Chapter 8 Status of the English language in the students of the bachelor's degree in marketing generation 2020

Capítulo 8 Estatus del idioma inglés en los estudiantes de la licenciatura en mercadotecnia generación 2020

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Abstract

Mastering a foreign language, especially English in a particular way in Latin America, is essential for any professional in the face of globalization. This phenomenon is the main reason why this language is so important throughout the world. Therefore, the objective of this study is to characterize the knowledge of the English language of the students of the Lic. In Marketing, generation 2020 belonging to the Faculty of Administrative Economic Sciences of the Autonomous University of Carmen, which will allow analyzing the status from its income (2020) to the present (2022) and thereby place the results obtained on the analysis table to generate strategies that contribute to the practice of this language considered a curricular course within the formation of the degree. For this, a study with a non-experimental qualitative approach was designed; with a sample of 34 students, initial enrollment of the 2020 generation of the LM. Based on the results obtained in the Diagnostic English Examination (EDIIN), followed by the status of the students at the various levels of the same considered within the curricular map of the Educational Program. In summary, the results dictate that the performance levels of the students are below the expected average, identifying the gaps and difficulties in learning the language. Therefore, it can be concluded that students need tutorial support and pedagogical recommendations to improve their knowledge of English and, therefore, the quality of professional training.

EDIIN, Academic performance, Tutorial support, Professional training, Students

8.1 Introduction

Learning a foreign language is on the rise, especially in a country like the United Mexican States. The challenges that arise are always in the realm of teaching and learning. In the face of these challenges, what happens is that the focus is more on the practical problems of the foreign language (English) class, subordinating learning to teaching methods. In most cases, the students' learning process is not perceived, nor are the strategies they need to implement in order to truly learn addressed. Then comes the question of how to learn a foreign language. In this sense, it is essential to investigate the processes, methods, techniques and strategies that students use in their learning trajectory, taking into account the problems they face on the one hand and on the other, the individual difference that arises on this learning path. Each student has his or her own style and personality, as well as aptitudes, motivation, strengths and weaknesses.

Although there has been a large amount of research on the subject of teaching English as a foreign language, the strategies involved in the learning process, especially in the classrooms of the Universidad Autónoma del Carmen, present a certain disadvantage in this reality. This study aims to analyze the academic behavior of students in their learning process. This analysis would help to uncover problems and drawbacks, pushing students to a certain autonomy in their learning process. Communicative competence is another fundamental aspect that you always want to achieve in learning the target language.

Through a qualitative non-experimental study, this paper analyzes the process of learning English as a foreign language, presenting a general overview of how students master and pass the curricular levels considered in their academic trajectory.

8.2 Method

A qualitative, non-experimental method was used based on two stages:

First stage. To identify the students who were selected to enter the bachelor's degree in marketing, for this purpose the total final grade obtained in the selection exam was considered. According to the program, the selection criteria were followed and students were assigned an enrollment.

Second stage. Students who entered the bachelor's degree in marketing were followed up considering the basic elements such as initial performance and the level of English they have passed for this semester. The objective is to identify students who require academic support either through peers who have better academic performance.

8.3 Theoretical framework

Education, at all levels, plays an important role as the main factor of progress of nations; In practically all the nations of the world, it is considered the ideal means to train the citizens that society requires today to face global challenges. On the other hand, at the national level, the Education Sector Program 2013-2018 indicates that higher education is one of Mexico's main sources of wealth for social, political and economic development (SEP, 2013).

Sarmiento (2000) notes that, in human development, education is the main engine for rapid and sustainable growth. The most educated societies not only produce the greatest number of innovations, but are the ones that best capture and use the new creations of science and technology. It is the individuals and collectively the citizens of a country who build their own destiny, hence the importance given to education for greater growth and development.

Calero Pérez (2002) in his book Educational Technology states the following: Education is a A social process that aims to guarantee the continuity of culture, to guide the formation of and to shape a firm ethical personality of the learners, as well as contribute to the construction of a just and supportive society.

School performance is a "level of knowledge demonstrated in an area or subject compared to the norm of age and academic level", we find that student performance should be understood from their assessment processes, however. the simple measurement and/or evaluation of the performance achieved by students does not in itself provide all the necessary guidelines for action aimed at improving the quality of education (Jiménez, 2000).

Given the demands of today's society, it is important for universities to deepen their academic performance indicators in different methodological and theoretical areas from research. Among these, socioeconomic level is a variable to be considered in order to offer a broader panorama, as a source of notable information, in decision-making on what to do in educational institutions, from this field of knowledge. Studies on factors associated with academic performance in educational institutions are definitely parameters of their effectiveness and efficiency in response to their social relevance (UNESCO, 2002).

Jiménez & López (2009) state that "performance is a multidimensional construct, determined by a large number of variables (intelligence, motivation, personality, etc.) and which is influenced by numerous personal, family or school factors, among others"

The experience of institutions and countries that have generalized the use of tutoring as a strategy to promote comprehensive education, as well as student permanence, highlights the need to incorporate mechanisms for reviewing, substantiating and continuous improvement of these practices, and the importance of strengthening their articulation with other forms of student support and accompaniment (MEN, 2008).

Heredia and Camacho (2014) explain the problem of school dropout in higher education and the multiple factors that can influence it, taking a quantitative approach to the relationship between student motivation and academic performance in a private higher education institution. Similarly, Rodríguez's (2007) study discusses the relationship between academic performance and school dropout situations, arguing for the need for prediction based on variables that prevent student dropout. In Chong's study (2017), the need to carry out a project to create better strategies in the teaching-learning process is raised, pointing out that the fact that today, students have greater possibilities of access to university, has not translated into the improvement of their performance and brings with it academic failure, reflecting the importance of strategies to reduce failure and dropout rates.

Similarly, Márquez (2015) considers failure as one of the priorities of educational institutions, which is why he carried out a study that would predict the risk factors for dropout and failure, in this sense the association of failure with failure and abandonment is reflected.

For Daza, Charris & Viloria (2015), universities are committed to training professionals with the necessary skills to face the social reality of the country; The student must be guided in the academic process, maintain an organizational climate that shines in student motivation and performance. This is how it will later contribute to the rupture of the limited socioeconomic systems prevailing in today's societies (Balza, 2013).

Academic performance of the August 2020 generation in the English subject of the educational program of the Bachelor of Marketing

In this research study, information is presented only on one of the five educational programs of the Faculty of Administrative Economic Sciences, that of the Bachelor's Degree in Marketing, class of 2020 of the Universidad Autónoma del Carmen.

Table 8.1 Average and general information of admitted new applicants August 2020

No.	Gender	Average	Status
Student 1	H	84	Active
Student 2	H	70	Permanent withdrawal
Student 3	M	88	Permanent withdrawal
Student 4	M	70	Active
Student 5	H	63	Active
Student 6	M	81	Active
Student 7	M	75	Active
Student 8	H	83	Temporary leave
Student 9	H	80	Temporary leave
Student 10	H	81	Active
Student 11	M	85	Active
Student 12	H	79	Temporary leave
Student 13	M	83	Temporary leave
Student 14	H	71	Temporary leave
Student 15	M	82	Active
Student 16	M	81	Active
Student 17	H	83	Active
Student 18	H	77	Active
Student 19	M	83	Permanent withdrawal
Student 20	M	96	Active
Student 21	M	86	Temporary leave
Student 22	M	93	Permanent withdrawal
Student 23	H	86	Active
Student 24	M	66	Active
Student 25	M	81	Active
Student 26	H	78	Permanent withdrawal
Student 27	H	87	Temporary leave
Student 28	H	84	Active
Student 29	M	86	Permanent withdrawal
Student 30	H	70	Active
Student 31	M	84	Active
Student 32	M	73	Active
Student 33	H	77	Active
Student 34	H	70	Active

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.1 shows the number of admitted students (column 1), followed by the gender of the students (column 2); Continuing, it is possible to see the average graduation of the upper secondary level of the 34 students (column 3) admitted to the educational program of the Bachelor's Degree in Marketing. Finally, you can see the status (column 4) of the students for the period August-December 2022, that is, whether they are active or inactive (temporary or permanent withdrawal).

Table 8.2 General information about the Bachelor's Degree in Marketing

Status	Students
Total	34
Assets	21
Low	13

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.2 shows that 34 students were admitted to the Marketing educational program in the August-December 2020 period. Of those 34, for the current period, August-December 2022, 21 students are active and 13 are inactive (due to temporary or permanent leave).

Table 8.3 Active students of the Bachelor of Marketing educational program and their relationship with English grades and levels

No.	Gender	Average	Status	NA	NB	I1	I2	I3	I4
Student 1	H	84	Active	To	47				
Student 4	M	70	Active	70	87				
Student 5	H	63	Active	32					
Student 6	M	81	Active	77	82	77	70		
Student 7	M	75	Active	70					
Student 10	H	81	Active	70	15				
Student 11	M	85	Active	93	85	80	85		
Student 15	M	82	Active	70	59				
Student 16	M	81	Active	75	82	70	80		
Student 17	H	83	Active	To	90	76			
Student 18	H	77	Active	70	58				
Student 20	M	96	Active	To	To	86			
Student 23	H	86	Active	To	To	90			
Student 24	M	66	Active	82	73				
Student 25	M	81	Active	86	77	64			
Student 28	H	84	Active	To	To	83	81	75	
Student 30	H	70	Active	To	72	55			
Student 31	M	84	Active	To	To	73	86	83	
Student 32	M	73	Active	70	62				
Student 33	H	77	Active	To	38				
Student 34	H	70	Active	31					

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.3 shows the ratio of active members of the student enrollment (column 1) in the period August-December 2022, their gender (column 2), followed by their average graduation from the upper secondary level (column 3), as well as the approved and failed levels of English (column 5 to 10), these levels belonging to business leveling A, Business Leveling B and English I, II, III and IV.

Table 8.4 Levels of English Studied

Proficiency in English	Students	A/R
Leveling A	19	Approved
Leveling A	2	Reproached
Leveling B	13	Approved
Leveling B	5	Reproached
English 1	8	Approved
English 1	2	Reproached
English 2	5	Approved
English 2	0	Reproached
English 3	2	Approved
English 3	0	Reproached
English 4	0	Approved
English 4	0	Reproached

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.4 shows the number of students (column 2) active in the current period of August-December 2022 who have accredited up to a certain level of English (column 1), finally, the passing or failing status (column 3) of this subject is displayed.

**Table 8.5** Students studying English in the August-December 2022 period

Level studying, cycle Jun-Dec.2022	Students
Leveling A	1
Leveling B	2
English I	2
English II	1
English III	2
Total	8
Total gene. 2022	21

Source: Authors' own elaboration according to the 2020 LMKT generation database.

As shown in table 8.5, you can see the number of active students (column 2) in the current period of August-December 2022 who are studying some level of English (column 1), which add up to a total of 8, that is, only 8 students out of the 21 who are active for the current period, They are studying English.
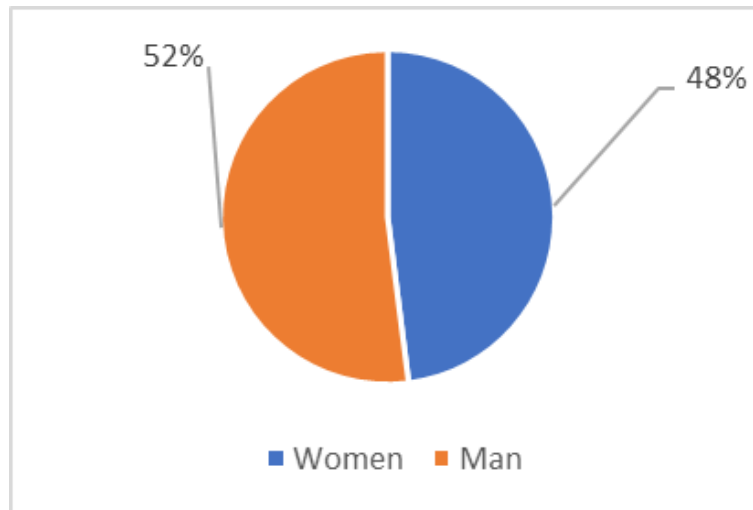
8.4 Results

Graphic 8.1 Gender of admitted students
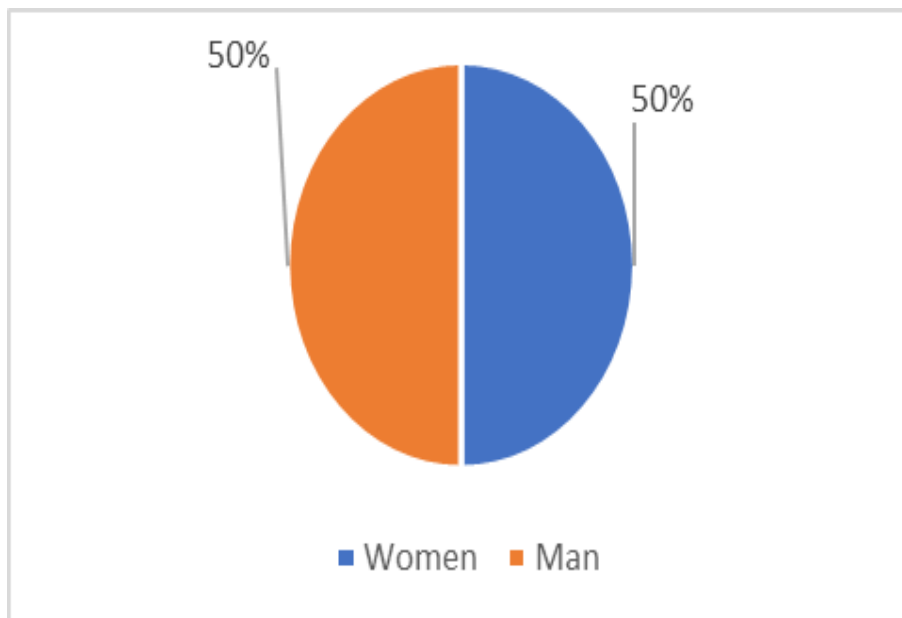
Source: *Authors' own elaboration according to the LMKT gene 2020 database.*

Graph 8.1 shows the percentage of women and men admitted to the educational program of the Bachelor's Degree in Marketing, where both percentages are represented with 50% women and men, giving a total of 34 students admitted in the August-December 2020 school period.
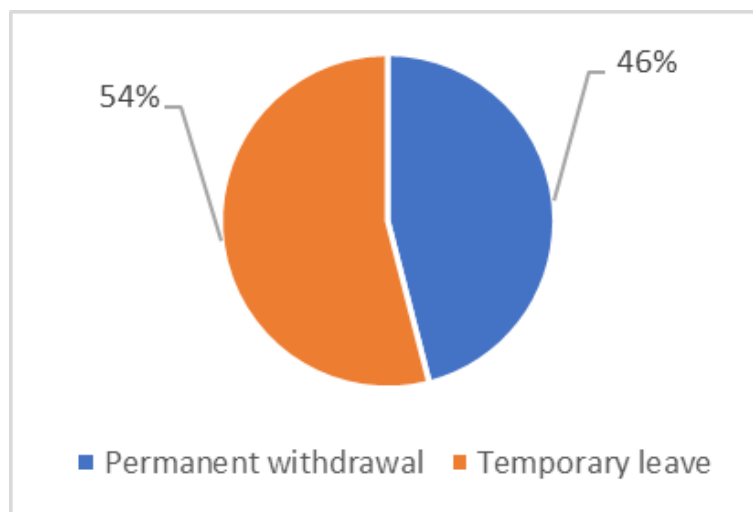
Graphic 8.2 Gender of active students in the period Aug -Dec 2022

Graphic 8.2 shows the percentage of women and men currently active in the educational program of the Bachelor's Degree in Marketing, where the highest percentage is represented with 52% (equivalent to 11 students) in women and 48% (equivalent to 10 students) in men, giving a total of 21 students from the August 2022 generation active in the August-December 2022 school year.

Graphic 8.3 Admitted students from the non-active class of 2020

Graphic 8.3 shows the percentage of students admitted as part of the August 2020 generation belonging to the educational program of the Bachelor of Marketing who have dropped out. The highest percentage is represented by 54% (equivalent to 7 students) who have temporarily withdrawn, while 46% (equivalent to 6 students) have withdrawn permanently, giving a total of 13 students from the August 2020 generation who are not active in the August-December 2022 school year.

Graphic 8.4 Status of the English Area in Gene Learners. 2020 Bachelor of Marketing
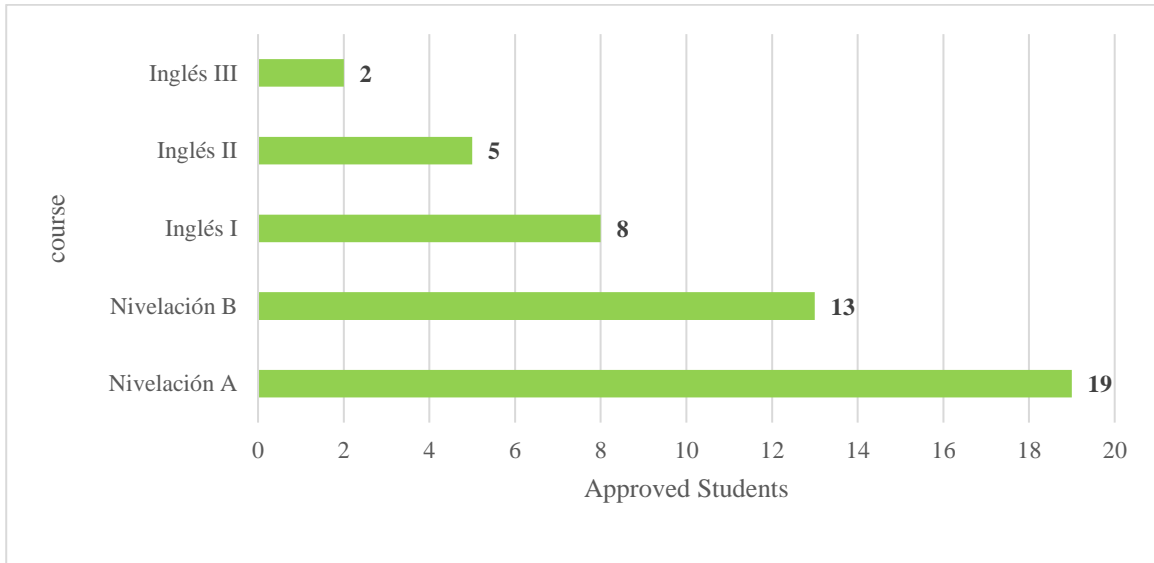
Source: *Authors' own elaboration according to the LMKT 2020 generation database.*

Graphic 8.4 shows the status of students in the area of English in the educational program of the Bachelor's Degree in Marketing, where the highest percentage is represented with 19 students passing level A, 13 students passing level B, 8 passing English I, 5 passing English II and 2 passing English III.

Graphic 8.5 Students with an active course
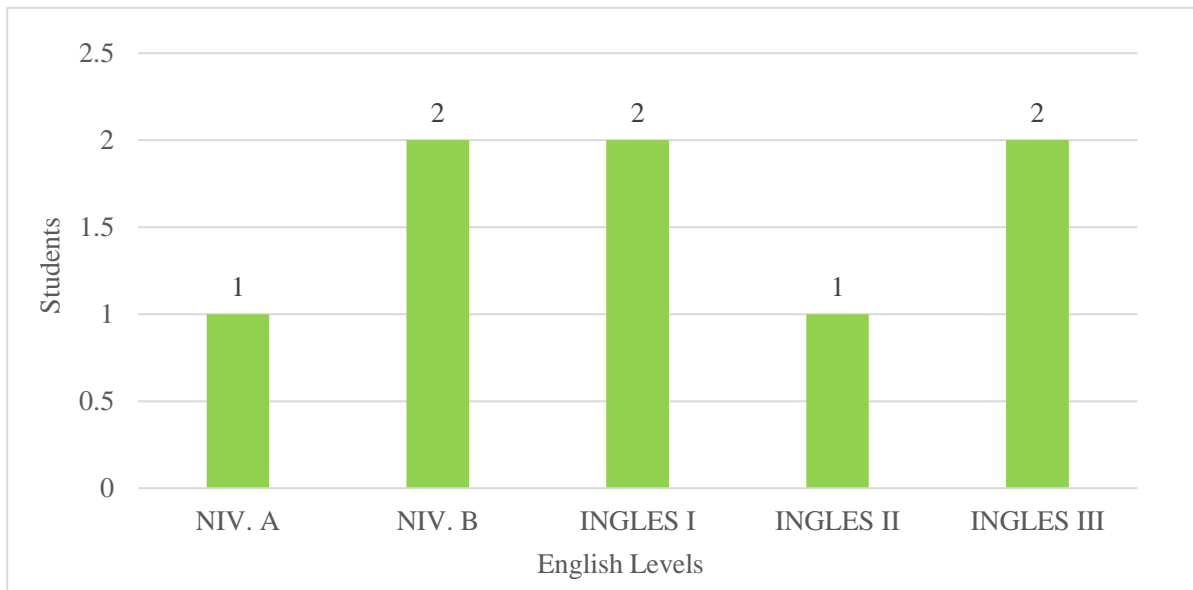
Source: *Authors' own elaboration according to the gen2020 LMKT database.*

In graphic 8.5, you can see the level at which the students of the 2020 generation of the Bachelor's Degree in Marketing are, in the English courses where it can be seen that of the 21 active students of the 2020 generation, only 8 are studying some level of English, these 2 students being level B, non-English I students, 2 English III students, 1 Leveling A student and 1 English II student.in the August-December 2022 school year.

8.5 Conclusion

The conclusion of this study is that we need to think deeply about what needs to be done to counteract the effects of educational methods that emphasize the inability to reconcile the intentions of teachers and the education system with students. To do this, English teachers must focus their attention on the possible factors that are not directly observable (unconscious content, characteristics and motivations of the students) that interfere with their work and, based on this, design strategies to teach not only memory, cognition or compensation, but based on their cognitive, affective and social goal. In short, we need to innovate in the teaching and learning of the English language, and to do so we need to start from the intentions and resistances of students who are products of the symbolic world on which our culture is based. Therefore, in the development of didactic strategies that guide the creation of a meaningful learning environment for the English language, it is important to plan activities and select resources appropriate to the context, knowledge, interests, learning styles, feelings, beliefs, values, discourse. and student motivation. It's important to consider the approach, activation, and dynamics of the team. Likewise, the risks of using methodologies that contribute to the what, how and why in the educational processes that arise around language learning must be considered. It is necessary to triangulate and generate integrating forces: students – tutorial accompaniment – language teachers.

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