

**STUDENTS' SATISFACTION DEGREE ABOUT TAKING CLASSES WITH A
NATIVE OR NON-NATIVE ENGLISH TEACHER AT ECCI UNIVERSITY IN THE
MODERN LANGUAGES PROGRAM**

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ABSTRACT

The purpose of this study is to find out the perceptions some of the students of 7th and 8th semester in the ML (Modern Languages) program at ECCI university have, which will be based on three main constructs such as student's satisfaction degree regarding their English learning, student's perception about their learning progress with NETs (Native English Teacher) or Non NETs (Non Native English Teachers) and student's expectations when enrolling on the ML program.

In order to develop this study we will research information from different sources and authors, we will also apply different investigation tools like surveys and interviews. These tools will provide us with a clear idea of the students' point of view about the topic previously mentioned.

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INTRODUCTION

Nowadays English is considered a universal language, which can provide the speaker with better job opportunities. For this reason, this research expects to examine 7th and 8th semester of ML students' insights at ECCI University between the second semester 2015 and the first term of 2016, about their learning development with a NET or Non-NET, without leaving aside the degree of satisfaction they may have regarding their English learning at the end of their major as well as the initial expectations these students had when they decided to enroll in the program and whether or not those have been accomplished so far.

In order to accomplish this purpose, this investigation will be explained in sections like objectives, statement of the problem, justification, methodology and theory of this research. In addition, we will mention the type of study used (descriptive research where the "data" of this project is based on observations of actual behavior or the responses to questions, for example the population, the analysis and the interpretation of data used to achieve the proposal objective). Finally, we will expose the conclusions with the results found throughout the investigation.

PROBLEM STATEMENT PROPOSAL

As graduates in the ML career at ECCI, we could find that we had some gaps in our EL process at the end of our major, even more in communication skills. Over time, we have noticed that some of those gaps causes were the lack of practice and the difficulty to interact with the English culture inside and outside the classroom.

With this being said, it's important for students to be able to expose their degree of satisfaction with their EL learning at the end of their mayor, their perception about taking classes with a NET or Non NET, and the accomplishment of the expectations set by them at the beginning of their major.

In order to achieve that, we are taking students from 7th and 8th semester in the ML program at ECCI University, to identify their thoughts about the aspects named above since they are about to finish their major and can give us a clear idea of their experiences so far.

RESEARCH PROBLEM

PROBLEM FORMULATION

What is the degree of satisfaction 7th and 8th semester students in the ML program at ECCI have, regarding learning English with a NET or Non-NET based on how their expectations set at the beginning of their program have been met?

OBJECTIVES

GENERAL

Analyzing students' satisfaction degree about taking English classes with a native or non-native speaker teacher.

SPECIFICS

- Identifying the perceptions ML students have about their proficiency progress when taking classes with a NET or a Non NET.
- Determining the accomplishment level based on the student's expectations set at the beginning of the program.

JUSTIFICATION

This project has been developed aiming to determine what students' perceptions are in regards to teachers' nationality and knowledge of a foreign language. Since students of last semesters of the curriculum of the ECCI have had more experiences in the academic process,

we will focus this research on 7th and 8th semester students. They will help us identify their satisfaction degree in respect to their English level at the end of the career.

It is important to determine if the proficiency level at the end of the career is the expected for this group of students. Therefore, it is pertinent to define if the most tenure students manage the language as they foresee. From this perspective, this research seeks to analyze if students in the last semester of the ML program are satisfied, or if the expectations set at the beginning of the program are being met.

Thus, we decided to conduct this study looking forward to identify if students' satisfaction level is affected or not, by the fact of taking classes with a NET or Non-NET. Therefore, we will review different investigations and theories that will help us find out the students' points of view in respect to their experiences with these two types of teachers.

The research objective is to identify the student's expectations about this matter and the importance it has on their learning curve with the purpose of providing this information to the university so they can understand how satisfied these students are regarding the English level they got throughout the career.

DELIMITATION

Through this study, we pretend to provide a deeper analysis on the opinion students of ML program have regarding taking classes with a NET or Non-NET. In regards to time limitations, this project has been developed in the last ten months, time in which we have been able to collect information from different theoretical sources and investigating students

through surveys and interviews, however, the matter about the satisfaction level depending on NETs or Non NETs has been important since we started being students at ECCI University. This research will be based on the 7th and 8th semester students in the ML program night shift at ECCI since they have the required experience to expose a clear point of view about the research topic. In general, students are aged between 19 – 27 years approximately.

BACKGROUND

In the next episode we will show some of the historical aspects about the three main foundations of this study, which will expose the importance these features have in the development of this research. To start, we will provide some facts about the ML history that date back to the origins of this career. In the second place, we will find the description of the customer satisfaction background and finally the roots of the studies about NETs and Non NETs student's perceptions.

Initially, the origins of the ML learning date back to the study of Latin language at the 17th century, which was for a long time the dominant language in education, religion, business and the government, in a great part of the western world. However, it was replaced by Italian, French, and English language by the end of the 16th century.

During this century, different books were written to implement the importance of the Foreign Languages education, John Amos Comenius, who was the first theorist on the field, published two books, *Opera Didactica Omnia* and *Orbis Sensualium Pictus*. A few centuries later, the languages became one of the subjects at some ML specialized schools, the first was a private school in Massachusetts.

In Colombia, the origins of the ML date back to the 17th century, it was during the Spanish conquer when the English was taught in the wealthy class, a few years later it was also implemented in the medium classes. La Universidad Nacional was the first university to create the ML faculty in 1959, which later, in 1967 was called “Facultad de Filología e idiomas”; stated Sandra Bernal (2014) on her thesis “Origen de las Lenguas Modernas” when she graduated as student of ML from ECCI university.

In a second place, when talking about customer satisfaction, we will mention that it has its origins in the 1980s. Before the 1980s, the companies were not customer oriented and their main focus was production. In that time the customer satisfaction tended to be measured informally, for example, through surveys in which the main companies on the industry asked the customers about their satisfaction level.

In the 1980s, companies became larger and increasingly multinational; they started to hire consultants who created new integrated strategies often including customer satisfaction. Having done that, they needed to monitor their attainment; it took them to look for customer focused solutions. Consequently, they started to create questionnaires cheaply and efficiently, and developing scanner-based solutions for inputting data.

As the early 1990s progressed the data collection started to have a tendency to shift to Computer Assisted Telephone Interviewing (CATI), although some companies were still using different research methods such as faxed surveys. When the 1990's slowed down, most

of them started a migration from data and documents to email, web-based questionnaires and with these, the start of a move towards a single view of the customer, the CRM (Customer Relationship Management).

By the 2000's there is a large evolution to online research and now mobile research. Nevertheless, there is still a significant amount of customer satisfaction directed via paper, face-to-face, and telephone, and it was easier to see it in the markets that were not very developed.

During the last few years, customer satisfaction has received a large amount of tracking studies. The companies of these years are experimenting while using social media listening, text analytics, and mobile surveys, which have increased considerably. Now companies are not only caring about satisfaction but to create a positive customer experience.

Finally, talking about NETs and Non NETS studies origins, Péter Medgyes, being a Non NET, was the first who carried out research regarding that topic. Articles like: "The schizophrenic teacher" (1983) and "Native and Non-native: who's worth more?" (1992) developed those controversial issues, even today, mixed with his own experience, explaining the advantage and disadvantage between both types of teachers.

THEORETICAL FRAMEWORK

The next chapter has a detailed description of the theories used to support this project. The main constructs that will be taken into account on this research and that will be based and supported with different studies in other universities about ML program are, among others. The satisfaction degree of taking classes with a NET or Non NET, the documents related with it, the theories found in books, journals and newspapers about differences that students perceive with a NET or Non-NET when learning English and the expectations they have set at the beginning of their career. We will specifically talk about programs provided by some of the main universities in Latin America and Colombia, taking into account the ML program curriculum and the objectives that have been developed by these universities for such programs.

STUDENT SATISFACTION

Foregoing studies about student satisfaction have dedicated to identify different features of students and institutions that can determine satisfaction. Some of this researches link the student satisfaction degree with the student's academic performance, although, on those studies we can also see the different situations that may take the learner to have a high or low performance. Following this line, Pike (1991) affirms that there is a relationship between grades and satisfaction. The results show that satisfaction has a stronger influence on grades than grades do on satisfaction. In Aitken (1982), he explains that "academic performance is measured depending on the grades reported by students to verify how satisfied student was feeling on terms of how she or he was doing academically. Aitken also states that academic performance is one of the mayor variables for student satisfaction".

Taking into account some other works, it has been identified the relations and effects on satisfaction between students and teachers and students' self-evaluations. The articles of Gregg (1972), Terenzini and Pascarella (1980) and Benjamin and Hollings (1997), among others, are a sample of this line of project.

Thomas, Emily H.; Galambos, Nora made a research called *what satisfies students?* to analyze students opinion data. They expose a type of project about CHAID (Chi Square Automatic Interaction Detection) is a type of decision tree technique to explain the result in a given variable. This model could be used to insert the marketing concept in a study, prognosticate and analyze answers that are part of other projects. In this study they present the opinion of 1783 university students and the results regarding to general satisfaction, such as: Capabilities in the language, the program preparedness which has a strong relationship with the student achievement and their degree of satisfaction.

Second, Social integration and student opinion are important. Since according to analysis by Thomas, Emily H.; Galambos, Nora reveal that social integration has more effect on the satisfaction of students who are less academically involved.

It is important to institutional success, students satisfaction as consumers of higher education, taking into account the different universities are appreciated to have satisfied customers because in this way incorporate each day new customers. As (Astin 1993, 273) mentioned "it is difficult to argue that student satisfaction can be legitimately subordinated to any other education outcome".

Borden (1995) identified the satisfaction of demographic as (class authentication and academic unit), he analyzes the general satisfaction and the relationship respect to students' experiences and perceptions. Taking into account the surveys about the students opinion, Thomas, Emily H.; Galambos, Nora made four questions:

1. Indicate your level of satisfaction with this college in general.
2. If you could start college over would you choose to attend this college?
3. What is your overall impression of the quality of education at this college?
4. It is likely that I will transfer to another college before next fall.

From this way it can be understood like students' general satisfaction, evidence a pleasing and pleasurable environment. The broader goal of providing a rewarding and pleasing environment. A conclusion about the question What Satisfies Students of this research is "sense of belonging" because is considered the most important factor of general satisfaction.

According to the information above, we can identify a couple of reasons to justify why a student gets satisfied with a college program or with their knowledge level. First of all, we found out that there is a link between grades and student's satisfaction. Good performance makes student feel motivated to continue with the program and it satisfies the student since they can see that the results they are getting are the expected at the beginning of the career.

Another aspect that influences in the student satisfaction is the teacher preparedness and knowledge. It is important for students to feel that they are learning from the right person. The knowledge, methodology and readiness give a sense of confidence on the student.

On the other hand, we can see that another important aspect that triggers the student satisfaction is the social integration and opinion. If student feels appreciated, comfortable and has a good social connection, he will be more satisfied than one that does not have it. In order to measure the student satisfaction degree, it is important to inquiry about their opinion about the college, teacher or general progress.

STUDENT SATISFACTION REGARDING NETS OR NON NETS

Moreover, many authors are mentioned in this research which main idea is to encourage students to announce their point of view and opinion in regards to this topic, for example, the different perceptions regarding who are better teaching English, NETS or Non-NETS, are related with the students' preferences.

Davies (1991:57) pretend "The native speaker is a fine myth: with need as a model, a goal, almost an inspiration. But it is useless as a measure". Also he spoke about the differences between NETS and Non-NETS , the pros and cons and the strenghts and weaknesses of them.

Phillipson (1992), Medgyes (1992, 1994), Arva and Medgyes (2000 speak about difficulties that as NETS as Non-NETS they may have in the areas of vocabulary, fluency and pronunciation. Nevertheless, Phillipson (1992) attempts to unmask the global belief that the ideal teacher is a native English. He discusses the reasons why the NETS are considered superior, including:

- Easily demonstrating appropriate and fluid idiomatic language
- Greater appreciation of the cultural connotations of the language
- Ability to better advise if a linguistic form is acceptable or not.

He suggests that NETS could be disadvantaged by the lack of explicit knowledge about the linguistic structure of the native language. It concludes that neither NETS nor Non-NETS are superior in an attempt to end what he calls "the fallacy of the native speaker."

Phillipson (1996:15) stated “A Non-NET is someone who is always learning the language, a teacher is still learning while teaching”, that is the reason why some students think that a Non-NET is the best person to teach them what he/she knows according to his/her experience in life.

Taking into consideration the affirmations of the authors mentioned on this research, we can say students of ML have the potential to identify the need of taking classes with a NETS and Non-NETS when they learn English in a classroom. Medgyes (1994) proposes that "Non-NETS face difficulties in the areas of vocabulary, pronunciation and oral fluency. In addition, he said that while both speakers NETS and Non-NETS, have strengths and weaknesses and they have the same opportunities to become instructors of successful languages, perhaps using different routes to achieve this success due to different strengths and weaknesses". He also mentions disadvantages such as experience, anxiety and lack of security, considering a shortage of language skills in your progress like teachers.

Also, Arva y Medgyes (2000) affirm NETS can demotivate students easily, considering that they have trouble performing effectively, contrasts and comparisons with the students' first language, while Non-NETS can easily understand the difficulties of learning they may have, and help them overcome culture shock. He gives four different hypotheses:

1. NETS and Non-NETS differ in terms of their language proficiency
2. They differ in terms of their teaching behavior
3. The discrepancy in language proficiency accounts for most of the differences found in their teaching behavior
4. They can be equally good teachers in their own terms

A very clear example for this would be the classes at the ECCI university, where the majority of teachers are Non-NETS, starting with the classes learned according to the subject and the "language" written at the curriculum, in which the teacher taught, at the end the classes at the ML program is evident all teachers speak spanish and most of the teachers have had to learn english as a foreign language.

According to Medgyes (2001; 433), "is an intricate concept, with includes birth, education, the environment in which the individual is exposed to english, the sequence in which languages are learned, levels of proficiency, self-confidence, cultural affiliation, self-identification , and political allegiance".

Also he contributes when a native speaker is considered to teach English, but affirms is necessary to have more preparation according to the language.

For this reason Cook, 1999; Kaplan, 1999; Kramsch, 1998; Pasternak y Bailey, 2001, have criticized the idea that the NETS are ideal teachers, but also the use of the terms Native and Non-native, accusing them for being too simplistic abstractions that only serve to "divide teachers".

Barrat and Kontra (2000) found some difficulties in their work in terms of NETS. "The difficulties facing these teachers are lack of educational and professional training, poor teaching styles, deficiency in the preparation and organization of classes, low knowledge of local culture and educational values and low understanding of the difficulties of learning students"

According to the authors on this research, NETS present lack of knowledge, preparation, culture understanding, classes' organization and teaching training. It's important to identify, how the satisfaction degree in respect to the student's English language learning process is affected by teachers teaching methodology, as the authors mentioned on this research.

Depending on the expectations students have at the beginning of the ML career and their hope to find teachers of "good quality" to be able to carry a class from Spanish language to English language in whatever administrative subjects that are handled in the program.

Similarly, Cheung (2002) analyzes the views of both teachers and students NETS strengths include: "high level of English, ability to use English functionally and awareness of the cultures of English-speaking countries. The strengths of the Non-NETS included: ability to empathize with the students, as a friend of the students of a second language, shared cultural history and ability to teach grammar".

As well as Madrid y Pérez (2004) studied the perceptions of teachers and students about NETS and Non-NETS in a language class; they found important differences as soon as the preference of NETS according to the students who advance in the studies, while teachers are agree with new teachers in the primary education. They also established NETS were more motivated because they could not use the Spanish language (Native Language) and in this way to develop of linguistic competence from students.

Mora Pablo (2009) investigates the perceptions of university students and talk about NETS and Non-NETS, and he concludes "the images of the NETS by the students agree with the image of "gringos" it means, typical white Anglo-Americans".

This studies and theories have showed different answers to our main question about the perceptions about NETS and Not NETS. We found out that they have huge differences but both have advantages and disadvantages.

CUSTOMER EXPECTATIONS

The next aspect in our research refers to expectations when starting a ML career. In this chapter we will talk about the importance of customer expectations in the marketing field. We will also expose different goals the students have when they start a ML career and why it is relevant for them to learn English as a second language. This part of the investigation will allow us to we will start describing what customer expectations are in the marketing context.

Customer expectations refers to the perceived value or benefits that the customers seek when purchasing a good or availing a service. They are the result of the 'learning' process and can be formed very quickly because even first impressions matter a lot. Once established, these expectations can hold significant influence in decision-making processes and can be very hard to change.

Business Dictionary.

Why is it important to satisfy customer expectations?

Osmod Vitez, in his article "Why is the expectation of a customer important in marketing?" exposes the relevance of meeting the customer's expectations in the marketing field. He states that Small, Middle size and large businesses often spend money, time and effort finding and implementing marketing strategies for obtaining consumers. The objective of these marketing strategies is to persuade the customer informing them about the benefits,

attributes and main characteristics of the service or product they are attempting to sell. One of the most important parts of the marketing strategy is meeting the customer expectations.

Osmond (year) explains that in the business, marketing strategies usually focus on the experience the customer wants to live with the good or product they are acquiring which will influence in the purchase decisions made by the consumers. According to Vitez (Year), consumers can be divided into three groups: those who are expected to buy, those who are not expected to buy, and those who are undecided about making a purchase. The business main focus is based in the last two groups, since they want to make sure they are able to persuade the customer to purchase the product.

For the author, it is always important to provide the consumer with a positive experience with the product being sold. He says that negative customer expectations are to be avoided since companies may need to dispel rumors or negative impressions about their goods or services. When a consumer has a bad impression, it may be spread by competitors or even the individuals who had suffered a bad experience with the service, this will affect the marketing channel called Word of Mouth. These rumors may affect the other consumers' decisions, it will then, lower the expectations new or existing customers may have about the product which will decrease the number of satisfied consumers, and therefore, the company earnings. When this type of situations happen, the company must address the negative feedback and correct the customers' expectations regarding this good, service or even the company.

Another important aspect Osmond highlights, it's the customer service. According to his article, companies need to use marketing strategies to promote their customer service and then, to meet the customer's expectations. In some situations, the customer may feel wary about making the purchase of a service or product on a company, however, marketing strategies focused on the customer service such as reliability, efficiency and competence, will

definitely impact the customer's perceptions about the product to be purchased and may help to satisfy their expectations and needs. Consumers may also have high expectations in regards to the customer service, aspect that is of high importance for some customers who don't focus only on their need's satisfactions but also on an outstanding customer service.

To conclude his article, Vitez provides us with some advice on how to satisfy the customer needs. He states it's very important to do professional advertising, using the right channels and resources. A proficient marketing campaign may help the company get a total satisfaction of their consumer's needs. Using the right advertising and developing successful marketing strategies may help the company save valuable time, money and resources ending in an expected satisfaction level.

Osmond is not the only specialist who talks about the importance of developing marketing strategies to satisfy the customer expectations. Derek Bishop (2009) publishes his article "*The importance of exceeding customer expectations*" in which he explains the relevance of this subject, highlighting the importance of the customer service in a quote:

"Customer service has never been so important, yet many firms seem to have lost sight of their customers' needs"

Derek gives a basic explanation about the customer service relevance. He says that some of the businesses find efficiency a challenge since they are completely focused on keeping costs as low as possible; therefore, they try to standardize their customer service as much as they can until they become too mechanistic in their service delivery. He advises the companies to understand that customers are not generic and then, it is critical that it's necessary to have a flexible customer service model that should be adjusted to every customer type and behavior. This is explained in Derek's article this way: "The art of good

business is in achieving a high level of effectiveness (doing the right things) with efficiency- thereby delivering the right service for the customer, while remaining cost effective”.

According to Bishop, customers are always expecting to have good customer service. The purchase decision is not only focused on the product or service attribute, it is linked to the personalization and the way of feeling appreciated when making the purchase. Customers express that even completely automated services are to have a “real person” there for assistance, if necessary. Some customers may give extreme importance to the customer service. They are even willing to pay extra to be treated a special way, or at least as they would like to. For Derek, an important point to have into consideration is that managing the customers’ expectations has to be something explicit. It is important to be always following up on the customer satisfaction process to ensure that the goals are being reached and that the expectations are being met.

Bishop, gives us an interesting point of view about the right customer service message to be delivered to the consumer. “In order to deliver a consistent and coherent message to the customer, businesses need to take a step back and map the customer journey, taking the time to consider “what if” scenarios.”

CUSTOMER EXPECTATIONS ABOUT LEARNING ENGLISH AS A SECOND LANGUAGE

It is important to identify the Customer expectations satisfaction relevance in a business. Now, we will expose the different expectations a English student may have when they start their career. For this, we will talk about some authors who have showed the reasons why

students decide to learn English, and therefore, what was that they wanted to achieve when they started to study.

When a college student starts a career, different ideas and expectations come to their mind. According to Adriana Sander (2012), when a student initiates a ML career, their main expectation is to be multilingual so they can work in a multinational company, as Languages teachers, or to travel over the world. However, these are not the only reasons for students to learn English as a second language. Gladys Martila (2014), in her article “5 reasons to learn English”, provides 5 essential reasons for which students decide to study this language. Those are:

- English is the most commonly spoken language in the world.
- English is the language for the main sciences, since it’s used in informatics, aviation and tourism.
- English is the official language in 53 countries.
- English is spoken as a first language by around 400 million people around the world.
- English is based on a simple alphabet and it is fairly quick and easy to learn compared to other languages.

On the other hand we have a report from the European Language Council, 2012, called “The future of language degrees” which in some fragments explains about the expectations students have when learning English. First of all, the author focuses on the way how students coming from school may have find out that the degree they are starting does not match their demand and expectations. Students are increasingly concerned about the potential value of their degrees or studies for their future employment and tend to compare the career advantages of language degrees with the benefits of other subject areas. In this project, the

European Language Council identifies that 62% of students study English since they want to find a job associated with their studies, which will give them the opportunity to practice and apply the knowledge previously acquired. They said “Young people graduating from university know that it is increasingly important to be able to work in different linguistic and cultural environments”

LEGAL FRAMEWORK

Taking into account that ECCI University is an institution for which it is essential to take into consideration the legal aspects, it is important to have a fundamental compliance support in this research. In this part we can find laws and hiring requirements of university language teachers. We can divide these laws into two groups. First, the laws that need to be followed in Colombia by any person who wants to work as an English teacher. Second, the laws to be followed by a foreigner in order to be able to legally work in ECCI University.

To get started, we will mention the main laws and articles from ECCI University, that are linked to the recruitment and the requirements demanded to new teachers by the university. It's important to comment that these laws are taken from the ECCI regulations, and therefore, it will be in Spanish as found in the original document.

Fundada en 1977. Aprobada por Res. No. 03367 de 1980. P.J. No. 2683 de 1985 M.E.N. Escuela tecnológica Res. No. 1899 de 2002 M.E.N. NIT. 860.401.496-0 UNIVERSIDAD ECCI, aprobada por resolución No. 13370 de 2014. Edición No. 4

Artículo Primero. Reglamento Docente.

Capítulo III. DE LA SELECCION Y CONTRATACION DE DOCENTES

ARTICULO 27. CONTRATACION DE DOCENTES EXTRANJEROS. Tomando en consideración la importancia que reviste el tener un conocimiento preciso sobre los documentos exigidos por el Gobierno Colombiano al momento de la contratación de personal extranjero, y de las modificaciones suscitadas a raíz del Decreto 2622 de 2009 y la Resolución 4700 de 2009 que modificaron parte del Decreto 4000 de 2004, se ha estimado oportuno dar a conocer las políticas que regulan este tema en particular y a las cuales se les debe dar un escrito cumplimiento, en la medida que la institución compromete seriamente su responsabilidad frente a las entidades gubernamentales encargadas del control y regulación de este tema específico. A continuación se describen los documentos y procedimientos necesarios para vincular a un extranjero que preste servicios remunerados en Colombia:

ARTICULO 28. DE LA VISA. Independientemente de la modalidad contractual utilizada, la duración del contrato o el monto de la remuneración, la vinculación debe estar respaldada con una Visa que faculte al extranjero para tal propósito; ellas son: VISA TEMPORAL TRABAJADOR Utilizada para vincular extranjeros mediante contrato de trabajo o contrato civil de prestación de servicios, en este último caso solo cuando al momento de la contratación ya se encuentran en Colombia amparados en otro tipo de visa o en una de la misma categoría que los faculta para trabajar en una entidad diferente. Los documentos con los que debe contar un extranjero para tramitarla son los siguientes:

1. Pasaporte vigente

2. *Cedula de extranjería*
3. *Certificado de existencia y representación legal*
4. *Poder otorgado por el representante legal a la persona que firma el contrato*
5. *Pago de los costos correspondientes*

In addition to the regulations at ECCI University, we can find some other documents by the Ministerio de Educación, regarding the teachers' recruitment and hiring in the Official superior education institutes.

The contractual connection between teachers and the Superior Education Institutions are dependent on the own University regulations as well as on the Código Sustantivo del Trabajo and Código de la Seguridad Social Integral.

According to Corte Constitucional through the sentence C-517 of 1999,

“las instituciones de educación superior privadas tienen la posibilidad de celebrar contratos civiles de prestación de servicios, los cuales, atendiendo la naturaleza jurídica que los identifica, pueden ser utilizados para cubrir otras modalidades de la actividad académica que demanden un servicio temporal y especializado, y cuya ejecución no suponga una relación de subordinación o dependencia por parte del contratista. Ello ocurre, por ejemplo, en el caso de los conferencistas o panelistas, quienes, por virtud de su experiencia, capacitación y formación profesional, pueden ser contratados para cumplir una labor educativa transitoria y específica, sujeta únicamente a las condiciones estipuladas en el respectivo contrato de servicio”.

CONCEPTUAL FRAMEWORK

In the next section we will give a brief explanation about the main concepts applied in this research in order to get a deeper understanding regarding the project purpose.

- Customer satisfaction:

Satisfaction is as a judgment following a consumption experience - it is the consumer's judgment that a product provided (or is providing) a pleasurable level of consumption-related fulfillment (Oliver 1997).

- Native English Teacher (NET):

According to WiseGeek Dictionary, A native English teacher, often called a Native English Speaking Teacher (NEST) is a professor who teaches English and whose mother language is English. This term is usually applied by English teachers who are giving classes to non-native English speakers, that are usually foreigners migrating to an English language Speaker country or who go to teach in Non English language speakers' countries.

- Non Native English teacher (Non-NET):

As explained in wikipedia, Non- NET is a term that makes reference to the English language teachers who do not speak English as their first language. The expression is used to highlight the dichotomy between the term and NET (Native English Teacher).

- Customer expectations:

Customer expectations refers to the perceived value or benefits that the customers seek when purchasing a good or availing a service. They are the result of the 'learning' process and can be formed very quickly because even first impressions matter a lot. Once established, these expectations can hold significant influence in decision-making processes and can be very hard to change.

Business Dictionary.

- Foreign Language:

"A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs" Aleidine J. Moeller and Theresa Catalano. They also refer to foreign language education as the pedagogy of a modern language that is not the mother tongue or official language of the community.

- Customer perceptions:

Customer perception is a marketing term that involves the idea, consciousness and awareness about the product and service to be acquired as well as the company. It's usually influenced by advertising, social media, experiences and other persuasion channels.

In other words, it is the way how the customer interprets a specific product or service, based on the previous observation, feedback, and preferences. These aspects will create the image of that brand for the customer's mind.

METHODOLOGY

Now we will expose the Methodology that will be used for the development of the research. Starting, we will give a brief explanation about the type of research, then, we will mention the tools applied to carry out this project and that will help us collect all the necessary data to support this study.

TYPE OF RESEARCH

This is a descriptive research since it seeks to expose different points of view in regards to a specific situation, in this case, the perception a group of students at ECCI have about taking classes with a NET or Non-NET. It is classified as a descriptive research since it pretends to determine the satisfaction level at the end of the career as well as identifying common believes among this studied group.

This project can also be classified as descriptive since it is not limited to data collection, but to the identification of the relationships in the study. According to this, it is relevant to

give a brief and concise definition of this type of research, given by an expert in this field.

Sabino (1986) “La investigación de tipo descriptiva trabaja sobre realidades de hechos. Para la investigación descriptiva, su preocupación primordial radica en descubrir algunas características fundamentales de conjuntos homogéneos de fenómenos, utilizando criterios sistemáticos que permitan poner de manifiesto su estructura o comportamiento”.

RESEARCH METHOD

Here, we will find a qualitative research, which it is given the most to our study and the approach is the most appropriate for the ML students at ECCI university. For this reason, the information collected about this topic, such as surveys and interviews, with this aim to analyze and the meaningful information to continue with the results from qualitative form.

According to Miguel Martínez M. (2006), "El término "cualitativo", ordinariamente, se usa bajo dos acepciones. Una, como cualidad: "fulano tiene una gran cualidad: es sincero". Y otra, más integral y comprehensiva, como cuando nos referimos al "control de calidad", donde la calidad representa la naturaleza y esencia completa y total de un producto".

Nevertheless, Aristóteles on his book *Metafísica* shows a concept about qualitative research as "las acepciones de la cualidad pueden reducirse a dos, de las cuales una se aplica con mayor propiedad y rigor; en efecto, en primer lugar, cualidad es la diferencia o característica que distingue una sustancia o esencia de las otras". (Metafísica, Libro 5, Cap. 14: De la cualidad).

SOWT

STRENGTHS

- Let to know the students satisfaction level about the EL.
- Exposing the students' expectations to enroll on the program.
- Present the advantages of each type of teacher

OPPORTUNITIES

- The program takes into account our project as guide mark in order to evaluate if any changes on the methodology need to be applied.

WEAKNESSES

- Lack of information about this topic in Colombia

THREATS

- Program teacher's perception regarding the results of the main topic.

INSTRUMENTS

- SURVEY

For this research one of the elements choices to collect data is the survey. In this case, the students of 7th and 8th semesters of ML program, thus we could collect more information to analyze and results of this project.

Also, the surveys are the instrument to obtain the information based in a series of questions developed to students of ML program. Likewise the surveys have two forms to carry on the questions: open questions and close questions.

As mentioned Devin Kowalczyk (2016) "A survey is defined as a brief interview or discussion with individuals about a specific topic. The term survey is often used to mean 'collect information'"

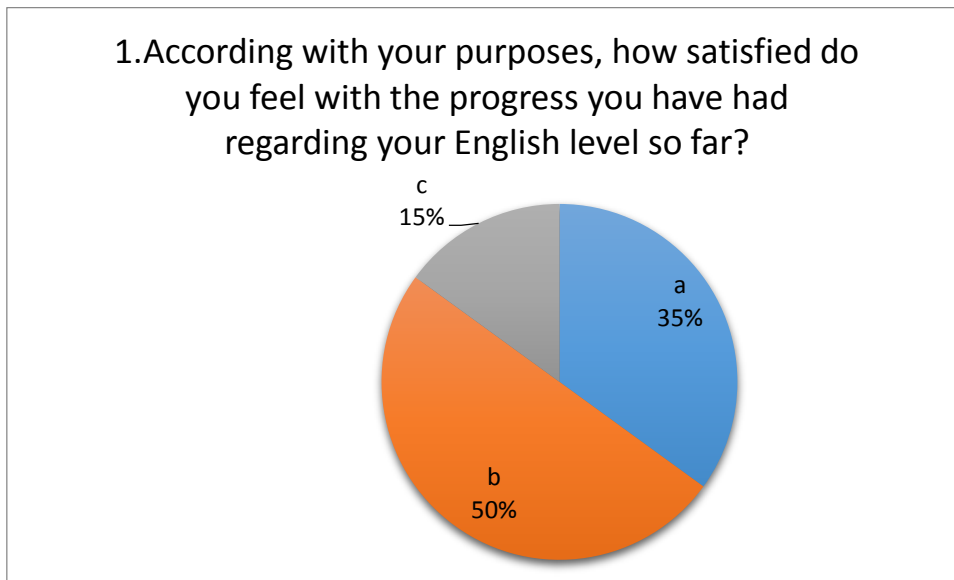
- INTERVIEWS

In this research will use the semi structured interview considering that from this way we have a closer contact with the students, such as mentioned Margaret C. Harrell and Melissa A. Bradley (2009) in your research published about semi-structured interviews "Interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics".

The interviews were a write form and it was realize to students of 7th and 8th semesters of ML program at ECCI university where we can have valid information with the purpose of guarantee a better intention in this research and to get the different opinions about the topic

respect to degree satisfaction when they taking classes with a NET or Non NET and the expectations they had at the beginning of career.

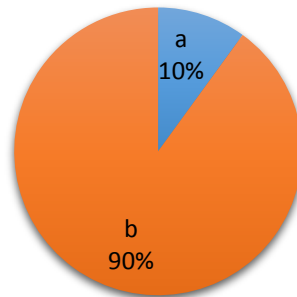
SURVEYS



- A. Very satisfied
- B. Satisfied
- C. Dissatisfied
- D. Very dissatisfied

According to the graphic above, we can see that 35% of people are very satisfied, 50% percent are satisfied and 15% are dissatisfied. This means that a big portion of surveyed students are satisfied with their English level. In overall, we see a high amount of satisfaction degree.

2. During your major process have you ever had classes with a Native English Teacher?

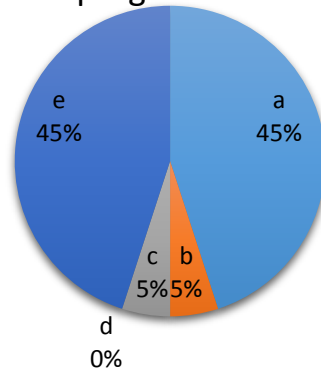


A. Yes

B. No

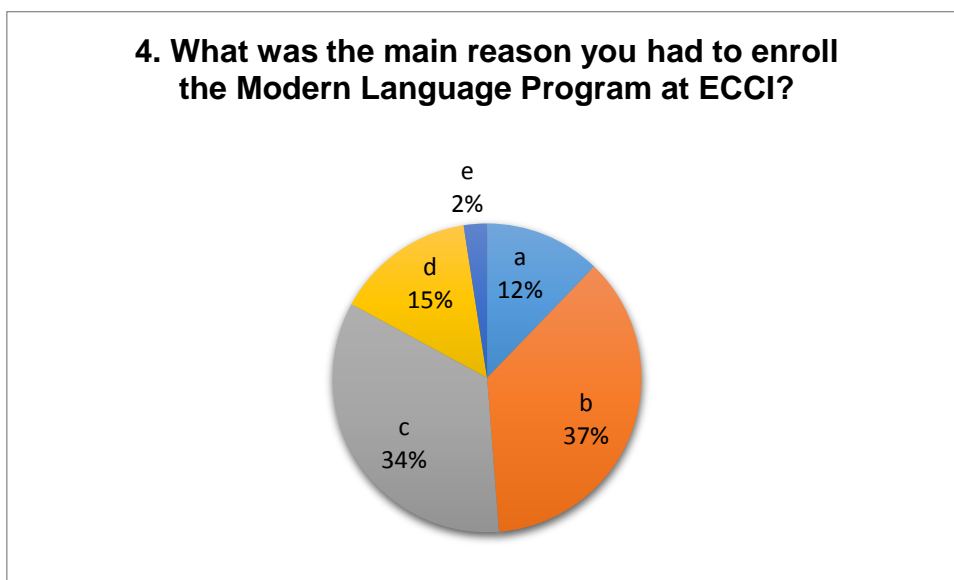
In this graphic we can find that a great majority of surveyed students have never had classes with a Native English Speaker teacher, they were 90% of the population. Only 10% have had classes with a Native English Speaker teacher. According to this numbers, it is difficult to find out their opinion about learning English with a Non Native teacher.

3. Taking into account your experience, what type of teacher would you prefer to take English classes with at the Modern Languages program?



- A. Native with specialization.
- B. Native without specialization.
- C. Non Native with specialization.
- D. Non Native without specialization.
- E. I don't have any preference.

According to the results found above, we have two answers with the same percentage. 45% of the surveyed students don't have any preferences about the type of teacher they would like to have English classes with. Other 45% of students answered they prefer a Native English teacher with specialization.

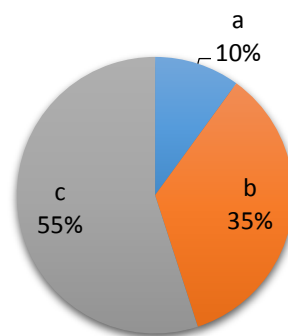


- A. Work
- B. Like for languages

- C. Traveling abroad
- D. Interest in administrative and business affairs.
- E. Other: _____

According to the findings in the previous graphic, we can say that 37% of people decided to enroll in this program due to their like for languages. 34% of them, did it for traveling abroad, 15% did it for interest in administrative and business affairs. 12% did it due to work and a 2% did it for culture understanding. We can see that the main reasons for enrolling where like for languages and for traveling abroad, so we can say they are the main 2 motivation reasons.

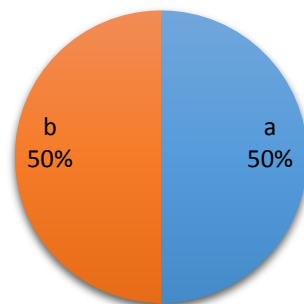
5. Based on the last answer, what is the percentage of accomplishment regarding your initial expectations?



- A. 20%
- B. 50%
- C. 80%
- D. 100%

As we can see in the previous chart we can say that 55% of the surveyed students have accomplished their initial expectations in an 80%, 35% of them have accomplished them in a 50 % and 10% have done it in a 20%. No one answered 100% so we can say that in overall, there is a large amount of students in 8th semester who haven't achieve what they expected at the beginning of the career.

6. Do you consider the fact of having a Native English Teacher or a Non Native English Teacher would have any influence in your satisfaction level regarding Modern Language major offered?

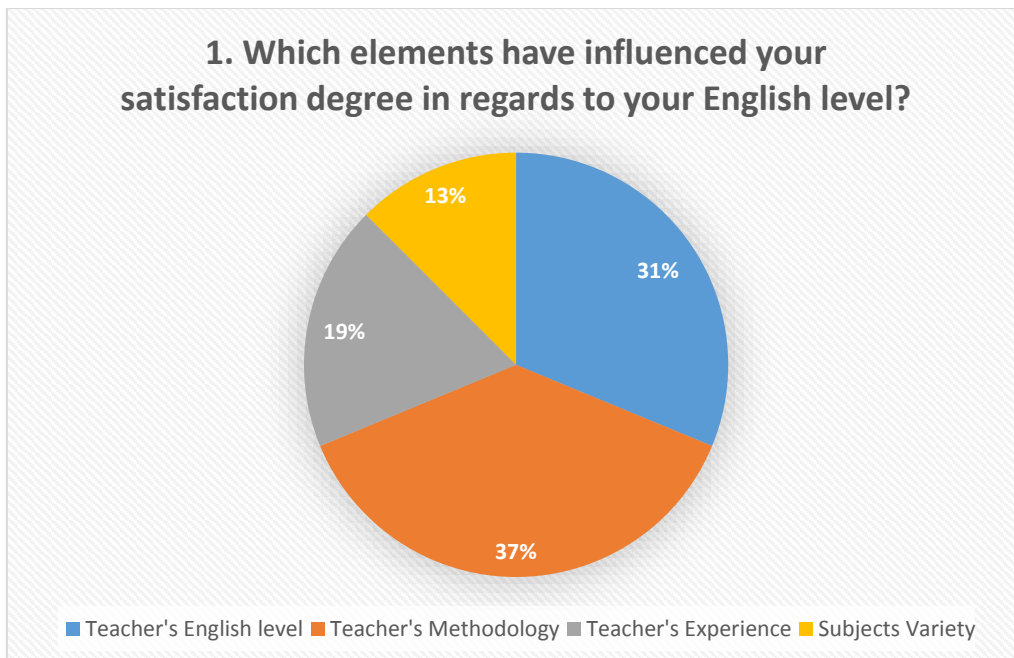


A. Yes

B. No

According to the previous graphic, we found that half of the surveyed students think there is a link between the type of teacher and their satisfaction level. The other half thinks the opposite.

INTERVIEWS

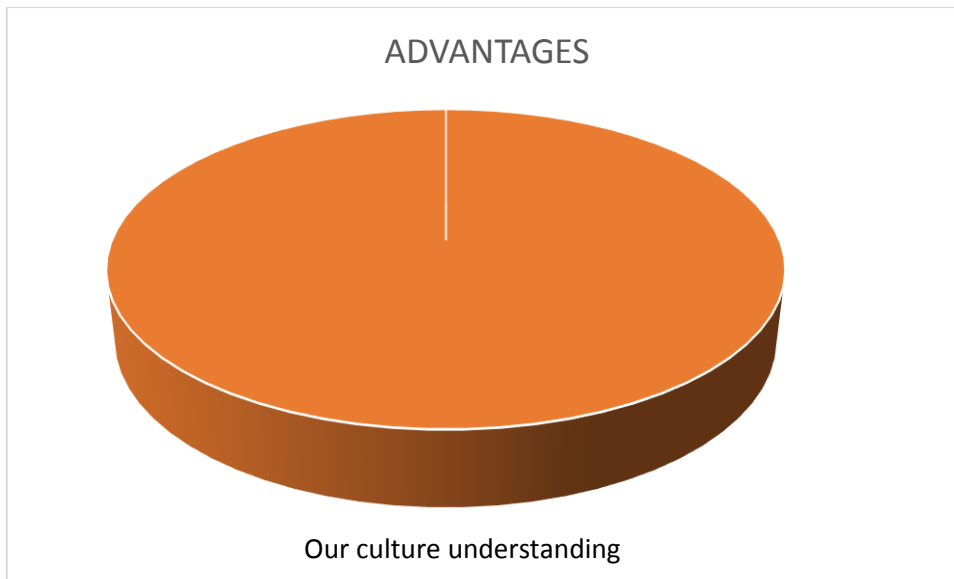


ASPECT	N° OF STUDENTS
Teacher's English level	5

Teacher's Methodology	6
Teacher's Experience	3
Subjects Variety	2

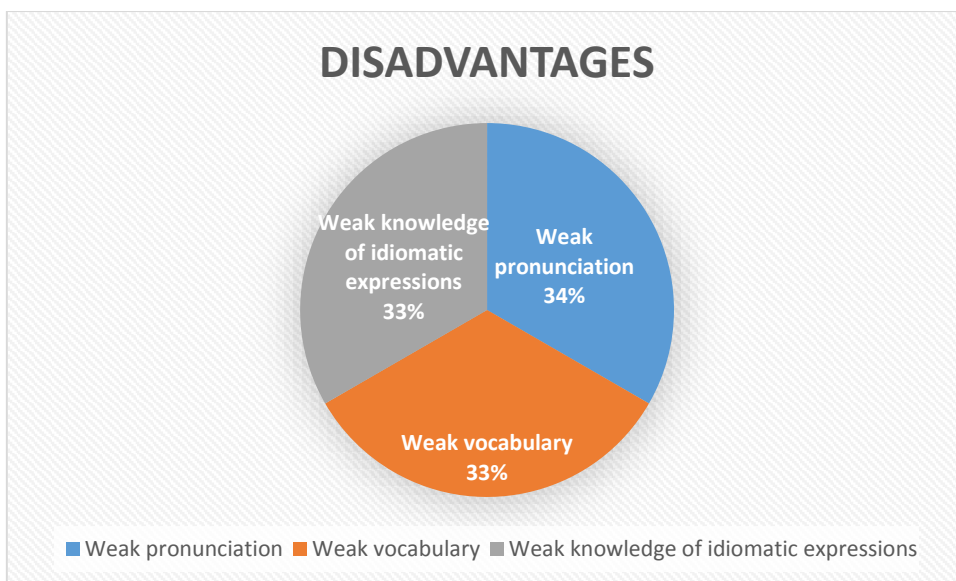
In the previous graphic we can find the most common answers. All the other answers were different and don't have any relation with the others. Here we can find the consequences. 6 out of 13 students say that the element that influenced their satisfaction level was the teacher's methodology. 5 students answered that their satisfaction influence factor was the teacher's English level and 3 students said that it was about the teacher's experience. Other 2 students answered that their main satisfaction factor would be the subjects' variety.

1. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF TAKING ENGLISH CLASSES WITH A NON NATIVE ENGLISH TEACHER?



ADVANTAGES	N° OF STUDENTS
Our culture understanding	4

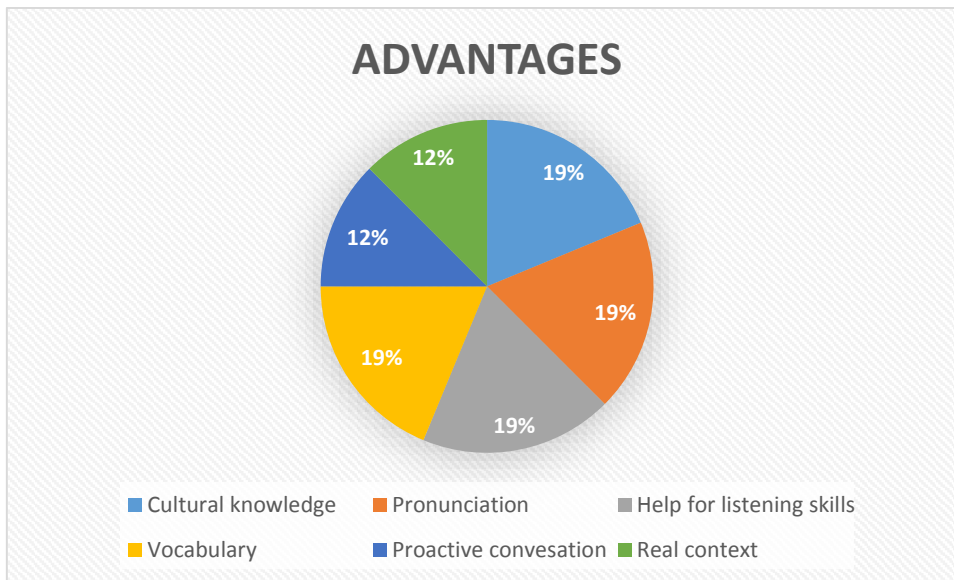
As we can see in the graphic, the only common answer we found was Our culture understanding. 4 out of 13 people gave that answer and they find it as one of the advantages of taking English classes with a Non Native English Teacher.



DISADVANTAGES	Nº OF STUDENTS
Weak pronunciation	2
Weak vocabulary	2
Weak knowledge of idiomatic expressions	2

In the graphic above, we can see there are 3 common answers. 2 of the interviewed students answered that some of the disadvantages of taking English classes with a Non NET were weak pronunciation, other 2 students answered weak vocabulary and 2 weak knowledge of idiomatic expressions.

3. What do you think would be the advantages and disadvantages of taking English classes with a Native English Teacher?

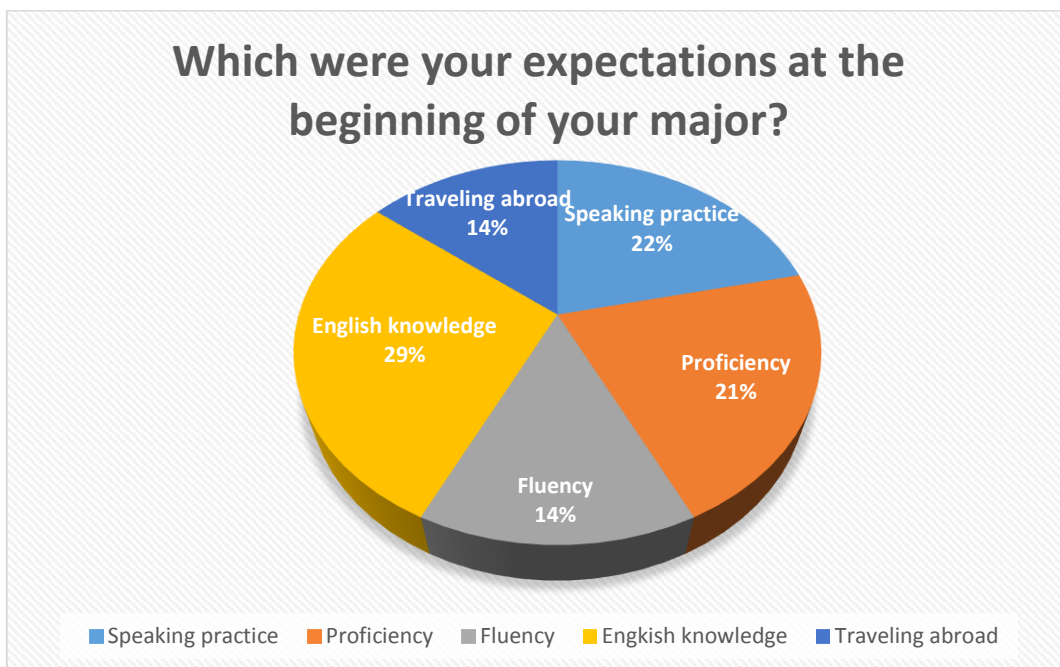


ADVANTAGES	N° OF STUDENTS
Cultural knowledge	3
Pronunciation	3
Help for listening skills	3
Vocabulary	3
Proactive conversation	2
Real context	2

In the graphic we can see, the answers received for this question. We can find multiple similarities in the opinions about advantages of taking cases with a NET.

Students indicated that there are not disadvantages at the moment of taking English classes with this type of teachers.

4. Which were your expectations at the beginning of your major?



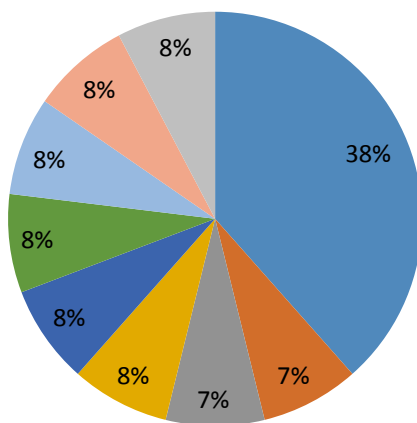
EXPECTATIONS	Nº OF STUDENTS
Speaking practice	3
Proficiency	3

Fluency	2
English knowledge	4
Traveling abroad	2

As we can see in the previous graphic, we have 4 students whose expectations at the beginning of the major were to get English knowledge. Three students wanted to be proficient, 3 wanted to be able to practice speaking, 2 out of the 13 wanted to get fluency while speaking the language and the other 2 wanted to travel abroad.

5. From the expectations mentioned above, which of them have been accomplished and why?

- Student's English level ■ Exchange experience ■ Basic knowledge
- Interact with NET ■ Subject connection ■ Language preference
- Cultural knowledge ■ Traveling abroad ■ None



Accomplished expectations	N° OF STUDENTS
---------------------------	----------------

Student's English level	5
Exchange experience	1
Basic knowledge	1
Interact with NET	1
Subject connection	1
Language preference	1
Cultural knowledge	1
Traveling abroad	1
None	1

6. Which of them have changed and why?

ASPECT	N° OF STUDENTS
English Level	2
Interaction with native people	1
Job opportunities	1
No changes	6
International exams	2
Culture English	1

According to the graphic above, six students stated that their expectation have not changed without explaining why, while the other students said they want to improve their English level, cultural knowledge, more interaction with the culture, applying international exams and to have better job opportunities. The reasons they gave for their expectations changes are that there are not real possibilities to practice with native people in the university, now there are better English teachers to get a better level, apply international exams help to measure English level and lack of knowledge; finally one of the students thinks university does not guide him to reach a good job opportunity.

FINDINGS ANALYSIS

In order to complete this study it is important to analyze the data collected during the development of the investigation with the purpose of validating the answer to the research question. As it was mentioned in the methodology section, this data is collected and analyzed from a descriptive form.

This section comprises the analysis and interpretation of the results found by applying the tools and techniques of data collection like; theory, survey and interviews.

After completing this section we will compile all the results so we can get the overall conclusions about the main constructs investigated as students' satisfaction degree regarding the EL learning, opinions about taking classes with NETS and Non NETS and achievement

of expectations set at the beginning of the program. Below, we will find the table that will contain all the information that will resolve our research question.

	Theory	Surveys	Interviews
Student's satisfaction	<p>As we found on the theory, for educational institutions, students are customers. Their satisfaction as consumers of higher education is one of the main concerns in order to find the way to incorporate each day new students or customers in this case. The author Borden analyzes the general satisfaction and the relationship between students' experiences and perceptions. Pike (1991) stated that there is a relationship respect grades and satisfaction. Some other works identified the relations between students and teachers and students' self-evaluations and their effects on satisfaction. Aitken (1982) the author affirms that the student's academic performance is measured depending on the grades reported to verify how satisfied they were feeling on terms of how they were doing academically.</p>	<p>According to the # 1 question on the surveys applied, 85% of the students are between satisfied and very satisfied with the progress on their English level so far. This means they have a high satisfaction degree. Only 15% of the studied students are dissatisfied with the results. In addition to that, on the #6 question we can see that 50% of the surveyed people consider that their satisfaction level is related to the fact of taking the classes with a Native or Non NET which means that the high satisfaction level they have, comes from the type of teacher that they had classes with.</p>	<p>According to the # 1 question on the interviews applied, we found that the major influencing elements on the satisfaction level are the teacher's methodology with a total of a 37% and the teachers' English level, 31%. This is exposing that the most important aspects of satisfactions for students on the classroom, are linked to the teacher and their preparedness. As we could find on the surveys that the satisfaction level of the students is high, we can say that some those students think that the English teachers they have had English classes with, have a good English level and a satisfactory methodology.</p>

NETS and Non NETS

According to the authors Phillipson Medgyes Arva and Medgyes, Non-NETS may have weaknesses in the areas of vocabulary, fluency and pronunciation as it was observed in the interviews. It concludes that neither NETS nor Non-NETS are superior in an attempt to end what he calls "the fallacy of the native speaker." According to the results the preferences about NET or Non NET with any specialization are equal for both types of teacher but for some of them there is a relationship between type of teacher and level of satisfaction. Another author is Cheung who analyzes the views of both teachers and students NETS strengths include: "high level of English, ability to use English functionally and awareness of the cultures of English-speaking countries. The strengths of the Non-NETS included: ability to empathize with the students, as a friend of the students of a second language, shared cultural history and ability to teach grammar".

As we can see on the #2 question applied on the survey, only 10% of the students answered that they have ever had English classes with a NET and the remaining 90% stated they have never had classes with a NET, therefore, we can deduct that their answers are not based on the experience but on their expectations. On the other hand, as we show on the graphic to the #3 question, 50% of the surveyed students stated that they prefer to take those classes with a NET, and the other 45% of those students consider they don't have any preference about the type of teacher they take the classes with and therefore it does not have any influence regarding their satisfaction level.

According to our # 2 question about Advantages and Disadvantages of taking English classes with a Non NET, we can see that the interviewed students said the only advantage of taking classes with this type of teacher was our culture understanding. The three disadvantages they perceive are the weak knowledge about idiomatic expressions, vocabulary and pronunciation. On the # 3 question, asking about Advantages and disadvantages of NETS, the interviewed students say that the cultural knowledge, the pronunciation, vocabulary and help for listening skills, among other, are the advantages of taking classes with this type of teachers and there are not disadvantages about it.

Student's expectations

According to Gladys Martila (2014), When a student initiates a ML career, their main expectation is to be multilingual so they can work in a multinational company, as Languages teachers, or to travel over the world. Students are increasingly concerned about the potential value of their degrees or studies for their future employment. Young people graduating from university know that it is extremely important to be able to work in different linguistic and cultural environments. According to the report from the European Language Council, 2012, called "The future of language degrees" 62% of students study English since they want to

On the # 4 question of the survey we found that a big portion of the students decided to enroll on the program due to their like for languages and with the purpose of traveling abroad. On the other hand, we found on our # 5 question, that 55% of the surveyed students have a high accomplishment level regarding their initial expectation while 35% have accomplished only a 50% of their initial expectations.

As we can see on the # 4 question on the interviews, the main expectations students had when they decided to enroll on the ML program were Speaking practice, Proficiency, Fluency, English knowledge and Traveling abroad. The one that they were able to accomplish the most was to get a sufficient English level as was explained on the # 5 question on the interview.

find a job associated with their studies, which will give them the opportunity to practice and apply the knowledge previously acquired.

SCHEDULE OF ACTIVITIES TO FOLLOW DURING THE PROJECT DEVELOPMENT																																	
ACTIVITIES		FEBRuary				MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER			
		W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
1	Subject research	■																															
2	Creation of objectives and problem		■																														
3	Topic approved by faculty			■																													
4	Mentor assignment			■																													
5	First tutory				■																												
6	Library research					■																											
7	Corrections making						■	■																									
8	Second tutory								■																								
9	Information research through the web									■																							
10	Frameworks creation										■																						
11	Third tutory											■																					
12	Frameworks corrections making												■																				
13	objectives corrections making													■																			
14	Fourth tutory														■																		
15	Corrections making															■																	
16	Surveys creation																■																
17	Fifth tutory																	■															
18	Surveys correction																		■														
19	Sixth tutory																			■													
20	Surveys application																				■												
21	Seventh tutory																					■											
22	Survey results analisis																						■										
23	Eight tutory																							■									
24	Interviews creation																								■								
25	Interviews correction																									■							
26	Interviews application																										■						
27	Ninth tutory																																
28	Interview results analisis																																
29	Results analisis																																
30	Tenth tutory																																
31	SOWT completion																																
32	Conclusions making																																
33	Glossary investigation																																
34	Bibliography completion																																
35	Eleventh tutory																																
36	Corrections making																																
37	Project presentation to faculty																																
38	Corrections making																																
39	Twelfth tutory																																
40	Presentation making																																
41	Presentation preparation																																
42	Final project presentation																																

CONCLUSIONS

- Taking into account the results obtained from the interviews and surveys applied on this research, we can conclude that the satisfaction degree that the majority of students from 7th and 8th semester in the ML program have concerning their English level is high, since most of them stated to be satisfied.

- The majority of the examined students have never had any English classes with a NET, however as their degree of satisfaction is high, we can conclude that the students are very pleased with the Non NETs they are having classes with.
- Based on this research we can find that the students' degree of satisfaction is highly linked to the teacher's methodology and English level since it's a strong source of motivation to have better results as we can find it on the theory as well as on the interviews.
- According to the findings, we can say that students from 7th and 8th semester of ML program would prefer to have their English classes with NETs with specialization. They also think that each type of teacher has their strengths and weaknesses at the time of teaching this language.
- A big portion of the students that enroll on the ML program do it with the purpose of having the opportunity to travel abroad and also to be able to work in a Multinational company. Other reason to their enrollment is to learn English and to be proficient on it. A high number of students' expectations were met at the end of their careers.

GLOSSARY

ALLEGIANCE: Loyalty or devotion to some person, group, cause, or the like, specifically loyalty of citizens to their government.

ASIDE: Away from one's thoughts or consideration.

ATTAINMENT: The act or process of achieving a goal.

ATTEMPT: An effort made to accomplish something.

AVAILING: To make use or take advantage.

AWARENESS: the ability to directly know and perceive, to feel, or to be conscious of events, objects, thoughts, emotions, or sensory patterns.

BROAD (ER): Extended, in the sense of diffused; open; clear; full.

CHEAPLY (CHEAP): Costing very little; inexpensive.

COMPILE: To gather together.

COMPLIANCE: Cooperation or obedience.

CONQUER: To win by effort, personal appeal.

CULTURE SHOCK: A feeling of confusion and distress experienced by a person who is exposed to a foreign culture.

DEEPER: A vast extent, great in measure.

DICHOTOMY: Division into two parts, especially into two parts that are opposed.

DISPEL: To drive off or cause to vanish.

EARNING: Something that has been gained.

ECCI: Escuela Colombiana de Carreras Industriales

EL: English language

ENCOURAGE: To inspire with courage, spirit, or confidence to do something.

FAIRLY: In a fair manner; justly; impartially.

GAPS: A wide or great difference between things.

HANDLED: To use or employ, especially in a particular manner; manipulate.

HASTEN: To (cause to) move or act with acceleration.

HUGE: Literally not measurable, is particularly applicable to what is exceedingly great, without reference to a standard.

ML: Modern language.

NET: Native English teacher.

Non NET: Non Native English teacher.

READINESS: The condition of being ready or willing to do something.

RECRUITMENT: To seek to hire, enroll, or enlist (a person) in a group, company, or organization.

REINFORCE: To make more forceful or effective; strengthen.

REWARDING: To give something to someone especially in gratitude for a service rendered; recompense.

ROOTS: The fundamental part; the source or origin of a thing.

SHORTAGE: The condition or state of not having enough; deficiency.

TENURE: Status granted to a person, usually after a probationary period, indicating that the position or employment is permanent (experience).

TRIGGER: Anything that causes a reaction.

UNMASK: To reveal the true meaning of; disclose; expose.

WARY: Arising from or characterized by caution.

WEAK: Lacking in force, intensity, or ability to produce an effect.

WEALTHY: Rich in character, quality, or amount; abundant or ample.

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