

RESEARCH SKILLS AND BACHELOR'S DEGREE PROJECTS IN MODERN LANGUAGES AT UGC

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Tabla de contenido

RESUMEN	5
ABSTRACT	6
OBJECTIVES	7
CHAPTER I: INTRODUCTION TO THE STUDY	9
PROBLEM STATEMENT	9
RATIONALE	11
LITERATURE REVIEW	12
THEORETICAL FRAMEWORK	16
CONSTRUCT 1: RESEARCH SKILLS	16
CONSTRUCT 2: MOTIVATION	21
CONSTRUCT 3: DEGREE PROJECT	26
CHAPTER II: METHODOLOGICAL FRAMEWORK	28
CONTEXTUALIZATION	28
TYPE OF STUDY	29
APPROACH	30
SAMPLING TECHNIQUE	31
CHAPTER III: RESULTS ANALYSIS	32
DATA ANALYSIS AND RESULTS	32
ANALYSIS	33
FINDINGS	34
CONCLUSIONS AND RECOMMENDATIONS	56
CONCLUSIONS	56
REFERENCES LIST	59

RESUMEN

Durante este proyecto de investigación, se analizaron los factores y razones por las cuales los estudiantes de noveno y décimo semestre decidieron realizar un programa certificado, entendiéndose particularmente la opción de diplomado en lugar de desarrollar un proyecto de investigación. Esta investigación surge de la observación y estudio de la población de estudiantes de octavo y noveno semestre de lenguas modernas de la Universidad La Gran Colombia.

De acuerdo con el examen empírico realizado, se concibe que los estudiantes no tienen conocimientos bien constituidos previos respecto a cómo realizar una investigación; así mismo, se considera la frustración como factor incidente al momento de llevar a cabo un proyecto de investigación. Se recalca por parte de los estudiantes la presencia de una escasa orientación propia que los arroja a tener dificultades para desarrollar sus proyectos. La falta de motivación, el tiempo y apoyo limitado encaminan a los estudiantes a optar por la variante que se ajuste más a la urgencia del momento. Por ello, algunos de los alumnos eligen otras opciones de titulación profesional en lugar de realizar un proyecto de investigación.

A lo largo de este proyecto, se encontrarán las razones pertinentes por las que se decidieron esas alternativas, al igual que por qué es importante potenciar las habilidades de investigación en los estudiantes con tal de evitar la frustración y la desmotivación a la hora de llevar a cabo un proyecto investigativo. Así mismo, mientras como investigadores desarrollamos este proyecto, se podrá notar cómo nuestras perspectivas ejercen coherencia a la luz de autores que coinciden en que lo más indispensable al realizar una investigación es la motivación y el tiempo dispuesto para obtener un proyecto exitoso.

Palabras clave: Motivación, tiempo, habilidades, investigación, apoyo.

ABSTRACT

During this research project, the factors and reasons why ninth and tenth semester students decided to pursue a certified program were analyzed, particularly the option of a diploma instead of undertaking a research project. This research stems from the observation and study of the population of eighth and ninth semester modern languages students at Universidad La Gran Colombia.

According to the empirical examination conducted, it is conceived that students do not have well-established prior knowledge regarding how to conduct research; likewise, frustration is considered an incident factor when carrying out a research project. Students emphasize the presence of scant self-guidance that leads them to encounter difficulties in developing their projects. Lack of motivation, time, and limited support lead students to opt for the variant that best fits the urgency of the moment. Therefore, some students choose other options for professional qualification instead of undertaking a research project.

Throughout this project, the pertinent reasons for choosing these alternatives will be identified, as well as why it is important to enhance research skills in students in order to avoid frustration and demotivation when carrying out a research project. Likewise, as we, the researchers, develop this project, it will be noted how our perspectives are coherent in light of authors who agree that motivation and the time devoted are essential for achieving a successful project.

Key Words: *Motivation, time management, research, skills, support.*

OBJECTIVES

General Objectives

To analyze the relationship between the acquisition of research skills and the motivation of preservice teachers in Modern Languages to develop an undergraduate project at the UGC.

Specific Objectives

- To identify the perspectives and research skills acquired by the students of the bachelor's degree in modern languages who did not choose to develop a research project as a degree option at La Gran Colombia University.
- To describe how the perspectives, motivations, and research skills acquired by the students of the bachelor's degree in modern languages at the gran colombia influenced their decision not to carry out a degree project.
- To formulate strategies that can positively increase the motivation and willingness of Modern Languages students to carry out research projects.

Introduction

This project explores the various factors that influence the nature of the decision-making process of ninth and tenth semester students at Universidad La Gran Colombia who decide not to select a research project as a degree option. Throughout the project, emphasis is placed on deepening the concepts of motivation, support and time, which have been identified as fundamental aspects for the successful execution of research projects.

Special emphasis is placed on the importance of motivation to determine the willingness of students to participate in research projects not only with the aim of completing their professional programs, but also to encourage them to question, search and finally investigate the educational context. In addition, it is proposed to contemplate factors a little more particular to the students' own context such as time limitations, available resources and the lack of clarity of the instructions that affect the students' decision at the time of developing a degree project.

It is not intended merely to investigate the incident aspects, on the contrary, the present project is proposed with the purpose of identifying, analyzing and finally glimpsing opportunities for improvement that can be carried out in future studies whose purpose is to promote the creation of research projects by future teachers.

CHAPTER I: Introduction to the study

Problem Statement

In this chapter, we identify the problem and the principal reasons for the students to reject the idea of constructing a research and why we decided to develop this paper and what factors were important to elaborate this final project.

At UGC University, we observed that there are different options to graduate with a research project, a diploma or a master's degree; however, we can observe that many ninth semester undergraduate students in modern languages choose not to choose a degree project, therefore because they do not have the skills or motivation for research, as proof of this, the participants in our final results show that the important factors were not well developed during the research classes given by the university.

Although the university has two groups that belong to research groups, this does not seem to be enough, since most of the students do not know them and think that belonging to these groups is time consuming and probably their ideas will not be well developed. Given this, the purpose of this research is to determine specifically what are the influences and factors that take relevance for the existence of the phenomenon described above.

From observation during our research classes, we were able to identify the tendency of our classmates to choose a diploma course instead of a research project. Under these observations we realized that most of our classmates felt demotivated when it came to writing a research paper and thought that all the effort applied to a simple task was a waste of time, since in most cases their research idea was not approved and they had to make many changes to what they really wanted to develop.

Within the study phenomenon, emphasis will be placed on those students who have not chosen the research project as a degree option, since there is a tendency to apply for the diploma option. Based on the issue of lack of willingness to develop research, we have considered that there is a need to enhance research skills in the students in order to develop more research that focuses on inquiry and development. Therefore, Duque (2022) highlights the necessity of implying inquisitiveness for research training, which will awaken the learners' commitment to observe, understand, and inquire about the world. Additionally, Duque (2022) implies that when developing research, the future professional is more likely to enhance the "developing the spirit's natural abilities to pose and solve problems, intuition, doubt, risk, intuition, doubt and risk" (p.9).

Consequently, the objective of this research is to carry out an in-depth analysis of the variables that influence students of the modern languages degree when choosing one of the degree options. Particularly the research effort will focus on clarifying why the number of students who choose to not carry out a research project tends to be higher than the rest of options.

Rationale

This descriptive research focuses on the acquisition of research skills and the concern for the low production of research degree projects in the Modern Languages program at Universidad La Gran Colombia. Although there are two other options to obtain the degree, such as a diploma or a specialization, the research option is fundamental for the academic and professional training of students. In addition, a refusal to develop research processes on the part of the students has been identified, which is justified on the basis of time, motivation and/or support factors, which is worrying considering that the teaching function is not only oriented to teaching, but also to research; that is why the proposed project seeks to encourage the interest and appropriation of research on the part of the students of the Modern Languages program.

In order to address the problem of the acquisition of research skill that demotivate students of the bachelor's degree in Modern Languages of the UGC to develop a degree project, lots of research techniques were used that are still in the process of being applied, but which have nevertheless allowed the research topic to be covered, such as observation, interviews and surveys applied to students.

As a consequence, it is necessary to propose strategies to motivate students to develop research projects. By proposing them, we could enhance the students' motivation and acquisition of the necessary skill that could allow them to propose research ideas and be able to produce them that can be helpful in their professional life.

In conclusion, this research project seeks to promote the appreciation and interest in research among students of the Modern Languages program at Universidad La Gran Colombia, since this could

stimulate the improvement of the investigation program in the university, and will allow future students to be more interested in writing their own projects.

To this end, it is proposed to implement strategies to acquire research skills and reduce the fear and lack of motivation to carry out research projects. With this, it is expected to improve the academic and professional training of students and encourage the development of quality research projects in the program.

Literature review

Throughout this chapter, you will find research that presents similarities in terms of the area of study that will help to provide consistent and related concepts and contexts. Likewise, this background review had an impact at the moment we delimited our final project and directed us to cover aspects that we had previously overlooked, in particular, it led us to contemplate the levels of motivation in relation to the realization of a research project.

During the process of thinking about how to develop the project, we had to check documents that helped us to understand more the perspectives of the importance of research skills on the students to accomplish a degree project.

In the context of higher education, educational research plays a fundamental role in understanding how students' participation in their learning process affects their academic success. This analysis focuses on research skills and their influence on Bachelor of Arts in Modern Languages students at La Gran Colombia University. Inspired by Mutton and Molway's 2020 study, which explored the positive impact of developing these skills in master's students, we investigate how research perspectives and competencies influence whether undergraduate students choose not to pursue a research project as

part of their degree.

Through this review, we seek to understand their motivations and propose strategies to increase their willingness to undertake research projects, thereby enriching their academic experience and contributing to the advancement of modern language education. Following the findings of Trevor Mutton and Laura Molway (2020) the aim of the study was to analyze the positive impact of developing research skills in a master degree of modern languages and try to engage the students in their classroom practice. This was a mixed study where the authors applied an online questionnaire with open and closed ended questions in which the participants explored their agreements and disagreements about being engaged in research. Moreover, they presented an interview in which they emphasized on the importance of answering and being engaged in research developing skills.

Along this text, we had found the implications on motivating the students on research projects and how the perspective of the teachers by implementing observational strategies give them a better understanding of the context in which they were improving research skills.

The result of this study is that investigating the connection between teachers' involvement in research and the academic achievements of their students suggests a necessity for additional research. It is worthy to mention that the participants in this research were three teachers that were involved in a master's degree. The variables that they measured were facilitators and barriers in which the authors analyze the data taking into account their hypothesis which analyzes the perspectives of the teachers by the implementation and the obstacles they found on the research engagement. They notice that this derives into satisfaction and enjoyment of the research. As a conclusion, they highlight the importance of having a positive impact on engaging teachers in research because it could change their perceptions of their competences and efficacy.

In addition, Presnukhina et. al. (2020) proposed in their study to analyze the consequences of

implementing and developing research skills in school, this was qualitative research in which the authors observed the weaknesses and strengths of the students that carry out a research project. The participants in this study were two groups of students from the degree in modern languages in which they analyzed the ones that have strengths in research and the ones who do not.

The results of this study is that the ones who developed research projects in school have more advantages than the ones who do not and help them to improve the competences to understand the reality obtaining individual cognitive experience. In conclusion, they stated that improving research skills is a mandatory component of professional education and self - education, increasing their competitiveness in the global and national labor market.

Furthermore, Cordingley, P. (2013) states the benefits that teachers have when they do research and what are the consequences of that, this was qualitative research in which they did observations verifying if all teachers were able to develop research. The participants in this study were teachers who analyzed the learning process of the students and by doing so, they developed new research skills that helped them to discover the weaknesses in the school.

By analyzing this, the results showed that understanding of research helps teachers to find out the effects of helping schools to recognise and be more confident in content and learning practice. In conclusion, this study demonstrates that convincing teachers about the potential in research contributes to the research of students.

Additionally, Viorela & Florina, (2020) highlighted and explored how the target population (economics students) conducted research in modern languages against the demands of the labor market for multilingualism and more importantly the higher thinking skills that are directly involved in developing a research project (analysis, evaluation and creation). This research is quantitative in nature, it was conducted taking into account the data of economics students who conducted a degree project

between the years 2016-2019 under the following parameters: the foreign languages in which students choose to write, the interest shown by students of different years and faculties to research in foreign languages, the preference to conduct research alone or in a team.

The conclusion of the research was that despite the students' research panel, it is accurate to consider that it contributes to the development of higher order research skills so required in the labor market.

Finally, Salmento, Murtonen and Kiley's (2021) highlight the following statements: the reason for this study is to improve the undergraduate students' understanding of research competences by inspecting student teachers' conceptions of one of these challenging ideas, the notion of theory. The research is of a mixed-sex nature, the participants were 179 master's degree students, data were collected by means of a questionnaire consisting of background information and an open-ended question. The open-ended question was: "What do you think the concept of theory means? Describe it briefly in your own words."

The results of this research concluded that the understanding of the most central scientific concepts, such as the concept of theory in this case, is crucial for the development of more advanced research skills. These dissertations are relevant for our research because it supports our idea that developing research skills has to be directly included in the classroom.

These studies described above, gave us a perspective on how we can gather information and get the results to our research question. Exemplify the way we can organize the information and what type of research we wanted to show at the end of it.

All of these documents were very accurate on what we were looking for on our project and how to frame all the ideas we had. As well, it gave us a wider point of view on how as teachers we should improve the research skills of our students and give them all the tools necessary to develop a project.

Theoretical Framework

The development of a research project has great prestige in the portfolio of any professional in a certain area of knowledge, however, in the teaching field it has a greater impact; teaching professionals have both the possibility of being facilitators in the teaching process and to be researchers of the phenomena that may occur in this field to improve education to the extent they propose. It is planned to give greater importance to this last role, the researcher one since there is evidence of a disconnection of the current preservice teachers to the appropriation of this aptitude in the future development of their profession.

Based on the above information, in this text, we will present some constructs regarding the term research skills acquisition. We will describe the skills that are necessary for the development of effective research as a degree project option and how this could give a wider perspective on what the students base their final decision on a degree project. Finally, we will take into consideration the studies carried out in the research area to extract the findings that can be offered to the preservice teachers to polish or strengthen their research skills so that they not only have the possibility to consume knowledge but also create new ones.

Construct 1: Research Skills

Research

The concept of research is a broad topic and its definition can be difficult to narrow. Research does not only focus on academic affairs, but actually, it constitutes more aspects of life. For instance, one conceptualization of research in the words of Meyer, Shanahan, and Laugksch (2005) categorizes it as “gathering information, discovering the truth, an insightful process, reexamining existing knowledge, and finding solutions to problems, but also revealing a constellation of misunderstandings about the research

process” (p. 356 as cited in Chen, 2016). This means that researchers are those who are driven by their curiosity and are capable of seeing an issue or need that can be used as based information to gather enough information to develop a project to find a solution to a problem that might be useful to their social context.

Additionally, Chen (2016) developed a definition that encompasses a broader description of research, which it defines “as a systematic and critical process of inquiry that discovers or produces knowledge and is composed of multiple, connected steps. The knowledge generated provides insight into the world, whether physical or social, natural or cultural” (p.356). This means that research is an investigation that uses tools, questions, observations, and materials to establish facts and reach new conclusions. Taking into account this, the more understanding you have of something in your context, the more tools you use will provide you answers and conclusions about the cultural aspects you are experiencing, as research this gave us a standpoint on what we needed first to determine our own research.

Research Skills

Research involves the search for reliable information that can be analyzed and used to arrive at an answer or solution. According to Vieno, Rogers, and Campbell, (2022), “There is a lack of clarity and consistency around what specific research skills should be taught, practiced, and assessed at the undergraduate level”. Based on the statement above, it is understood that when you do not have a clear definition it greatly influences the outcome when conducting a research study. This type of skill development, according to the authors, refers to technical skills traditionally associated with research experiences, but also considers transferable skills. In addition, at the moment the student does not know these can generate difficulty when carrying out a research study.

Additionally, in the words of Vieno, Rogers, and Campbell, (2022), “the definition of “research skills” is broadened to be inclusive of a wide variety of research experiences in both thesis and non-thesis programs.” (p.9). It refers to the experiences that are developed throughout the career, in terms of the knowledge that may be transferable or non-transferable, in terms of basic skills that must have or can be associated with research skills. As it mentions, this can be a thesis in terms of whether can be conducted on a research for a degree project or a non-thesis research that can't be experienced based on the approach that can generate ineffective opportunities for skills development and confusion in students, as they may not be aware of the specific skills they are developing or the experiences that contribute to that skill development.

Importance of research skills

The most important of acquiring research skills had positive effects on faculty including their teaching and research and a clarification of their teaching methods. This describes skills investigation in an explicit way in the classroom can benefit this skill, due to this increases the motivation and the perspective to develop research and increased clarity of the purpose of learning tasks and assessments, as mentioned by Vieno, Rogers, and Campbell, (2022) “in a study of undergraduate research outcomes, more than half of students agreed that it was more important for their future career to develop their skills and abilities than to learn content knowledge related to their discipline”. Each student must develop the motivation inside and outside the classroom respectively with the research, because in this way can open their mind and know the answer to the question, investigate the different ways of how to get to the answer in an agile way, without stress or anguish that is what is troubling today's students finishing their university career.

To contrast Vieno, Rogers, and Campbell, (2022) indicate different forms of skills such as:
"technical research skills (critical appraisal, information synthesis, data collection, and data analysis)

considered transferable skills (communication, decision making, and problem-solving)" there are two different ways to manage research skills on the one hand, is important the technical management that seeks to provide classified information within the research allowing it to be stored and on the other hand, there is the transferable one taking into account the human being and his autonomous dimensions for the resolution of problems in the studied field.

Development of research skills

The development of research skills is an important subject matter because it affects either the pre-service educators as those who teach and the experience in the classroom. As Calisto (2021) states, the development of research in the learning process and the continual training and development of research skills in-service teachers is crucial for future teachers because this experience leads them to be innovators in their teaching practices. This means that teaching does not only involve the process of education in a subject matter but also involves the challenge of investigating how to provide solutions to those issues that may be affecting the learning process.

Towards the development of the research competencies Afdal and Spærners, (2018):

"A challenge for universities would be to organize initial teacher training with research as a transversal subject, which is a complex task because it requires students to have extensive knowledge about educational research, which without application can be seen as useless, irrelevant or little practice for your professional performance" (p.206 as cited in Calisto, 2021, translated from Spanish by the authors).

As was mentioned in the previous quote, research must be improved from the beginning of the teacher training, since it is a difficult task to accomplish at the end of the professional development.

This means that it depends on the teacher and the support the university provides when developing the investigative role, their transition from passive subjects that consume to active subjects that are based on their curiosity and need to provide more tools and aids to the students who are willing to investigate, create and change for the better.

Additionally, Calisto (2021) states that “regarding the development of research skills, it is important to provide to the students research seminars and methodology courses that are familiar with the topics of interest” (p. 206). Therefore, the author considers *The Finnish* model as one of the models of research that is based on: the concept of the teacher as a researcher and the theory of personal practice as the basis that can give to the tutors and the students approaches, methodologies, and orientations to improve their experiences when developing research. In that perspective we agree with the author because most of the skills or methodologies that the student can acquire could be through experiences, these skills can be developed explicitly and can be more beneficial to the students.

The concept of the scientific method

To carry out research it is necessary to take into consideration that it involves a method, which has been accepted and generalized on a worldwide scale the scientific method, according to Rudio (1986) the scientific method can be defined as “a process of conscious and organized elaboration of the different procedures that guide us to carry out a discursive operation in our mind” (as cited in Asensi & Parra, 2002, p.13. Translated from Spanish by the authors). Based on this description, the scientific method is understood as a series of organized steps aligned toward an objective to solve it.

Being an orderly process, a particular sequence must be followed to make an effective and correct use of the method, according to Arensi & Parra the stages of the scientific method correspond as follows “1) Formulation of the problem that motivates the beginning of the research, 2) Statement of the hypothesis, 3) Data collection, and 4) Analysis and interpretation of the data”(p.13). Additionally, as long

as this process is accepted and endorsed by the scientific community, it should be presented to the public as the last step to be finalized. Therefore, it is worth noting that although the research process offers a wide range of possibilities for researchers to carry out any type of research on the topic they consider relevant, it cannot be overlooked that there are some basic rules regarding the steps that must be followed to ensure that the final research product is valid and truthful.

Construct 2: Motivation

They are the set of variables that allow locating the research problem posed from its epistemological, theoretical, and disciplinary nature. Essential components are all the frameworks that provide theoretical support to the selective literature of recent national and international publications that deal with the topic chosen for the development of research. Definition of motivation

The concept of motivation is a broad topic and can be difficult to define. It can be understood as an act or process, it could be used as a tool to achieve a proposed goal. Ahmad B, (2020) defined motivation, as “which is the extent to which a student exerts effort and strives to learn a new language because they desire to do so and are satisfied with the experience of the learning activity.” (p.46). This theory involves passion, feelings, emotions, and behavior.

Therefore, the need arises for the creation of classroom contexts that foster feelings of autonomy, competence, and meaning as catalysts for the development of adaptive and constructive learning. Thus, outcome monitoring is a general emotional reaction to the outcome, which tends to be positive or negative depending on the end product.

As mentioned by Covington (1984), “Given the choice between feeling guilty by not working and feeling shamed by working hard and failing, students would rather feel guilty than feel shamed. The result of this mechanism is that failure-avoiding students expend a great deal of effort trying not to look stupid by engaging in failure-avoiding strategies.” (p.141). In other words, motivation involves it is

apparent that these different forms of motivation can result in both negative and positive outcomes for English learning.

According to Barragan the motivation that generates an educator (2016), motivation is a main engine that serves to generate leadership within the classroom, Within this it is understood that teachers must take ownership of the institutions so that students achieve the ability to understand to promote continuous change, to adapt to the change of new learning and that students can reflect internally according to their way of understanding and be able to see their results through the work and designated activities.

A teacher can open the horizons of a student by promoting self-confidence, therefore leadership in this profession is to understand the needs of students and join it with the tangible and intangible elements within the institution to promote and exploit that knowledge; where challenges can be generated in students with low learning levels, knowing how to lead them to a better understanding based on all the tools that are gathered, the main one being motivation.

Motivation, Intrinsic, and Extrinsic

Motivation has two major dimensions that can be associated when developing a goal. Firstly, is intrinsic motivation. This concept is defined as “the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Ryan & Deci 2000 as cited in Salehpour & Roohani, 2020, p. 44). In other words, it is the fact of doing an activity that is pleasant or that provides somehow a kind of enjoyment, consequently, when someone is intrinsically motivated is more willing or likely to execute certain activities because of the fun or challenge of doing it, rather than expecting regards or being driven by anxiety.

Secondly, extrinsic motivation which Salehpour and Roohani (2020) defined as those activities that involve external behaviors, means that as Dörnyei (1998) claims, “extrinsic motivation is associated

with the anticipation of extrinsic rewards or avoidance of punishment. Hence, learners are motivated primarily intrinsically or extrinsically based on how they are affected by internal or external influences". (as cited in Salehpour & Roohani, 2020, p. 46) Thus, this kind of motivation depends on expecting variables, such as a reward or punishment in order to carry out an activity.

The research developed in the context of the undergraduate program in modern languages is linked to research in the field of language learning, therefore it is imperative to highlight examples of the relevance of the same motivation in this field. Salehpour & Roohani, (2020) consider that merging these two dimensions of motivation can lead to language learning. Nonetheless, to complete the goal of language learning satisfactorily, it is necessary to be more intrinsically motivated rather than extrinsically. In that sense, language achievement shows a correlation with intrinsic motivation rather than extrinsic motivation.

To conclude, based on what was stated above, to achieve the goal of language learning, the student must feel the enjoyment of doing so, rather than feeling pressured and anxious, then the process of learning will become a nightmare and it will be unpleasant to practice or relate the language to their lives. And this idea applies to all areas of learning. For instance, when doing research, the process can become burned when the learner does not feel any kind of motivation, hence to have a successful research process, the researcher must be intrinsically motivated to feel enjoyment while doing so.

Intrinsic motivation in students.

According to Benson et al. (2006) cited by Larson and Rusk (2011, p.122), "Positive development of students is most likely to occur when it happens in a setting where there are positive relationships, institutions, communities, and value traditions". This statement highlights the significant role of the social environment in fostering the intrinsic motivation of students. Positive relationships among

teachers and students, and students themselves can create a conducive environment that promotes students' motivation to learn. Institutions that are supportive of students' academic and personal growth, such as schools with strong mentorship programs, can also contribute to students' motivation, as well as Communities that value education and provide support to students can enhance their motivation and value traditions that promote learning as a meaningful and valuable activity.

Building intrinsic motivation in students is essential to their academic success and personal growth. When students are intrinsically motivated, they engage in learning activities for the inherent pleasure and satisfaction they derive from them, rather than external rewards or pressures. As suggested by the previous quote, fostering a positive social context is a crucial element in developing intrinsic motivation in students for instance, teachers who show genuine interest in their students' well-being and learning, and who create a positive and supportive classroom environment can enhance students' motivation to learn. Similarly, schools that provide students with opportunities for autonomy, competence, and relatedness, such as project-based learning and collaborative activities, can also promote intrinsic motivation.

Communities that value education and support students can enhance their motivation to learn, as can value traditions that promote learning as a meaningful and valuable activity therefore, educators should prioritize creating a positive social context that supports the development of intrinsic motivation in their students. Human beings are inherently social beings, their behaviors, beliefs, and motivations are strongly influenced by the environment in which they live. In the context of education, a community that places a high value on learning creates an atmosphere in which people feel a sense of belonging and purpose. When education is celebrated and supported within a community, it sends a powerful message that learning is not just a personal endeavor, but a collective and meaningful one.

Besides improving intrinsic motivation, Jie et al. (2022) mentioned that intrinsic motivation, commonly referred to as IM, could affect the perspective of an individual about academic tasks, and this influences on time management and the energy that is dedicated to a specific activity.

It is sought that the human being throughout his life seeks to be successful, but in the course of evolution is entailed with being self-determining, that is to generate that motivation around his life, generating the feeling of doing things well, to be successful around his education from the beginning to the continuous development, advancement, and intellectual performance intrinsically.

It can be said that all this intrinsic development can be carried out with motivation, because if only one works, the other can have complexities at the time of bringing learning benefits, if they come together this can lead to school benefits for students improving participation in classes however, with the role of educator it is important to promote the development of autonomy along with motivation because, in the future years students will be able to perform their learning and activities without difficulty.

Importance of developing motivation

According to Pintrich and Garcia (1991), intrinsically motivated students persist longer, overcome more challenges, and demonstrate greater academic accomplishments compared to extrinsically motivated students. (Nadia Ayub, 2010, p.6) Therefore, intrinsic motivation is a powerful force that can drive students toward academic success. Intrinsic motivation is crucial for academic performance as it encourages students to engage in learning activities for the sake of learning itself, this type of motivation leads to greater curiosity, deeper understanding, and a desire to continuously improve. In contrast, extrinsically motivated students may only focus on achieving external rewards such as grades and praise from others, leading to superficial learning and limited knowledge application in new situations.

Moreover, as highlighted by Dikilitaş and Bostancıoğlu (2019), the enhancement of research skills plays a crucial role in advancing and empowering teaching by encouraging in-depth exploration and prompting critical reflection. This aligns with the idea of creating a supportive and engaging learning environment in which educators foster curiosity, autonomy, and a love of learning for its own sake; By promoting and empowering teaching through deeper exploration and critical reflection, educators can encourage students to develop intrinsic motivation, which leads to important skills such as creativity, critical thinking, and problem-solving. Intrinsic motivation also helps students to explore new ideas, take risks, and think outside the box which can lead to innovative solutions and breakthroughs that benefit both the individual and society therefore, educators should aim to cultivate intrinsic motivation in their students to help them achieve their full potential as lifelong learners.

Construct 3: Degree Project

Definition degree project

Many years of university studies have shown that a degree project provided by the student does not provide enough knowledge within the subject area to do a good job. Mattsson, Johansson, and Sandström (2018) citing Gusdafsson, claim that “it is now common that student teachers are expected to carry out independent work – a degree project – irrespective of whether they are Bachelor students or Master students” (p. 17) thus, Independent work is going to result in an individually written report or two students may work on related problems.

We think that the objective of a final project is to offer students the opportunity to apply the knowledge and skills acquired throughout their research or academic program to contribute to the field of study in which the research has been conducted or the analysis of an affected problem has been carried out however, it is not possible to evidence that students do not develop a research attitude. On that account, Gustafsson and Hallström (2005) showed that students did not use the final project to

develop a professional attitude, this may be attributed to the fact that they just do not adequately use the acquisition of research knowledge or do not have the motivation to continue with the research.

Impact on developing a degree project

The impact of graduate work on a teacher's professional career has been significant in the field of education, according to Santos and Piper (2017), graduate programs provide teachers with the opportunity to engage in "deep reflection and research on their practice, beliefs, and assumptions about teaching" (p. 423), which is essential for improving their teaching and better meeting the needs of their students.

Graduate work enables teachers to engage in self-reflection and examine their practices, beliefs, and assumptions about teaching. This kind of self-reflection is not only valuable for teachers' professional development but also, for the benefit of their students.

Teachers can use the knowledge gained through graduate programs to improve their classroom practices, develop new teaching strategies, and address their students' diverse learning needs. Moreover, graduate programs provide teachers with the opportunity to engage in broader research projects. As Santos and Piper (2017) point out graduate programs emphasize teacher inquiry which is "a qualitative method of inquiry that encourages teachers to examine their classrooms and reflect on their experiences to improve their practice" (p. 425). Through such inquiry, teachers can gain a deeper understanding of their practice and contribute to the field of education by sharing their findings with their colleagues.

In conclusion, the development of graduate work has had a significant impact on the field of teaching graduate programs provide teachers with opportunities for self-reflection, research, and inquiry, which help them improve their teaching practices and better meet the needs of their students as

Santos and Piper (2017) suggest the focus on teacher inquiry in many graduate programs has enormous potential to revolutionize the way teachers think about their practice and its relationship to the broader field of education (p. 431).

Types of degree projects.

There are several types of degree projects that students can undertake, depending on their field of study and the requirements of their program. One type of degree project is a research project, which involves conducting a comprehensive study on a particular topic and analyzing the findings. This type of project is common in graduate programs, and it requires students to use a range of research methods such as surveys, interviews, and data analysis.

Another type of degree project is a design project, which involves developing a new product, system, or solution to a problem. This type of project is common in engineering, architecture, and other technical fields, and it requires students to apply their theoretical knowledge and practical skills to create a functional and innovative design.

Finally, a third type of degree project is a performance or creative project, which involves demonstrating proficiency in a particular skill or artistic domain. This type of project is common in music, dance, and visual arts programs, and it requires students to create and present a unique work that showcases their creativity and technical abilities. According to Shulman and Hutchings (2005), the type of degree project that students choose can have significant impacts on their learning and future career prospects. Also, well-designed research projects can help students to develop critical thinking skills, while a successful design project can attempt their problem-solving abilities and technical expertise. A performance or creative project can demonstrate their cleverness and mastery of a particular art form. Overall, the type of degree project that students choose and accomplish should align with their goals and desires, as well as the requirements of their program.

CHAPTER II: Methodological Framework

Contextualization

Throughout history, human development has been characterized by curiosity, and the desire to know and understand, which has brought this species to the top among all species. This process of understanding and inquiry is known as research, and this systematic work is carried out in the daily lives of individuals. This process has great relevance in academia and education because institutions and knowledge centers prioritize the review, acquisition, and development of new knowledge to improve the level of educational efficiency. As Zapata (2020) puts it, "the development of research activity by teachers contributes to strengthening their abilities and attitudes to improve their educational practice in the classroom, confirming that classroom research is a viable strategy to promote the improvement of education."

Based on this appreciation of the importance of carrying out research processes in educational training, particularly within the classroom, a singular phenomenon is observed in the line of production of teachers in training in the Bachelor's degree program in Modern Languages at Universidad La Gran Colombia in the year 2023. Ninth-semester students are about to graduate as future bachelors; however, it is observed that most of the students are opting to pursue a diploma from the three-degree options (specialization, diploma, and project/thesis) offered by the program. Although the diploma involves the use of research skills, it does not contain the rigor required in the completion of a thesis.

Based on previous observations, it is estimated that this phenomenon is mainly due to the lack of motivation and appropriation of the research process by the students, using rigor and complexity as a rationale, and the lack of knowledge of the need to carry out a graduation project. We propose to describe and clarify in detail the emergence of this phenomenon that permeates the generation of future teachers who do not appropriate their second role as researchers.

Type Of Study

After conducting an observation and analysis, It is proposed to use a descriptive research method. Descriptive research provides the possibility of answering the what, where, when, and how questions, which are vital for understanding the phenomenon that is evidenced, Dulock (1993) states the effectiveness of descriptive research as follows: "to provide an accurate portrayal or account of characteristics of a particular individual, situation or group; these studies are a means of discovering new meanings, describing what exists, determining the frequency with which something occurs and/or categorizing information".

In addition, conducting descriptive research enhances the already chosen tools to be used to collect data, as expressed by Nassaji (2015) "In such research, data may be collected qualitatively, but are often analyzed quantitatively, using frequencies, percentages, averages or other statistical analyses to determine relationships." Descriptive research focuses on detailing specific phenomena and characteristics in a systematic way, which allows for a deeper understanding of the aspects studied. It is therefore optimal to consider that opting for a descriptive research approach reinforces the validity and reliability of the results obtained, thus providing a solid basis for the analysis and interpretation of the data.

Approach

The research project employs a qualitative approach by collecting data through observation and analysis of phenomena in a certain context. It starts from Mulisa's (2021) qualitative research is based entirely on innumerable data and is guided by a greater degree of dialectics and adaptability (p.4). The current research proposes to support its hypothesis and guiding beliefs through the application of data collection tools, such as observation, personal interviews, text study, and finally mass surveys.

Qualitative research takes into account theoretical frameworks, data collection, and analysis methods. It is considered because it allows the researcher's intention with which the research project was formulated to be distinguishable throughout the document. As expressed by Hara (1995) "The researcher's viewpoint is placed on the research and the researcher can provide a richer and wider-ranging description than in the quantitative research approach".

According to Mulisa (2014), "the qualitative approach helps to delve deeper into each phenomenon and establish conceptual frameworks". Therefore, the research project will focus on qualitative research to comprehend the results of the investigation, it provides a unique opportunity to understand complex educational phenomena at La Gran Colombia University.

Sampling Technique

Selecting an adequate sample is crucial for obtaining valid and reliable results in academic research. However, the study of university students can pose difficulties in accessing a representative sample due to the voluntary nature of their participation. In this study on research skills in 9th and 10th-semester undergraduate students, convenience sampling has been chosen. In addition, surveys and interviews will be used as data collection instruments. This approach offers advantages but also has limitations that should be taken into account.

Convenience sampling allows for quick and convenient data collection by selecting participants who are readily available and willing to participate. This approach offers advantages such as easy recruitment of participants and a larger number of potential participants. It is particularly useful for reaching a specific population or when time and resources are limited. However, care must be taken in

generalizing results beyond the study sample, as convenience sampling may not provide a fully representative sample of the entire undergraduate population.

Surveys are an effective data collection tool in research as they provide standardized responses from a large number of participants; in this case, a survey was administered to 11 participants with multiple-choice and open-ended questions to collect self-reported data on various skills and behaviors related to our research question: How does Research Skill acquisition demotivate students of the bachelor's degree in Modern Languages of the UGC to develop a degree project? However, survey responses may be subject to biases, such as social desirability or response bias. Therefore, both survey and interview questions were carefully designed and the limitations of self-reported data were taken into account.

Convenience sampling, surveys, and interviews are valuable data collection techniques in research on undergraduate research skills. Convenience sampling offered convenience and accessibility, while surveys provided self-reported standardized data from a large sample. Both tools offered mutual support to grant validity to the data obtained from each other individually, likewise, the survey application at first allowed the creation of pertinent interview questions.

CHAPTER III: Results Analysis

Data Analysis and Results

In this part, to gather enough information to support our project and to answer the question that makes this project relevant, we decided to apply a questionnaire with eleven people, we had two criteria to select the participants a) Students who have taken the subjects of fundamentals of research I and research project B) Students who are doing or have done a diploma course as a degree option in

which they answered some questions taking into account their preferences to develop a diploma course. The eleven participants completed an online questionnaire (see Appendix 1) consisting of 18 questions, a mix of multiple-choice, open-ended, and Likert-scale questions.

The first section asked for general or characterization information about age, gender, and semester attended. Secondly, a series of multiple choice questions invited them to detail the choice of their degree option along with the justification for that choice, as well as the possible affiliations that students may have with the research groups offered by the university and the state of their motivation to develop a degree project. Finally, a series of questions invited them to comment, in their own words, on (a) what, in their opinion, had influenced their choice to have developed a research project; and (b) what factors might have helped or hindered their participation in the research. "Strongly agree/agree/disagree/strongly disagree/strongly disagree/strongly disagree."

Five students were contacted and selected from the eleven participants surveyed under the random simple technique paradigm, as McCombes (2023) stated, all of the population members have the same opportunity to be selected to belong to the research. All of them were informed of the objectives and nature of the research and gave their written consent to participate.

To gain further insight into the participants' views, two authors read the questionnaire responses and took notes on all issues related to the study's research questions. The two authors then conducted individual interviews with the participants (all face-to-face and recorded), using the notes as a basis for formulating specific questions for each of them, most of them answering different questions that would undermine information of interest to the authors in the present research. Each interview lasted about five minutes and an average of five specific questions were answered and transcribed by the authors.

Analysis

The data from the questionnaire and interviews were analyzed by the two authors of the present research. To begin the analysis of the data, both authors read all the answers to the questionnaire and the interviews independently, taking open notes on preliminary issues that could lead to the particular reasons why students of the modern languages degree do not choose to develop a degree project, in a first moment the following causes that have incidence in the problem (time management, motivation/academic vocation/autonomy/critical thinking/flexibility/professional profile/lack of support) were pointed out. It was noticed that most of the students did not feel motivated to develop it, they felt that the support given by teachers and the university was not enough.

Furthermore, they thought they did not have enough autonomy to do it and were not part of their professional development. Through a detailed discussion of the data, a unified (and more elaborated) final picture of each participant's responses was obtained. The interview responses of the five randomly selected participants were then categorized, from which a second sequence of preliminary themes emerged (Motivation/Time management/Lack of support/Interest/ Professional development) that contributed to the establishment of patterns and finally to the three main categories that this research text delves into motivation, time management and lack of support.

Findings

In this section, we present our analysis of each participant's questionnaire and interview responses in turn. We begin each of these "vignettes" with a brief characterization of the participant's profile.

The concerns raised by our participants regarding our research question encompass various aspects, with some being specific to their circumstances. The vignettes provided earlier aim to shed light on these issues. In this section, we consolidate key points that are both common and fundamental.

Initially, our attention will be directed toward the factors influencing non-participation in the research project, as perceived by the participants.

Data collected through questionnaires and interviews revealed that students did not feel comfortable with the project they were doing and the way that the university tried to enhance this in the students is deficient. As we could notice in the answers and insights of each one of the participants, motivation, lack of support, and time management, were the principal factors that prevented students from doing the project.

Consequently, we consider that it is of vital importance to pay attention to these perspectives and reasons highlighted by our participants because, according to the literature review we have carried out, the importance of doing research not only in any field of study in general, but particularly in the field of teaching is highlighted, as expressed by Leat, Reid, and Lofthouse, 2015 cited by Woore et al (2020) "research engagement may lead teachers to develop an enhanced sense of identity and agency as professionals". In each finding, it is noticeable that if at the moment of creating the project, the professor would show them a good interest in their project and support them to continue with it, they would not change to do a diploma course, because it is really important to have lots of autonomy on this to find the adequate information that supports what you want to achieve.

As well, it could be demonstrated that the desire of the university to have the project in two semesters did not help the students a lot, since they felt they were running out of time, and due to the desire of the teachers to finish it, they felt that those two introductory classes at the end of the semester were not enough. As can be seen in most of the responses we obtained from the questionnaire and interview. To conclude, we would like to argue that the three case studies presented here support the existing evidence that lack of support, time management, and finally lack of motivation hurt students' willingness to undertake a research project.

Vignette 1: Maria

Maria is a student of modern languages, she is in the tenth semester of the program and has opted for a diploma as a degree option. She does not belong to any research group at the university, according to the information provided in the questionnaire she expresses that she does not belong to any group because she was unaware of its existence. However, Maria emphasizes that having been a member of these research groups could have allowed her to deepen the research processes and later develop her research. The post-questionnaire intervention also revealed that the lack of motivation and time management to develop a research project as a degree option played a determining role in Maria's choice to opt for a diploma.

Motivation

According to the information obtained, Maria emphasizes that being part of a research group is a factor that motivates the realization of a research project, and also emphasizes that research is of vital importance for teacher training, as expressed by Presnukhina et al (2020) "Improving the research competencies of students is a mandatory component of professional education and self-education" (p.12). Therefore, it is not ignored that the research process is innately linked to the professional development of teachers.

First, Maria strongly agrees that the lack of motivation to develop a research project was a determining factor that influenced her choice not to opt for the development of a degree project and instead to do a diploma. This low motivation indicator is because she did not feel an optimal accompaniment by the professors of the research area, which later led to discouragement in the research process, as expressed by Maria in an excerpt of the questionnaire in which she was asked about why she did not continue with her research project "in my case I saw research fundamentals the first subject they approved a research question, in research project they said it did not work" This

demonstrates an external agent that influenced the predisposition and intrinsic motivation that could have been had from the beginning to carry out an investment project.

In addition to this motivational aspect, it was corroborated that Maria did not feel an optimal accompaniment by the professors of the research area since she perceived an incongruity regarding the approval criteria between the subjects "Research fundamentals and Research I" that later led to shades of discouragement in Maria in the research process, as she expresses it in an excerpt of the interview in which she was questioned why she did not continue with her research project.

I was told that it did not work in the next course because it was very broad. So it made a lot of sense and then the same teacher who had given me the previous course told me that the one I had already raised during the next class was not optimal because it was very related to psychology, which is true, so I also feel that we were not given a good process to a good way to develop a good research question and to be able to investigate optimally.

However, it is worth mentioning that Maria expressed that from the beginning she did not have the necessary motivation to carry out a degree project "I consider that I did not have enough motivation from the beginning to develop the research project". Therefore, it should be noted that Maria's decision not to opt for the development of a research project was not taken quickly, on the contrary, intrinsic motivational aspects had already influenced her.

Finally, Maria emphasizes that an important factor in her passage through the research subjects was the methodology with which these classes were taught, particularly the Research Fundamentals class, in Maria's words, "Since I saw research fundamentals, which was my first research class, I was too discouraged because the class was quite theoretical", therefore it can be inferred that the direction of this class towards something a little more practical that discloses the essential knowledge in a more digestible praxis for the students would counteract the discouragement that they could have.

Lack of Support

As previously mentioned, Maria stated that she did not feel supported by the university or by the professors who were part of the research classes, partly because she did not notice a homogenization in her process, on the contrary, she evidenced a lack of synchronization in the continuity of her project. She also emphasizes that in her opinion these classes were given in a short period and did not allow her to develop a clear and consistent research project. She mentioned that she was not able to develop her research skills in these classes, as stated by Meyer, Shanahan, and Laugksch (2005), the research skills are understood as gathering a lot of information, re-examining existing problems, and revealing research misunderstandings.

Therefore, it is necessary to underline that in the absence of support, the necessary research skills that must be mastered by the students were significantly affected, which has as a direct consequence the emergence of insecurity in the development of any research project by the students. By not having the research skills, any autonomous or empirical procedure becomes almost null or, if it is carried out, it can be considered erroneous. In this case, as Maria felt that she was not helped at all with her project, she was not able to clarify doubts and concepts that were checked during those periods and did not feel guided on how to gather enough information that helped to develop a good background for the project. As Maria mentioned, "During my career, I never had enough information about how to carry out a thesis and what was its importance."

This demonstrates that due to the lack of support and information Maria received during the last research classes, she did not feel sure and comfortable developing the project and as well as she mentioned: "I didn't feel the university support on the classes, since we received in the last semesters when I was working and I had lots of things to do, so I decided to take the easiest way". This reveals a considerable problem because from the beginning Maria showed awareness of the importance of the

research process for teaching professionals, which is paradoxical with her statements. Due to the lack of support and instruction, the lack of research projects developed by the students to strengthen their professional profile is being prevented.

Time management

Lastly, taking into account the information gathered by Maria, we were able to identify time management, which is an important aspect to highlight at the moment of deciding to do a research project. This is strongly supported by Jackson (2009) "The implementation of realistic time management plans can improve productivity". During the interview with Maria, we noticed that the time was a really essential condition that she needed to have all the concepts and strategies given by the teachers clear and understandable to do the project.

In this facet of her academic career, the challenge became more pronounced, especially considering that research classes were taught during the last semesters of her academic program. As she delved into the intricacies of the research process, she realized that formulating a clear and well-defined problem was not as straightforward as she had originally envisioned.

The complexity of identifying a research problem could be stated precisely and presented itself as a formidable obstacle. The previous semesters had provided her with a foundation of theoretical knowledge and research methodologies, but translating that knowledge into a concrete and focused research question proved to be a nuanced task. Not only did it require a deep understanding of the subject matter, but also the ability to spot gaps in the existing literature and discern meaningful avenues of exploration, as she mentioned in the conversation

I consider that it was really important to check previous classes that give us a clear understanding about research and early knowledge to give us the possibility to have more time to do a successful project and also give us good tools to do it in an optimal way because it is necessary to have time and interest.

This underscores a fundamental idea; the importance of time as a critical factor in the success of a project. Maria emphasized the critical role of time management, especially in the context of completing a successful academic project. The pressing demands of preparing for graduation and, at the same time, striving to produce a high-quality project by the end of the year became a palpable challenge.

In her reflection on this time constraint, she realized that effective project planning and meticulous execution were not only essential for academic excellence but also to alleviate the stress associated with impending deadlines. Yet she felt she was running a lot to have everything ready for the graduations and finishing a good project by the end of the year was kind of impossible.

Vignette 2: Sofia

Sofia is a student of modern languages, she is in the tenth semester of the program and has opted for a diploma as a degree option. She does not belong to any research group at the university, according to the information provided in the questionnaire she expresses that she does not belong to any group because she was not interested in being part of them. However, Sofia emphasizes that having been a member of these research groups could have given her enough motivation to develop her own research project. The post-questionnaire intervention also revealed that the lack of motivation and time management to develop a research project as a degree option determined in Sofia's decision to opt for a diploma.

Motivation

Checking the information provided by Sofia, she reinforced that being part of the research groups that the university has, could give her many reasons to motivate herself to carry out her research

project. As mentioned by the author Ahmad B, (2020) "Is the extent to which a student exerts effort and strives to learn a new language because they desire to do so and are satisfied with the experience of the learning activity." (p.46). Consequently fosters curiosity in a project.

First, as Sofia stated, she experienced that the information according to the project and research groups was not given on time, and this demotivated her to do it and this influenced her final decision. The decrease of motivation can be demonstrated in the fact that she felt that the research classes were insufficient and the topics covered were not good at all and if they were covered in previous semesters rather than the last ones. As Sofia expressed about why she did not do the project she mentioned "If I had seen research fundamentals in approximately, I don't know, sixth semester I would have been motivated I would have had the time to do the project." This shows us that external factors related to the subjects of the degree affect significantly her motivation.

Therefore, related to the motivational aspect, Sofia highlighted that even though the university provides us with wider information and opportunities, this also depends on the person and what they want to achieve, but rather than that, she felt demotivated because of the time. In emphasizing the role of the individual, Sofia suggests that the effectiveness of the resources provided by the university is contingent upon the student's aspirations and commitment. This recognition underscores the importance of student agency and proactive engagement in utilizing the opportunities presented. It prompts a consideration of how students can tailor the vast array of university resources to align with their specific goals, thereby maximizing the benefits of the educational environment.

However, is emphasized by Sofia that she did not felt a good motivation by the classes " If I had seen the research classes in previous semesters I would have been motivated", her decision to do a diploma was not taken unconsciously since the beginning she consider she did not have enough tools and good ideas that helped her to do the project

Finally, with all the information Sofia mentioned during the interview it was noticeable that the motivation not necessarily has to be strengthened by someone but by yourself and feel comfortable and secure about what you want to develop and demonstrate through it.

Lack of Support

Sofia's insistence on the lack of support for her project underscores a pervasive problem she encountered in the academic environment. Despite recognizing that the university offers a wide range of tools, she encountered a sense of isolation and a lack of substantial support from both her professors and the institution as a whole. Although the university offers a wide range of resources, the disconnect arises from the disparity between what is offered in theory and the practical reality experienced during classes.

As she specified in the questionnaire, she did not continue with the previous project she had because she was not guided in the correct way to do it and she did not like it at the beginning of the proposal. The discrepancy in the lines followed during classes contributes significantly to Sofia's perception of inadequate support. It should be noted, that with full support on the project, her autonomy and the development of wider research skills was kind of impossible. As we already quoted, this is related to the curiosity of something and the development of critical thinking.

Taking into account this, by not receiving enough information, she was not able to continue with the project and she thinks this is unnecessary in her professional profile of the research classes she felt that she did not significantly learn in comparison to the diploma. "During my diploma course, I learned how to create dynamic classes by the use of technology and how to apply this knowledge into real context."

Time management

Finally, analyzing the information given by Sofia, time management was another factor that she considered important to mention. This is because she considered that having a good research project is really necessary to have the time to look for documentation that helps to support the investigation. As we previously quoted Jackson (2009), time management could improve productivity, in this case, could help her to have a good project and would allow her to analyze each author that she found to develop her initial problem, as she stated “Is fundamental to have enough time to develop a good research project.”

In this case, the unknown structure of the project could be time-consuming because it is necessary to recognize in a precise way what can be included or not and analyze authors and references that also guide the process.

Finally, all this considered by the data we gathered from her, time is a factor that is crucial in the project because is relevant to associate knowledge to everything and do it correctly, and mostly this affects the decisions because they have to carry out with other responsibilities in their lives and doing the research change their goals and purposes, as she stated in the questionnaire:

To develop a research project is necessary to have the time to gather knowledge and develop it correctly, for this reason it is difficult for people to do it, since we usually don't have time due to work or other activities.

Consequently, she realizes that her decision to the diploma guide her with more tools and opportunities that she could apply in her daily life and personal development, rather than the research and as well, it is less time-consuming and she does not have to analyze a lot of information and by doing this, she feels more motivated and secure about what she wants to implement in the future as teacher.

Vignette 3: Paula

Paula is a student of modern languages, she is in the tenth semester of the program and has opted for a diploma as a degree option. She does not belong to any research group at the university, according to the information provided in the questionnaire she expresses that she does not belong to any group because she was not interested in being part of them. However, Paula mentioned that having been a member of these research groups could foster an impact of curiosity to do a formal research project. The post-questionnaire intervention also revealed that the lack of support by the university to develop a research project as a degree option determined Paula's decision to opt for a diploma.

Motivation

From the beginning we found that Paula did not present a major interest or intrinsic motivation that would lead her to want to carry out a research project "It did not seem to me something unpleasant, not very interesting for me". From her answers in the questionnaire, she indicates that she agrees that a factor that influenced her decision to carry out a degree project is the lack of motivation. However, she showed her dissatisfaction with the structuring of the university's actions regarding the research preparation of students, which finally determined her decision.

First, Paula's observation highlights a critical aspect of her academic experience, namely, the absence of a cohesive organizational framework and solid structure in the delivery of the research courses. The deficiencies in the delivery of these courses proved to be more than just logistical obstacles; they became significant obstacles that eroded her initial enthusiasm and motivation to participate in the development of the research project.

During the subjects destined to the research, there is no constancy of the thematic to be treated or a serious plan to execute the project, so it is often frustrating to insist on something that is constantly changing and undefined until the last stage of elaboration.

Second, the deficiency in organization manifested itself in several facets, from the lack of clarity in course objectives to the absence of a systematic progression in the curriculum. This ambiguity not only prevented a comprehensive understanding of the research process but also left Paula struggling with a sense of disorientation. Without a clear roadmap or defined milestones, the journey through the research courses became a challenging maze, in which Paula struggled to discern the most effective path to follow.

The impact of this organizational gap went beyond mere logistics; it permeated their overall predisposition toward research efforts. The initial enthusiasm and curiosity that usually accompany the prospect of a research project were overshadowed by the frustration and uncertainty induced by the lack of structure. Paula questioned the relevance and coherence of the information presented, which hindered her ability to connect the dots and construct a coherent understanding of the topic.

In the long run, the constant change that a research project can undergo is undeniable, it is even proper to say that any research involves transformations and restructuring as it progresses, however, this does not have to be frustrating, obtaining positive or negative results does not necessarily mean failing; it is worrying in this case that feelings of frustration emerge being the stage of elaboration of the research project due to the inconsistency or lightness of the topics of the courses.

Lack of Support

Paula's stress on the inconsistency of the class topics she would feel well aware of what she had to cover on the research and what she could investigate. In this specific part as she mentioned during the interview, if there was good communication between the teachers and the university she would carry out the project.

This lack of support from the teachers and the university prevented her from developing the most important research skill, determined by the authors Meyer, Shanahan, and Laugksch (2005) which

is curiosity, this skill is the most essential one since every researcher has to ask about what is surrounding and could develop the solution. As she mentioned:

The lack of communication between the students and the university do not allow students to check what exists and could work, so as students we don't want to poke around something and everything we can do with the existing research tools.

On the contrary, related to her motivation, she did not feel continuous progress with her project because of the lack of support from the teachers and the regular changes she faced. Is necessary to mention that to carry out a successful project, you need someone near to you who has expertise on the topic and helps you to clarify everything you might not understand. On Paula's process, due to the lack of support, she said she had some confusion with the process and she stated

Is important to have someone near to you during this process because some doubts always appear, and if you don't have someone guiding you it is kind of difficult for the students to continue.

Finally, her decision of the diploma was established at the moment she did not feel well communicated with everyone and the tools she had, even though were enough, the explanation on how they work and how she could look for the necessary information were not well developed by each member of the university and with this we could associated to her improvement of intrinsic motivation.

Time management

Besides her opinion about motivation and support, Paula also mentioned the time management she experienced during the development of her first draft of a research paper.

As she stated before, she did not have a consistent teacher's support and she did not feel well communicated with the tools the university had, she felt the time she had to develop the project was not enough and did not help her to develop a good project.

She also agrees with Sofia's mention of the fact that if the research classes had been addressed before, by the time they developed the project they would have completed it and probably felt motivated with it. In this aspect, it is crucial to highlight that if Paula had like an introduction on the thesis or the project and what this carried out, she would do it and she would feel open-minded with the investigation.

Also, due to the fact she felt it was not exhausting to do it, she said:

If it was more time during the classes and I had a previous introduction about what is a thesis in the last courses of the major I would have had a good basis to start it.

With this, and the fact she felt confused with the process due to teacher changes, she opted to do the diploma because it was easy, less time-consuming, and did not suffer any changes during its developing process. With these external factors, she felt frustrated with the process and the tools and platforms given by the university were not well connected to what she wanted to do.

Thus, if she had had a good process and not put a lot of pressure on her during the research courses and the lack of time during them, she would have done it successfully, and maybe the consistency it, would carry out a good investigation.

Vignette 4: John

John is a student of modern languages, he is in the tenth semester of the program and has opted for a diploma as a degree option. As he mentioned through the questionnaire, he does not belong to any research group at the university, according to the information provided he expresses that he does not belong to any group because he was not interested in being part of them. However, John considered that

if he could have been a part of these research groups, this could have helped him strengthen his research skills and abilities and could have encouraged him to do research. The post-questionnaire intervention also revealed that the lack of motivation and time management to develop a research project as a degree option determined him to opt for a diploma.

Motivation

First of all, it is imperative to highlight the assessment that John made in the questionnaire. Regarding the question “Do you think that belonging to a research group can motivate you to carry out a research project?” John considers that yes, belonging to a research group could have sufficiently motivated him to have carried out a degree project. Therefore it is possible to begin to notice a recurrent pattern in the participants. To support this finding, John expresses that being part of these groups with specific purposes would have the following impact: “The research skills that were not strengthened through the career would be strengthened. This could encourage people to want to do a research project”.

Secondly, John also states the following concerning the low motivation he had to carry out a research project as a degree option “There is no motivation to carry out a research project, they motivate to join a group but not to develop a thesis.” With the word “They” it is understood that John refers to the university, this reveals an emergent problem in terms of why it was not chosen to develop a degree project that directly involves the promotion of research production and the involvement of students in the groups in charge of this work.

Finally, this situation is highlighted as a complication taking into account the words of Orhan et al. (2011) “Motivation is an important part of understanding behavior and is a tool with which managers can use in organizations to make people do what they want.” (p.694). If the university as an organization intends that its student population is predisposed to develop research projects, it is necessary to take a

look at the strategies and ways in which this predisposition is being proliferated and reinforced. It is vital to remember the collective good that research production involves for academic institutions and for the professionals they produce.

Lack of Support

Regarding the lack of support John emphasizes that in his preparation for the program, he did not achieve a sufficient level of mastery in terms of research skills, particularly emphasizing the management and search of platforms and prudent information to develop a research project.

Skills that I didn't strengthen, actually I would say it's all of them, none of them were strengthened to a level that I would say I mastered them. -No...skills in the use of certain platforms that even today I would still say I do not know how to handle well at all.

In contrast to the other participants in the interview, John is the one who most emphasizes his training regarding the development of research, this is of vital importance since it is certainly undeniable that the motivation and/or willingness to carry out a project not only lies in the intrinsic desire that the individual may have, It is necessary to have a strong preparation that helps him/her to succeed in it, if this learning and control over the vital skills do not exist, then surely feelings of frustration will develop more easily and finally lead to redirect decisions such as the choice of one-degree option over another. In light of the foregoing, the words of Caplan, 1994 as cited by Sarason, 2011 "Continuing social aggregates that provide individuals with opportunities for feedback about themselves and validations of their expectations of others", it cannot be ignored that it is crucial then to reconfigure how support is given to students to steer them towards research, simple validation, and feedback can mean a broadening of the motivational level.

Time management

Time management is a relevant factor for not choosing to carry out a research project as a degree option, it is imperative to mention that the projection by the university for students to obtain the

necessary training and also a timely period to develop a research text is not being optimal, John reveals in the survey the following:

It was because the time when they started subjects related to research for a degree project was too late. Already in the ninth semester, there is not enough time to do a good thesis and also calmly.

Consequently, from the above excerpt, it is accurate to mention that not carrying out a project is permeated by the need or goal of meeting without setbacks the first date of degree that finally certifies them as the professionals they wish to be. However, it is also necessary to reflect on the factors or reasons that make them have this eagerness, perhaps without this the students themselves could reconsider not choosing to develop a research project.

John was asked "Do you consider that if it were possible to have taken the research subjects in earlier semesters this would have given you the time to develop a successful research project?" to which he answered with total certainty - yes. Thus, we begin to elucidate some opinions that could be taken into consideration in the sense that we would like to intervene in the approach to research subjects at the university. This particular question is highlighted since John later suggested that the decision of students who chose not to do a degree project may have changed, in his words the following stands out:

At least from mid-career, I think it would have been a different decision for many people, for many of the students who are taking the diploma as a degree option.

In conclusion, it is also highlighted the priority that having an optimal time would allow the realization of quality research projects that have real results according to John. This point is important since it gradually discards the aspects of opting for simpler options that could be seen as mediocre since they might not have the same rigorousness of research that involves a series of specific qualities or in this case research skills.

Vignette 5: Camila

Camila is a student of modern languages, she is in the tenth semester of the program and has opted for a diploma as a degree option. She does not belong to any research group at the university, taking into account the information given in the questionnaire she expresses that she does not belong to any group because she was not interested in being part of them. However, Camila emphasizes that having been a member of these research groups could have given her the ability to reinforce critical thinking and good management of information. The post-questionnaire intervention also revealed that time management to develop a research project as a degree option changed Camila's perspective to opt for a diploma.

Stimulation

Corresponding to the information given by Camila, as researchers we could notice that a factor that strongly influenced her decision to do the diploma was the motivation she obtained during the development of the major.

In the information she provided during the interview, she mentioned she was not motivated due to the constant changes in the process she was doing with her research group assigned for the research classes, as she stated: "The project we had at the end was completely different from the one we had initially that motivated us to continue researching". In this part, we could notice that since the constant changes that the research courses are experiencing, most of the students felt that the previous effort they had on something is not worth it at all, because the next process with a different teacher will be different.

Notwithstanding, she emphasizes that motivation not only depends on the teacher but also on the students and what they want to do, "I think motivation is improved by other aspects, your future goals, the pleasure you had on the major and generally personal matters." Furthermore, with the motivation she did not feel, she highlighted that this was not only the principal reason for her decision, it

was because her plans in the future were not connected with the major and the project she had was not something that she loved at all.

To sum up her reasons, we could say that intrinsic motivation is closely related to people's plans in the future and what they want to achieve, but as well, this could be strengthened if the continuity of the university with the research courses is well developed and is not interrupted with other activities.

Lack of Assistance

Nevertheless, another factor she disagrees with is the lack of support she felt during the development of the previous project she had. Camila stated that she was developing a project and she was aware of the consequences of it and how to do it, as she said

Yes, I would have continued if I had good support... In my case, I had a group and a project that was approved by the previous teacher, but the moment we changed teacher, we had to change the project because it was not accepted

By this information provided by Camila and the previous participants, it is evident that the constant change on the line of the courses is a factor that affects their decision and with this, they feel they do not have good support on what it is important to carry out and present to someone else.

On this part, of the support she did not receive, she thinks that she did not develop an important research skill, which is critical thinking, as one of the authors quoted previously Shulman and Hutchings (2005), mentioned that this is a crucial factor because it helps them to have a well - design project and strengthened on problem-solving strategies they could use in the future. As Camila said during the interview, "Critical thinking is necessary because you have to analyze a lot of documents, you need to know about adequate tools to have the expected results."

Finally, by analyzing the data provided by her, due to the constant changes she faced during the creation of the project, she felt a lot of anxiety and she did not feel sure about what she was doing and if it was to become successful by the end.

Time management

In other matters, she stated that another factor that is necessary to do a research project is time management because as we quoted previously the author Jackson (2009), a good implementation of time could improve productivity to do something, in this particular case, it is evidenced that she did not have enough time to do it due to personal reasons, and as well the motivation was a factor that prevents her to continue with the project.

Taking into account this, the reason that she did not continue with the project she already started with her group was because of the time and her plans by the end of the major are not related to research.

During the conversation we had with her, about why she thinks time is a crucial factor she said, "You need time to read documents, analyze them and write about them." We could notice that connected to her motivation, the writing process she was doing was time-consuming and was not worth it at all because she knew that by the end it would be changed by the teacher she had. Owing to this, she preferred to do the diploma because it was easier and did not have consequences on her emotions, as she expressed in the questionnaire "Is less time consuming and does not produce stress or anxiety."

To conclude, according to Camila's reasons to do the diploma, as researchers we could evidence that this is a huge project that most of them are not well aware of this a the inconsistency in the process due to the professors and tools provided by the university is time-consuming and this demotivates them to do it, as Camila mentioned at the end of the conversation, "Time is crucial because if you want to carry out a good project, the ability to write is time-consuming, although you don't have the motivation to do it, so the process is longer and time-consuming."

MOTIVATION

In this specific category, the data gathered, showed us in a wider way why the students decided to develop a diploma course. It is because they did not feel motivated to do it due to several reasons. Data collected through questionnaires and interviews revealed that students did not feel comfortable with the project and the way that the university tried to enhance this in the students is deficient. As student 1 mentioned "The motivation was not strengthened at any time, which I consider is a serious problem in the university", by this first answer, as researchers, we could notice that students think that the improvement and strengthening of the motivation must be given by the university, since they give the specific parameters to develop the project by the end of the degree as student 2 mentioned, "If my motivation had improved, I feel that emm, maybe if I had seen subjects like research projects in approximately, uh, I don't know, sixth semester it would have encouraged me to do it".

LACK OF SUPPORT

Nonetheless, motivation was not the principal reason that students decided to change, they felt as well, that they did not have enough support and continuity from the teachers and university to develop the project. As student 3 mentioned "If I had had adequate support I would have continued, the truth is that in my case ehh... my group and I had a project that we wanted to carry out and the teachers changed it at the beginning of the next course", taking into consideration this, it is noticeable that if at the moment of creating the project, the professor would show them a good interest in their project and support them to continue with it, they would not change to do a diploma course. In other matters, as student 4 mentioned "I consider that it is very important to have a person who is next to you, continually accompanying you in this process because doubts always appear and not having a teacher who is aware

of this process is a bit difficult", that is to say, that if she had a person to ask them about how to develop and were clear about what is important on a project, she will finish her project.

TIME

Last but not least, we could notice that another important point that affects the decision of the degree project is the time, this is because carrying out the project requires a lot of autonomy to find adequate information and this autonomy requires a lot of time. As well, it could be demonstrated that the desire of the university to have the project in two semesters did not help the students a lot, since they felt they were running out of time. As student 4 mentioned, "If I also had more time within the subjects or an introduction to the thesis much earlier than the last subjects of the degree". Due to the desire of the teachers to finish the project, they felt that those two introductory classes at the end of the semester were not enough, as student 3 mentions "You have to dedicate a lot of time to be able to develop very good investigative work", this is because is important looking for good information that could support your idea, and with just two classes and not enough time, the project cannot be finished successfully.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

During the development of this project, we set out to identify and analyze the main reasons reported as a cause of demotivation among Modern Languages students in their last semesters for not carrying out a research project as a degree option, as well as to clarify whether they had the necessary research skills to carry it out during their studies to contemplate a broad spectrum between demotivation and academic preparation. In doing so, the results have shown that students do not show interest in carrying out research degree projects due to fear and lack of motivation for the rigorousness

that this option requires. We captured and analyzed some students' perspectives on the skills acquired during their undergraduate studies and the influences or reasons they had for pursuing a graduate degree rather than a research project.

In this project, we delve into the definition and characteristics of a research project, research skills, and motivation. Based on this literature review, we strongly emphasize that as teachers we should improve and strengthen our research skills to promote the development of projects in La Gran Colombia, alluding to the improvement of the professional profile of teachers as Borg 2010 states "research engagement has the potential to be a powerful transformative force in the work and professional development of language teachers".

In the previous data analysis chapter, we highlighted the main reasons why students prefer to avoid doing a research project. In that section, we identified that it is due to the lack of development of intrinsic motivation, this is not sufficiently strengthened due to the constant changes of teachers who teach research classes in the career, which in principle should not be a problem, after all this process is natural in any professional program, however, the difficulty is that the transition between these subjects is not smooth, the criteria for approval of research projects oscillate more in the subjectivity than in the objective. Therefore, what in principle seems to be optimal in the eyes of a teacher may not be so feasible or even unfeasible for another, certainly, this is what research is all about, but for a student who tries to develop his project playing with time against him, it may be decisive to opt for another degree option.

Likewise, from the situation already described, we found time management as one of the significant reasons, since it is not a secret that doing research requires a lot of time, even though it would not be wrong to say that dedication to time is linked to the success and validity of the same in front of the academic community. Therefore, in the face of the student's expectations, the frustration of making a mistake and the counter-ratio of complying with the dates and criteria for graduation generates

a perfect breeding ground for contemplating other degree options. Finally, the lack of support was identified there, because the tools given by the university, the lack of communication, and the lack of structure in the project, affect the students' decisions.

According to our research question, we could notice from the findings during the project, that the acquisition of research skills during the career is the main reason that demotivates students in a degree project, since according to our surveyed participants these skills are not well developed and are not identified during the career, therefore at the time of conducting a research, students feel that they do not have enough knowledge and bases to carry it out.

As researchers, we want to have a clear and broad overview regarding the lack of production of research projects so that future students of the program, can have good foundations and sufficient information that can help them conduct research, and if possible, have a well-developed structure on what a research project is, to avoid future complications or even the desertion of conducting a research project as a degree option. This is proposed to lay the foundations for a new wave of researchers who appropriate their knowledge to improve their pedagogical practices.

In summary, this project gives us a broader view of what can be improved from the research area of the university, along with the processes of student autonomy, so that they can be applied in a more optimal real context during the research classes taught by the university. We believe that this project is relevant since the teaching work has been limited only to the teaching of knowledge already established and produced in the past under outdated methodologies that obey the problems of their time however, as time goes by new challenges arise that must be addressed with contemporary pedagogical processes, as future researchers this research gives us a clear picture of what needs to be improved and /or optimized if we want more students to conduct a research project.

Recommendations

In this chapter, recommendations for future research are presented based on the results obtained about the factors that discourage Modern Language students from pursuing research projects as a degree option. Therefore, we recommend some of the areas identified that can still be further explored for future studies including exploring intrinsic motivation and faculty stability, investigating strategies for time management in research projects, improving support structures and communication tools, conducting longitudinal studies on research skills development, and assessing the impact of curriculum revisions on student preparation and motivation.

The ultimate goal is to better understand motivational factors and enhance research engagement in academia. By addressing these areas, future researchers will be able to refine strategies and interventions to foster an environment conducive to research engagement in modern language learners, which is also vital for the appropriation of the intrinsic research role innate to being a teacher to further refine strategies and interventions to foster an environment conducive to research engagement in pedagogical practice.

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