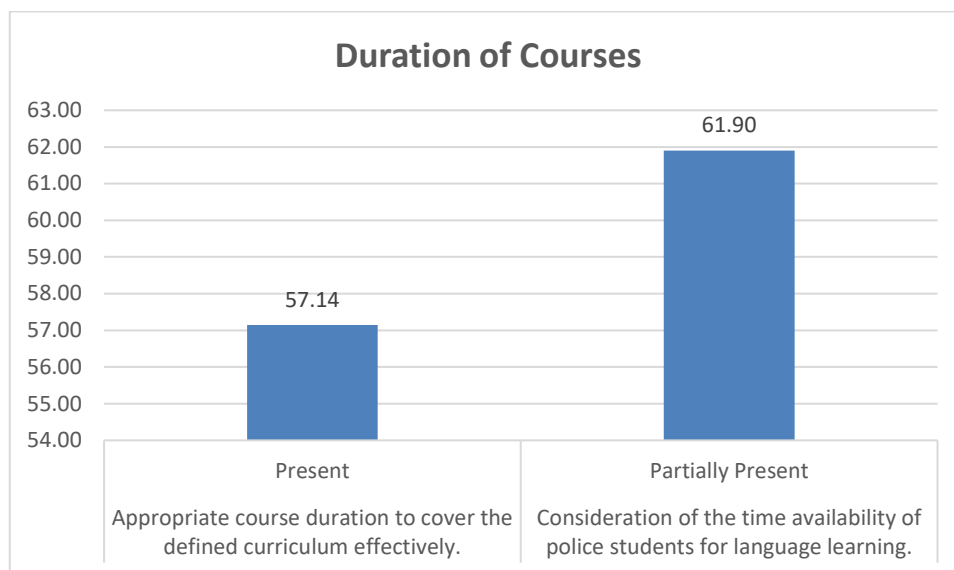
Figure 8.

Assessment Methods

Note: This graphic represents the Assessment Methods of the Courses. Own Elaboration, 2023.

According to the Duration of Courses criterion in Figure 9, the majority of participants (57.14%) indicate that the adequate course length to effectively cover the defined curriculum is present. This signifies that the allocated timespan is viewed as relatively suitable for delivering content as scoped. However, 61.9% state that considerations for police students' time limitations are only partially accounted for. This identifies potential gaps in aligning scheduling with the unique professional constraints of law enforcement learners.

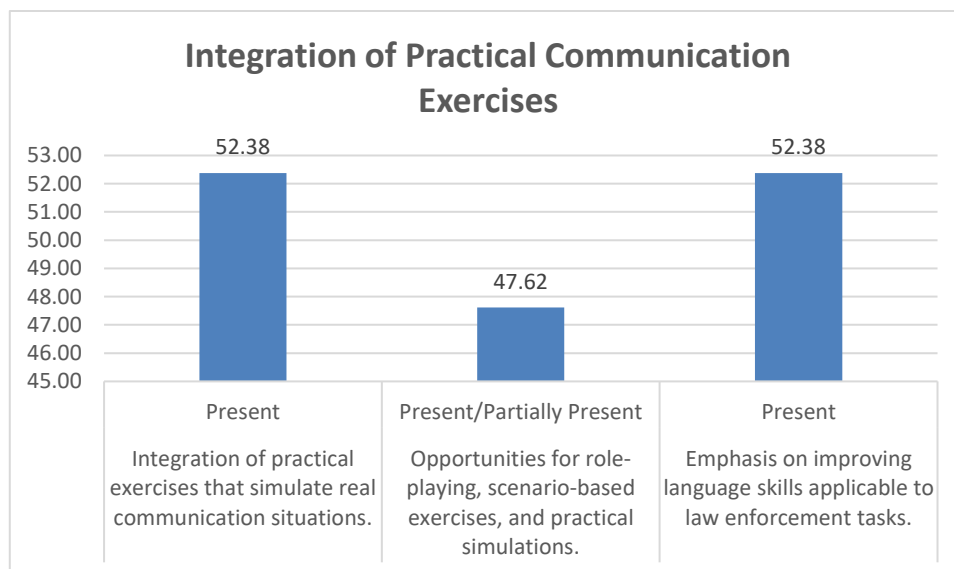
Figure 9.

Duration of Courses

Note: This graphic represents the Duration of Courses. Own Elaboration, 2023.

Analysis of the Integration of Practical Communication Exercises criterion in Figure 10 yields additional insights. A small majority (52.38%) confirm that integration of realistic scenarios and profession-specific language skill improvements are present. However, under 50% feel that opportunities for experiential activities like role-plays, situational exercises, and practical simulations range between present and partially present.

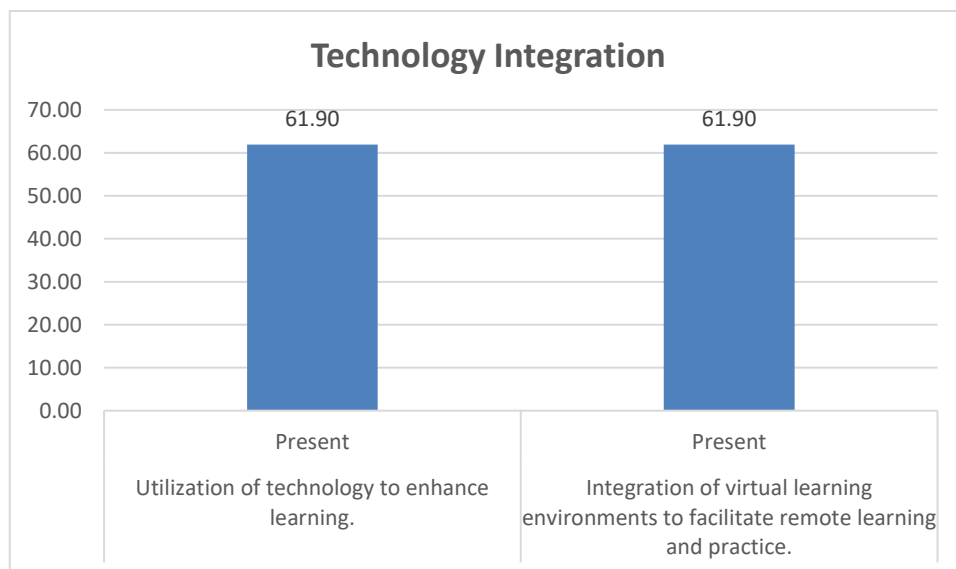
Figure 10.

Integration of Practical Communication Exercises

Note: This graphic represents the Integration of Practical Communication Exercises in the course. Own Elaboration, 2023.

In evaluating Technology Integration as depicted in Figure 11, over 60% of participants recognize the presence of both technology leverage to enrich learning and virtual environment usage enabling remote engagement. This points to considerable success in deploying digital solutions to improve pedagogical experiences on an individual level and facilitate accessibility. Positive usage of contemporary edtech capabilities is indicated.

Figure 11.

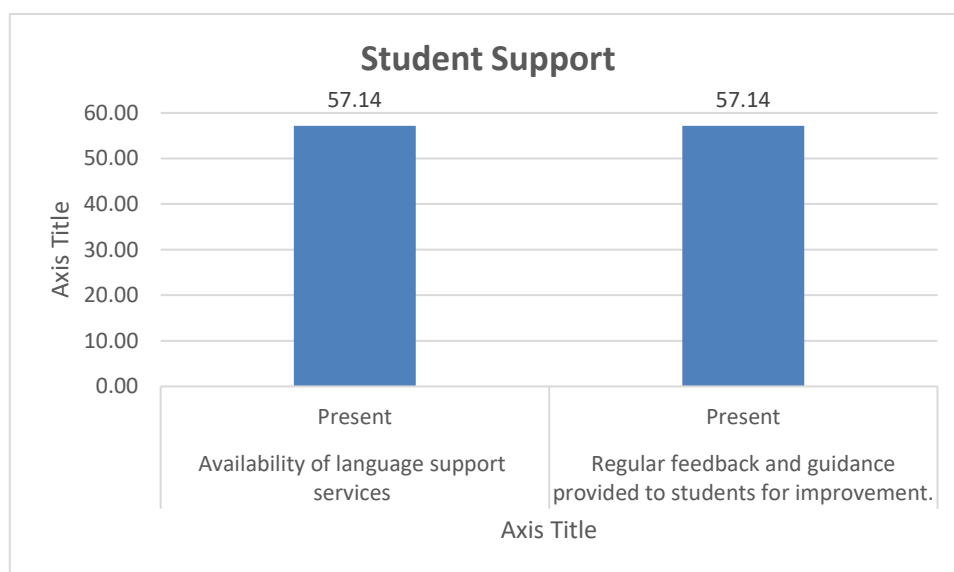
Technology Integration

Note: This graphic represents the presence technology integration in the courses. Own Elaboration, 2023.

Analysis of the Student Support criteria in Figure 12 yields moderately favorable but potentially improvable insights. Slightly over 50% of participants discern the availability of language support services and the provision of periodic progress feedback and guidance. While foundational academic assistance has been established and intermittent formative assessment mechanisms exist, this leaves substantial room for improving integrated, responsive support structures that routinely align feedback to personalized needs.

In summary, while technology adoption efforts show promise in boosting customized, remote-enabled instruction, strengthening tailored, ongoing progress maintenance systems could amplify learning outcomes. Capitalizing on digital affordances while reducing gaps between performance indicators and tailored support appears advisable.

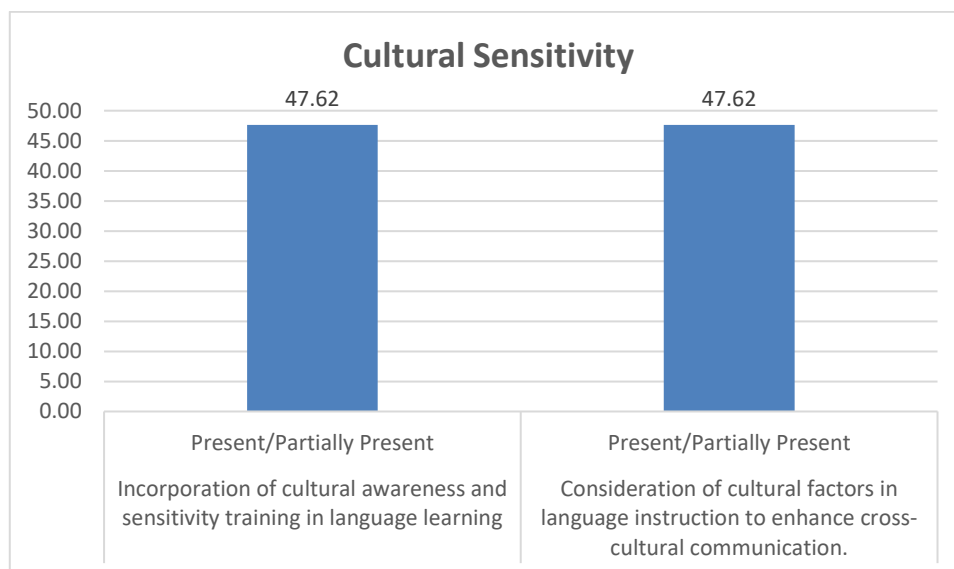
Figure 12.

Student Support

Note: This graphic represents the presence of student support in the courses. Own Elaboration, 2023.

As shown in Figure 13, less than 50% of participants feel that onboarding around cultural awareness and contextualization of instruction to enhance intercultural communication are only somewhat implemented. This identifies gaps in setting a foundation for recognizing diversity and allowing it to meaningfully inform teaching practices. Significant room for improvement exists.

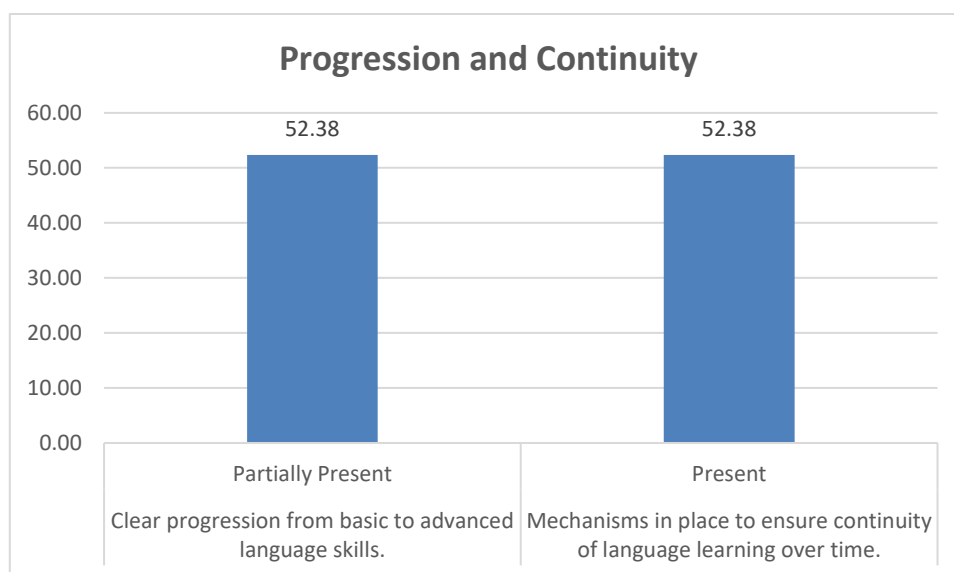
Figure 13.

Cultural Sensitivity

Note: This graphic represents the presence of cultural sensitivity in the courses. Own Elaboration, 2023.

Additionally, according to Figure 13, only around half of participants perceive clear skill progression pathways from basic to advance as partially present. However, over 50% recognize established mechanisms ensuring enduring continuity in language learning over time. This suggests that while structures to enable persistent training exist, deficiencies in systematically scaffolding from lower to higher complexity linguistic capabilities may hinder optimal learning.

Figure 14.

Progression and Continuity

Note: This graphic represents the progression and continuity of the courses. Own Elaboration, 2023.

In summary, the analysis surfaces a need to advance the embedding of cultural sensitivity training to uphold social relevance as well as calibrate content sequencing to align with mastery development. Applying a cultural lens consistently alongside designing a structured competency build-up framework could promote capability enhancement. Prioritizing these areas would likely bolster outcome attainment.

Discussion

External factors that influence the learning of English as a foreign language

Teacher's role

The teacher is portrayed as bearing diverse responsibilities that are pivotal in structuring an effective learning journey. Their role encompasses guiding students, modeling linguistic and

pronunciation patterns, motivating dedication, evaluating progress, and adapting pedagogical approaches to suit learner needs (Participant 8). Communication facilitation is enabled through promoting student interaction, recreating authentic situations, developing confidence, and utilizing visual/gestural resources (Participant 6, Participant 12). This multifaceted involvement across guidance, motivation, progress tracking, and communication enhancement highlights the centrality of the teacher in driving positive learning outcomes.

The results of the study presented agree with the findings of previous research such as that of Luxen (2014), who also found that the role of the teacher as a facilitator and motivator is essential in learning English, and that of Reddin (1973) who established the relevance of institutional policies in the effectiveness of language training.

Language policies

Language policies wield influence on student motivation by addressing resources, recognition, instructional excellence, and institutional support systems (Participant 3, Participant 5, Participant 16). Resources refer to textbooks, technologies, and online materials that enable learning. Recognition involves acknowledging student achievements. Quality teaching is ensured through teacher qualifications, experience, and professional development. Institutional support denotes the broader ecosystems that encourage success. Additionally, policies expand English practice opportunities outside the classroom via extracurricular programming, resource accessibility, and social participation (Participant 7, Participant 8, Participant 14). Avenues like sports teams, language clubs, and international exchanges are highlighted. Finally, professional development is enabled through certifications that communicate skills and qualifications to

employers (Participant 8, Participant 12). Enhanced employability and specific career advancement examples like police force enrichment are cited.

Teaching methodology

Participants highlight the multifaceted benefits of communicative approaches in promoting authentic language use, developing practical skills, and motivating through communication (Participant 4, Participant 6, Participant 8). The effectiveness of a communication-centered methodology is also explored, with participants underscoring its capacity to enhance linguistic abilities through a focus on real-life situations versus traditional grammar-based approaches (Participant 6, Participant 10, Participant 17). Specific strategies like constant conversation practice, media consumption, study groups, and feedback solicitation are recommended. Connections to content-based instruction principles are acknowledged despite an apparent preference for communication-centered methods Alvarez (2021).

Communicative approaches are deemed critically important in English teaching due to their prioritization of practical language application from initial learning stages, serving as a motivational factor for students (Participant 8). By emphasizing realistic usage and effective communication, these approaches cultivate directly relevant competencies and sustain student engagement (Participant 4, Participant 6). The transition towards replicating authentic language environments signifies a recognition of limitations in conventional teaching techniques that center isolated grammar and vocabulary content.

A communication-centered methodology is distinguished for its focus on real-world linguistic situations and development of tangible language abilities contrasting with traditional approaches (Participant 6, Participant 17). Practical application through conversational practice, media

consumption, collaborative study, and solicited feedback are touted as effective strategies aligned with this methodology's immersive principles (Participant 6, Participant 10). An emphasis on actual usage versus theoretical knowledge reflects contemporary academic priorities for functional skill-building. This suggests a movement away from passive to active proficiency cultivation by creating participatory learning experiences.

Despite participants leaning towards communication-focused methods, alignments with content-based instruction's ethos of embedded, meaningful language acquisition are acknowledged. As this instruction integrates linguistic and content learning (Arce, 2018), future research should continue exploring its applicability either as a companion or alternative approach. Participant preferences for communicative resources mirror content-based techniques for developing real-world competence. Comparative studies on methodology effectiveness could thus be valuable.

Internal factors that influence the learning of English as a foreign language

Motivation

Personal motivations like traveling, career advancement, and cultural connections are discussed (Participant 6). Setting goals, celebrating achievements, exploring language facets, and varying activities are advised to sustain motivation (Participants 1, 15, 18). Motivation influences persistence when overcoming challenges, sustaining effort, and promoting perseverance (Participant 11). This aligns with literature distinguishing integrative motivations, characterized by aspirations like bilingualism, and instrumental motivations, characterized by practical goals (Wilson & Richards, 2018). Personal enrichments, cultural connections, and

career growth emphasized by participants mirror integrative drivers. Diverse, goal-oriented activities are believed to sustain motivation.

Social integration

Regarding social integration, interacting with native speakers and peers to obtain practice and feedback is encouraged (Participants 13, 19). Participating in conversations, cultural events, and exchanges is also recommended (Participants 8, 18). Finally, time availability, work stress, and social support within personal/professional contexts are noted as impacting learning (Participants 16, 17).

Interacting with native speakers and peers provides authentic practice and skill-refining feedback opportunities (Participants 13, 19). Social activities like conversations, cultural events, and exchanges also positively impact learning (Participants 8, 18). While literature notes learners may intentionally avoid target language communities (Getie, 2020), participants contend social integration is essential for advancement. This suggests further examination of intentional disengagement causes may be warranted.

Likewise, time availability, work stress, and social support systems influence learning capacity (Participants 16, 17). These insights speak to the intricate interplay between individuals' broader life circumstances and language acquisition endeavors. As motivation levels connect deeply with perceived achievement capacity within a given lifestyle context, this is an impactful internal factor for educators to address.

Student context

Regarding context, time availability, work stress, and social support systems are noted as impacting learning capacity (Participants 5, 10, 21). Setting effective schedules, integrating study into routines, and communicating goals with friends/family are advised as balancing strategies (Participants 7, 13). An individual's personal and professional realities substantially shape their learning journey, with time demands, work stress, and social ecosystems playing pivotal roles (Participants 5, 10). This speaks to the intricate interplay between broader lifestyle factors and the capacity to pursue language acquisition. By planning schedules, embedding learning into daily routines, and enlisting social support, students can harmonize external obligations with internal learning objectives (Participants 7, 13). This underscores the need for structured approaches to overcome contextual barriers.

Student attitude

For student attitudes, a positive outlook promotes perseverance while negativity hinders progress (Participants 5, 15, 19). Setting goals, soliciting feedback, and seizing language use opportunities reflect proactivity (Participants 3, 14). Finally, celebrating efforts, sharing success stories, and building confidence can cultivate positivity (Participants 9, 11). Attitudes profoundly impact learning trajectories, with positivity driving perseverance and negativity hindering motivation (Participants 5, 15, 19). The theory of planned behavior examines learner beliefs regarding achievement capacity and subsequent effort expenditure (Teh & Yahya, 2020). Participants echo this in emphasizing how one's perspective on potential success directly shapes actual outcomes through influences on determination levels. Educators must thus actively foster affirming mindsets through encouragement and confidence-building.

Proactive attitudes manifest in goal-setting, feedback solicitation, and opportunity-seeking behaviors (Participants 3, 14). Meanwhile, celebrating incremental gains, relaying inspirational stories, and bolstering self-belief can nurture positivity (Participants 9, 11). This aligns with literature underscoring the motivating effects of recognizing effort, conveying positive exemplars, and reinforcing personal growth (Mizuno et al., 2018). A supportive ecosystem celebrating progress is integral for attitude formation.

English Training Characteristics

Regarding the characteristics of the English training program, the relevance of the contents, the variety of active teaching methodologies, the authentic resources, the clarity of the evaluation criteria and the integration of communicative exercises are positively highlighted. Aspects for improvement include limited preparation for international exams, consideration of police student time constraints, practice opportunities through drills and role plays, cultural sensitivity training, and progression from basics to the advanced.

Regarding the characteristics of the training program, the integration of professional content, use of active methodologies and communicative emphasis found agrees with best practices according to Wyllie (2016). However, the need to improve aspects such as limited international exam preparation and practice opportunities has also been established by Luxen (2014).

In this way, the different studies reinforce and complement the findings of the analysis presented. Both the external and internal factors and the characteristics of the training program found are consistent with the existing literature. This highlights key areas to intervene to optimize the English training of students according to their personal, work and academic reality.

In conclusion, the results provide valuable information about the different factors that mediate English learning and the current state of the training program. This allows for formulating well-founded recommendations to enhance the positive aspects and mitigate the limitations found, thus optimizing the English training of students according to their professional needs and their personal and work context.

Conclusions

Concerning the goal of organizing theoretical references on factors influencing the learning of English as a foreign language, it is possible to say that the effectiveness of the instructional process affirms the multifaceted role of the teacher as a guide, linguistic model, motivator, and pedagogical strategist. This underscores the diverse responsibilities that contribute to successful language education.

Also, institutional policies play a direct role in shaping student motivation by influencing the availability of resources, the acknowledgment provided, teaching quality, and the support extended. These policies serve as significant determinants that impact the overall learning environment. Additionally, the adoption of a communicative methodology, emphasizing practical language use, proves indispensable for cultivating skills applicable in both professional and personal contexts. This approach underscores the importance of real-world language application in the learning journey.

Regarding the objective of identifying students' opinions on the factors that influence English learning, it was found that personal motivation emerges as a crucial driving force, fueled by aspirations related to travel, professional advancement, intercultural exchanges, and individual growth. This intrinsic motivation plays a pivotal role in steering the learning journey.

Likewise, social integration proves instrumental through engagements with native speakers and involvement in extracurricular activities conducted in English. This facilitates not only effective practice but also noticeable advancements in language proficiency. The interactive and immersive nature of these experiences contributes significantly to language acquisition.

However, the student's personal and work context can present challenges, making the learning process arduous due to constraints such as limited time availability, work-induced stress, and a lack of social support. These contextual factors underscore the need for personalized and adaptable approaches to address the diverse challenges students may encounter in their language learning endeavors.

In relation to the objective of characterizing the structure of the courses and training provided to police students in English, the program exhibits notable strengths attributed to its emphasis on professionalizing content, incorporation of active methodologies, utilization of authentic resources, transparent evaluation methods, and the integration of communicative exercises. These aspects collectively contribute to the program's effectiveness in delivering comprehensive and practical language education.

Still, certain weaknesses have been identified. These include a limited focus on preparing students for international exams, insufficient consideration of students' time constraints, and a lack of opportunities for practical application through simulations. Addressing these weaknesses could enhance the program's overall efficacy and better cater to the diverse needs and constraints of the learners.

In this way, theoretical and empirical findings are integrated that respond to the initially established objectives, highlighting key factors and characteristics of the English training program to be considered for continuous improvement.

The analysis of results presented in the documents, integrated with previous studies, allows identifying key factors influencing English teaching and learning processes among police students at PONAL's Language Center, related to the teachers' roles; the multifaceted role of teachers encompassing guiding, linguistic modeling, motivating, and pedagogical strategy is essential in enabling effective English learning.

Language policies directly impact student motivation by determining resource availability, recognition mechanisms, teaching quality, and institutional supports provided. Also, a communicative approach focused on practical language use is key for developing applicable skills for professional and personal settings. Likewise, personal motivation driven by travel aspirations, career prospects, cultural connections and self-improvement is an essential driver. Social integration through interactions and extracurricular activities also facilitates progress.

Personal and professional demands can negatively impact learning due to time constraints, stress and lack of social support. Similarly, positives include professionalizing content, active methodologies, authentic resources, clear assessments and communicative exercises. Improvement areas include exam preparation, considering time limitations and expanding practice opportunities. Finally, by analyzing these interconnected factors, key areas of focus are determined to enhance English teaching and learning for police students based on their institutional, professional and personal realities.

Recommendations

Suggestions for future research include expanding sample sizes and geographical scope to compare results across different National Police training centers. Additionally, conducting longitudinal studies could provide insights into learning outcomes over time, considering baseline student profiles and training characteristics. Experimental designs could be employed to compare the impacts of specific teaching methods and learning materials. Furthermore, incorporating teachers' perspectives through interviews could contribute to a more holistic understanding of the learning process.

Recommendations for enhancing the English training program involve strengthening preparation for internationally recognized exams through revised materials and practice tests. Adjustments to course duration and schedules should be made, taking into account the time limitations faced by police students. To enhance practical application of learning, incorporating additional opportunities for role-playing, simulations, and practical exercises is advised. Including intercultural awareness and sensitivity training is also recommended to foster socio-pragmatic competence among participants. These enhancements aim to address specific areas for improvement and contribute to the overall effectiveness of the English training program.

For student participants, it is recommended to proactively seek conversations with English speakers and actively engage in social activities that require the use of English. Setting clear goals for English learning that align with personal motivations and professional aspirations is crucial. Additionally, organizing effective study schedules that balance learning needs, personal demands, and time limitations can contribute to a more structured and successful learning experience.

For PONAL English teachers, implementing varied teaching methodologies that focus on practical communication and cater to professional requirements is essential. Motivating students can be achieved by celebrating progress, sharing success stories, and building confidence in their language abilities. Providing personalized guidance through periodic feedback sessions allows for tailored support. Lastly, adjusting pedagogical strategies based on continuous assessment of learner needs and contexts ensures a dynamic and adaptive teaching approach. These recommendations aim to enhance the overall learning experience for both students and teachers in the PONAL English program.

By implementing these recommendations, the English program can be optimized based on research findings regarding key influencing factors and current structure, benefiting both students and faculty.

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Appendices

Appendix I.

Formulario de Consentimiento Informado del Participante

Título del Estudio: Exploring Factors Affecting English Language Learning for Members of the National Police (Exploración de Factores que Afectan el Aprendizaje del Idioma Inglés en Miembros de la Policía Nacional)

Estimado Participante,

Le invitamos a participar en un estudio de investigación, que tiene como objetivo investigar los factores que influyen en el aprendizaje del idioma inglés entre los miembros de la Policía Nacional. Su participación voluntaria en este estudio proporcionará información valiosa sobre los desafíos y facilitadores del aprendizaje de idiomas en el contexto de la Policía Nacional.

Por favor, lea cuidadosamente la siguiente información antes de decidir si desea participar. Si tiene alguna pregunta o inquietud, no dude en ponerse en contacto con el investigador cuya información de contacto se proporciona al final de este formulario.

Propósito del Estudio:

El propósito de este estudio es analizar los diversos factores que afectan el aprendizaje del idioma inglés entre los miembros de la Policía Nacional. Los hallazgos se utilizarán para obtener una mejor comprensión de las experiencias de aprendizaje de idiomas y para informar estrategias que puedan mejorar el apoyo al aprendizaje de idiomas dentro de la Policía Nacional.

Confidencialidad y Anonimato:

Su participación en este estudio se mantendrá confidencial. Su nombre o cualquier información de identificación no se incluirá en el informe de investigación ni en ninguna publicación resultante de este estudio. Todos los datos se almacenarán de forma segura y solo serán accesibles para el equipo de investigación.

Participación Voluntaria:

La participación en este estudio es completamente voluntaria, y usted tiene el derecho de retirarse en cualquier momento sin consecuencias. Su decisión de participar o declinar la participación no afectará su relación actual o futura con la Policía Nacional o cualquier otra organización.

Riesgos y Beneficios Potenciales:

Existen riesgos mínimos asociados con este estudio, como la posibilidad de malestar leve al discutir las experiencias de aprendizaje de idiomas.

Si tiene alguna pregunta sobre el estudio o su participación, no dude en ponerse en contacto con el investigador.

Al firmar este formulario de consentimiento, confirma que ha leído y comprendido la información proporcionada y que acepta participar voluntariamente en este estudio.

Firmas de los participantes:

Gracias por considerar la participación en este estudio. Su aporte es altamente valorado y contribuirá a una investigación significativa sobre el aprendizaje de idiomas dentro de la Policía Nacional.

Appendix II.

Entrevista Semi-Estructurada sobre los factores que influyen en el aprendizaje de inglés como lengua extranjera.

Nombre y Apellido:			
Fecha y lugar de nacimiento:			
Edad:		Tiempo de ejercicio:	
Género		Estrato:	
Del 1 al 5 (siendo 1 la calificación más baja y 5 la más alta) ¿Qué nivel de inglés considera que tiene?			

La presente entrevista tiene como objetivo analizar en profundidad los múltiples factores que inciden en el proceso de aprendizaje del inglés como lengua extranjera. Los valiosos aportes y experiencias compartidas por los participantes en esta entrevista contribuirán a enriquecer nuestra comprensión de este proceso de aprendizaje y, en última instancia, ayudarán a informar prácticas educativas más efectivas y programas de enseñanza de idiomas más adaptables.

Asimismo, la confidencialidad y la protección de los datos personales de los participantes son de suma importancia en esta entrevista. Cualquier información proporcionada durante esta conversación será tratada con la más estricta confidencialidad y utilizada únicamente con fines de investigación académica.

Factores externos que influyen en el aprendizaje de inglés como lengua extranjera

Estamos interesados en comprender cómo el papel del maestro, las políticas de idiomas y la metodología de enseñanza afectan la experiencia de aprendizaje de los estudiantes. Sus opiniones son fundamentales para enriquecer nuestra comprensión de este tema. Por favor, siéntase libre de expresar sus opiniones y experiencias con sinceridad.

Rol del maestro
¿Cuál considera que es el papel más importante del maestro en el proceso de aprendizaje del inglés?
¿Cómo cree que un maestro puede motivar y comprometer a los estudiantes en su aprendizaje del inglés?
¿Qué estrategias o enfoques utiliza un maestro efectivo para facilitar la comunicación en inglés en el aula?
Políticas de idioma
¿Cómo cree que las políticas de idiomas en la institución influyen en la motivación de los estudiantes para aprender inglés?

¿Qué impacto tienen las políticas de idiomas en la oportunidad de los estudiantes para practicar y usar el inglés fuera del aula?
¿Cree que las políticas de idiomas deben estar en consonancia con las necesidades profesionales de los estudiantes, como en el caso de los miembros de la Policía Nacional?
Metodología de la enseñanza
¿Cuál es su opinión sobre la importancia de utilizar enfoques comunicativos en la enseñanza del inglés?
¿Cómo cree que una metodología centrada en la comunicación puede mejorar la adquisición de habilidades lingüísticas en comparación con enfoques más tradicionales?
En su experiencia, ¿qué tipo de actividades o ejercicios considera más efectivos para mejorar la capacidad de los estudiantes para comunicarse en inglés?

Factores internos que influyen en el aprendizaje de inglés como lengua extranjera

Estamos interesados en comprender cómo la motivación, la integración social, el contexto del estudiante y la actitud del estudiante afectan la experiencia de aprendizaje. Sus opiniones son esenciales para enriquecer nuestra comprensión de este tema.

Motivación
¿Qué aspectos personales o profesionales motivan a los estudiantes a aprender inglés?
¿Cómo cree que la motivación influye en la persistencia y el compromiso de los estudiantes en su aprendizaje del inglés?
¿Ha observado algún enfoque específico o estrategias para mantener alta la motivación de los estudiantes a lo largo del tiempo?
Integración social
¿En qué medida la interacción con compañeros que hablan inglés u otros estudiantes puede influir en la mejora de las habilidades lingüísticas?
¿Considera que la participación en actividades sociales que requieren el uso del inglés fuera del aula impacta en el aprendizaje?

¿En qué medida la interacción con compañeros que hablan inglés u otros estudiantes puede influir en la mejora de las habilidades lingüísticas?
Contexto del estudiante
¿Cómo cree que el contexto personal y laboral de un estudiante puede afectar su capacidad para aprender inglés?
¿Los desafíos específicos que enfrenta un estudiante en su entorno afectan su disposición para dedicar tiempo y esfuerzo al aprendizaje del idioma?
¿Qué estrategias podría adoptar un estudiante para equilibrar las demandas de su contexto con sus objetivos de aprendizaje?
Actitud del estudiante

¿Cómo influye la actitud positiva o negativa de un estudiante hacia el aprendizaje del inglés en su progreso?

¿Qué acciones o pensamientos reflejan una actitud proactiva y comprometida en el aprendizaje?

¿Cómo se podría fomentar una actitud positiva hacia el aprendizaje del inglés entre los estudiantes?

Appendix III.

Checklist: Characterizing Courses and Training for Police Students Learning a Second Language

This checklist will be used to evaluate and characterize the structure of courses and training provided to police students learning a second language. By considering these factors, you can gain insights into the effectiveness of the language learning program and its alignment with the specific needs of police professionals.

Curriculum Content:	<i>Present</i>	<i>Partially present</i>	<i>Absent</i>
1. Clearly defined curriculum outlining language skills (speaking, listening, reading, writing) and topics covered.			
2. Relevance of the content to the professional needs of police students.			
3. Incorporation of real-life scenarios and situations relevant to police work.			
Teaching Methodologies:			
4. Variety of teaching methodologies (lectures, discussions, role-plays, simulations, etc.).			
5. Active engagement techniques to promote student participation and interaction.			
6. Inclusion of both theoretical and practical components in teaching methods.			
Learning Materials:			
7. Availability of diverse and authentic learning materials (texts, audio, videos).			
8. Use of materials that reflect the language used in law enforcement contexts.			

9. Access to up-to-date and relevant resources for language learning.			
10. The learning materials have the purpose of preparing the student for the presentation of an internationally valid exam.			
Assessment Methods:			
11. Clear assessment criteria for evaluating language proficiency.			
12. Use of varied assessment methods (oral presentations, written assignments, tests).			
13. Assessment aligns with learning objectives and covers all language skills.			
Duration of Courses:			
14. Appropriate course duration to cover the defined curriculum effectively.			
15. Consideration of the time availability of police students for language learning.			
Integration of Practical Communication Exercises:			
16. Integration of practical exercises that simulate real communication situations.			
17. Opportunities for role-playing, scenario-based exercises, and practical simulations.			
18. Emphasis on improving language skills applicable to law enforcement tasks.			
Technology Integration:			
19. Utilization of technology (language learning software, online resources) to enhance learning.			
20. Integration of virtual learning environments to facilitate remote learning and practice.			
Student Support:			

21. Availability of language support services (tutoring, language labs, workshops).			
22. Regular feedback and guidance provided to students for improvement.			
Cultural Sensitivity:			
23. Incorporation of cultural awareness and sensitivity training in language learning.			
24. Consideration of cultural factors in language instruction to enhance cross-cultural communication.			
Progression and Continuity:			
25. Clear progression from basic to advanced language skills.			
26. Mechanisms in place to ensure continuity of language learning over time.			

Other Observations

Criteria:

- Present: 2
- Partially present: 1
- Absent: 0

Course effectiveness scale

- 46-52 points: Highly effective. The course outstandingly meets the checklist criteria. Provides comprehensive, high-quality preparation for professional performance.
- 39-45 points: Very effective. The course largely meets the checklist criteria. It prepares the student very well, with minor opportunities for improvement.
- 31-38 points: Effective. Meets most of the checklist criteria. Good foundation of preparation for students, with identified areas for improvement.
- 23-30 points: Moderately effective. Partial compliance with the criteria. Basic preparation of students, with the need to reinforce several areas to improve effectiveness.
- 22-15 points: Roughly effective. It meets some criteria, but with significant gaps. It partially prepares students for their professional work. Requires improvements.
- 14-0 points. Not Effective. Very little compliance with the checklist criteria. It does not provide adequate preparation of students for their job functions. Needs major restructuring.