



UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**Undergraduates' Perceptions of Research
in an EFL Program: a Case Study**

TESIS

Para obtener el grado de

Licenciada en Lengua Inglesa

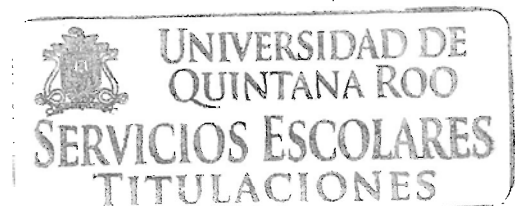
Presenta

Br. Nancy Jazmin Picaso Noh



Directora de Tesis

Dra. Edith Hernández Méndez



Chetumal, Quintana Roo, México, febrero de 2014.



UNIVERSIDAD DE QUINTANA ROO

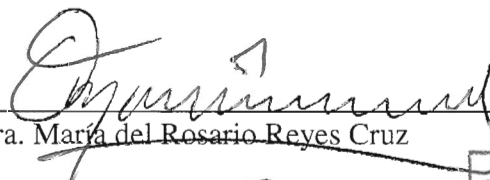
División de Ciencias Políticas y Humanidades


Tesis elaborada bajo la supervisión del Comité de tesis del programa de Licenciatura en Lengua Inglesa y aprobada como requisito para obtener el grado de:

LICENCIATURA EN LENGUA INGLESA

COMITÉ DE TESIS

Directora: 
Dra. Edith Hernández Méndez

Asesora: 
Dra. María del Rosario Reyes Cruz

Asesora: 
Mtra. Lizbeth Gómez Argüelles



Chetumal, Quintana Roo, México, febrero de 2014.



ACKNOWLEDGMENTS

First and above all, I would like to thank God for everything he has given me throughout my life. This thesis would not have been possible without the guidance and the help of several individuals who contributed and extended their valuable assistance in the preparation and completion of this study. Foremost, I would like to express my gratitude to my supervisor, Edith Hernandez who was abundantly helpful and offered invaluable assistance, patience, motivation, enthusiasm, support, guidance, and immense knowledge.

Deepest gratitude is also due to the members of the supervision committee, Rosario Reyes and Lizbeth Gomez, whose knowledge and assistance helped this study to be successful. To all my professors for their encouragement not only to complete this study but to always pursue my goals. Special thanks also to all my class fellows, for sharing wonderful experiences, for all the fun we have had in the last years, without forgetting my best friends Dinora and Alfredo with whom I have shared a five year old path in this undergraduate program career and who have always been there through time and distance.

I would like to thank all my family, especially to my mom Zoila and my dad Diego, my brothers Miguel and Pablo, my sister in law Erika, my nephew Andres, my son Alex, my daughter Yary, and my husband Luis without whom this effort would have been worth nothing; I would like to sincerely give thanks to all of them because their understanding, advice and support made everything possible. Therefore, I dedicate this thesis and five school years to all of them.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	3
TABLE OF CONTENTS.....	4
CHAPTER 1: INTRODUCTION.....	6
CHAPTER 2: LITERATURE REVIEW	17
2.1. <i>The benefits of undergraduate research experiences</i>	17
2.2. <i>Students' perceptions about research experiences.....</i>	20
2.3. <i>Institutional support available for students' research.....</i>	23
CHAPTER 3: THEORETICAL FRAMEWORK.....	25
3.1 <i>General considerations about Organization</i>	25
3.2 <i>The general behavior of the organizations.....</i>	27
3.3 <i>The University as an Organization.....</i>	29
3.4 <i>University Organization Characteristics.</i>	30
3.5 <i>Culture</i>	31
3.6 <i>Culture and subcultures.....</i>	32
3.7 <i>Organizational Culture</i>	33
3.8 <i>The components of organizational culture.....</i>	36
3.9 <i>Learning organizational culture</i>	39
3.10 <i>Research culture</i>	40
3.11 <i>Research culture in academic contexts</i>	42
3.12 <i>Undergraduates' research.....</i>	44
3.13 <i>Perceptions.....</i>	45
CHAPTER 4: CONTEXTUAL FRAMEWORK.....	49
4.1 <i>University of Quintana Roo.....</i>	49
4.2 <i>The English language bachelor program.....</i>	52
4.3 <i>The subject of Research Seminar.....</i>	53
4.4 <i>Graduation options.....</i>	54
4.5 <i>Budget for research.....</i>	55
CHAPTER 5: METHOD	58
5.1. <i>Research design.....</i>	58

5.2. Participants	58
5.3. Instruments	60
5.4. Procedures.....	60
5.5. Data analysis distribution.....	61
CHAPTER 6: DATA ANALYSIS	63
6.1. RQ1: <i>What are the undergraduate students' perceptions of their research experiences in the English language BA program?</i>	63
6.1.1. - The English Language Bachelor Program's curriculum.....	63
6.1.2. - Students and research	67
6.1.3 Supervisor.....	70
6.2. RQ2: <i>What are the students' perceptions of the main factors that influence their decision of conducting or not research to get their bachelor degree?</i>	73
6.2.1.-Graduation Options	75
6.2.2 Research scholarship.....	79
6.3. RQ3: <i>What are the undergraduate students' perceptions of the university's role in developing research and the institutional research culture?</i>	81
6.3.1.-UQRoo research culture.....	82
6.3.2.- Students' suggestions.....	85
CHAPTER 7: DISCUSSION	89
CHAPTER 8: CONCLUSIONS.....	98
8.1 <i>Some reflections and recommendations.</i>	99
DELIMITATIONS AND LIMITATIONS	101
APPENDIX A.....	102
REFERENCES.....	106

CHAPTER 1: INTRODUCTION

Research has been identified as the main creator of knowledge and it plays a crucial role in developing the prosperity of any nation and its citizens, as we are living in an era based on the acquisition of knowledge. (Etzkowitz, Webster, Gebhardt & Terra, 2000). Research creates knowledge and new ideas that improve individual's understanding of many aspects of the life such as society, economy and culture (Abbott & Doucouliagos, 2004). Bearing in mind this, undergraduates' research has become an important area of exploration for researchers nowadays.

Previous studies have found not only reasons for undergraduates to carry out research but also gains and benefits resulting from Undergraduate Research Experience (URE). For instance, according to Merkel (2001) and Schwartz (2003), there are three important reasons for undergraduates to carry out research. First, conducting research helps to include young scholars in the community of learning. Second, research motivates undergraduates to develop into independent thinkers. Third, research helps to make sure that research experience is essential. Similarly, Adamsen, Larsen, Bjerregaard & Madsen (2003) showed that in order to be prepared for graduate programs, it is important for undergraduate students to do research. In their study, Adamsen and his colleagues found that it is easy to get the interest of undergraduates in doing research provided that research is practiced while studying a degree.

There are also studies which investigated about the experience of those students who have carried out research projects by themselves (Hakim, 1998; Madan & Teitge, 2013; Hunter, Laursen, & Seymour, 2006; Hunter, Laursen, & Seymour, 2007; Hunter, Weston, Laursen, & Thiry, 2008 and Hunter, Laursen, Seymour, Thiry & Melton, 2010). For example, Hakim (1998) found that Undergraduate Research Experience is characterized by four features: first, mentorship, which refers to student and mentors interaction in a research project. The mentor is responsible for the development of the student's learning regarding research. Second, originality which refers to the fact the students have to

significantly contribute to the research project. Third, acceptability, which indicates that the students have to follow the procedures as well as the methods practiced and established in the discipline. Fourth, dissemination, which indicates that the student's research experience, has to conclude in a tangible product that will be evaluated by other members of the discipline.

Madan & Teitge (2013) mentioned there are benefits for undergraduate students who get involved in research. They stated that those benefits are numerous when research activities are practiced early and continuously during the major. Some of the benefits mentioned by Madan, & Teitge (2013) are that research experiences allow students to have a better understanding of published works; they also learn how to work both in collaborative and individual manner. Furthermore, undergraduates determine an area of interest to follow in their future research. Besides, undergraduates start their careers as researchers. By carrying out research early in the major, many undergraduates' students discover their passion for research and decide to continue not only into graduate studies but also into faculty positions. The benefits of undergraduate's research mentioned by Madan, & Teitge (2003) have also been discussed in a variety of disciplines such as engineering, biology, physiology, neuroscience, psychology (Narayanan, 1999; Reynolds, Smith, Moskovitz & Sayle, 2009; Wayment & Dickson, 2008; Frantz, DeHaan, Demetrikopoulos & Carruth, 2006). However, investigation about undergraduate research in the discipline of education seems to be scarce.

Having considered the benefits of undergraduate research, it is important to mention that there are also studies indicating that the involved forms of learning, including research, are greater experiences that transform undergraduates (Seymour, Hunter, Laursen & Deantoni, 2004; Hunter, Kuh, Kinzie, Schuh, Whitt & Associates, 2005; Lopatto, 2006 and Russell, 2006). This kind of involvement in research, which takes place in the curricular and co-curricular area, are distinguished by having not only significant student participation but also constant interaction between student and mentor (Astin, 1993; Malachowski, 1996; Seymour, 2004 and Kuh, et al., 2005).

Recently, there has been evidence that shows that undergraduate research is becoming an important topic to be studied since it is related to a number of positive gains for students. Several and current studies by Seymour et al., (2004) demonstrate that many researchers are paying close attention to looking for reliable devices to evaluate the benefits that student get from conducting research.

For example, in 2008, Turner, Wuetherick & Healey carried out a research to compare the differences among undergraduate research experiences in an international and in a multi-institutional context. Their results demonstrated that at institutions where research is done in an intensive manner, there is higher awareness of research activities from students as well as more positive and negative impacts of research on students learning. They also reported that there was no significant difference in the development of student's research skills of both institutions. This study also showed that the benefits obtained by the students from the research experience can only be completely acquired if the research conducted by the student is integrated with the student experience.

Nonetheless, there are not many studies regarding student's perceptions of what undergraduates learn as a result of their own research experience. For example, a number of studies have found that undergraduate research's activities require assistance, such as the help of a mentor to guide the student, direction and preparation (Greene, 2005 and Shakespeare, 2005); there is also a need of high-quality infrastructure and funding (Gibson, 2005; Shakespeare, 2005), in order to get students involved in research.

Current research has focused on the activities carried out by the universities, departments, disciplines and individuals to improve the benefits of student research (Healey & Jenkins, 2009; Healey, 2005; Jenkins & Healey, 2005; Jenkins et al., 2007). The main interest of the study of Healey and Jenkins (2009) was to know if effective teaching can happen without including student research in an actively manner. They argued that the function of research done by students has being ignored. This can be noticed in the fact that usually students are asked to carry out their first research project at their last year of their major, which is the case at the University of Quintana Roo, the focus of this research.

Encinas, Bussenier & Ramirez (2007) stated the development of research in the area of foreign language is connected with the conformation and consolidation of foreign language BA programs. It is to say that if the quality and diversity of foreign language programs increase, there will be an increment in the number of research projects. However, Gilbón & Gómez (1996) state that there is not enough systemic information about these research studies.

Some available information regarding research studies in the foreign languages field in Mexico are: the McLean's research (1978) about Applied Linguistics in Mexico; Da Silva & Gilbón (1995) study, about the state of knowledge of the research studies on the area of foreign languages in 1982 and 1992. There is a study about the development of language centers in Mexican higher level institutions by Gilbón & Gómez (1996); about the graduate theses in Applied Linguistics by Chasan, Rall & Valdez (1997); about teaching English in the Mexican higher level education by Encinas & Busseniers (2003) and a research project done by Valdez (2005) about a catalog of research projects, undergraduate and graduate programs in Linguistics, Foreign Languages Teaching, and similar areas in Mexico.

In addition, the more recent evidence regarding research studies in the foreign languages field in Mexico started in 2004 when a group of researchers from several higher level institutions in this country started a compilation of the state of the art in research in Foreign Languages Teaching and Learning in Mexico from 2000 to 2005. This work is the collection of research papers, reports of experiences, educational ideas, innovation and reflective products presented in a book titled "Research about teaching and learning foreign languages in Mexico" coordinated by Ramírez (2007).

Regarding the area of foreign languages, the interest to encourage research in Mexico is shown by academic events such as colloquiums and conferences. To mention some, there are events organized by the Mexican Association of Applied Linguistics (AMLA), which is an association that joins academics, professionals as well as students interested not only in a variety of areas regarding language study but also in all areas of professional life in which the use of the language is

particularly important. Additionally, there are also academic events organized by the Mexican universities or groups of professors who share interests in the same field of research. For example, the Forum for the Study of International Languages (FEL) organized annually at the University of Quintana Roo in which academic professionals as well as students share the results of their investigations regarding different areas of the language field. The association and the forum mentioned before show the interest from institutions to promote research. Unfortunately, participants in the conferences or forums are mainly academic researchers and graduates students but few of them are undergraduate students.

Regarding undergraduate research in Mexico, Ibarra (1998) claimed that currently, in Mexican universities, there is an exponential growth of research efforts. Following the same author, he states that one of the objectives of Mexican universities is to train future graduate students in research. It is known that Mexican universities have different graduation options to obtain a bachelor's degree; some may involve research activities. Nonetheless, these options can vary from one university to another.

In the particular case of the University of Quintana Roo (UQRoo) in Mexico, there is an English Language Bachelor program whose aim is to train future teachers of English as a Foreign Language (EFL). Students of this program should have knowledge on didactics, methodology and linguistic research ¹ (Zanier, 2011). For this reason during the ninth semester, students are required to take the course "Research Seminar I" ² and they are prompted to conduct a final graduation research study.

Furthermore, Zanier (2011) states that the English Language Bachelor program has some modalities of graduation to obtain a bachelor degree such as a

¹ My own translation.

² During the Research Seminar class students select a choice of graduation to develop it. The theoretical and practical tools learned in class are applying according to the modality and their corresponding design mode in research.

monograph, an ethnography, an English-Spanish glossary, a translation, a thesis, the General Examination for the Graduation Degree in Mexico (EGEL), the Grade Point Average (GPA), to name some³. Some of the modalities of graduation enlisted by Zanier (2011) aim at the development of student research, but there are others that do not.

It is clear from the above that students' research has been studied to some extent. Some of those studies were focused not only to show the importance but also to find and assess the benefits obtained from research. There were also mentioned briefly about the development of research in México specifically in the field of foreign languages. There were also important specifications about the English Language Bachelor program at the University of Quintana Roo since the participants are current and bachelor students of this university. Furthermore, other studies have examined the students' experience of carrying out research projects by themselves or taking part in a researcher-mentoring model. Other studies have focused on exploring what institutions, departments, disciplines and individuals do for promoting UR. However, most of the studies regarding research has focused mainly on faculty or graduates' perceptions of research and, as far as I know, nothing in undergraduate perception of research.

It is important to mention that most of the studies, mentioned previously about the benefits from research as well as the students experiences from the process of research have only been carried out in some fields such as social and natural science mainly in engineering, arts, humanities and medicine. This means there are few studies, regarding undergraduate research, in the field of English as a Foreign Language (EFL) education. Instead, there are reports about faculty research results as well as graduate students research (Encinas, Busseniers, & Ramirez Romero, 2007) that most of the time is not only published or readily available but also is presented through individual dissertations or forums.

³ More details about options of graduation will be given in the theoretical framework section.

Furthermore, much of the research up to now regarding undergraduate research has been quantitative research projects in nature; (Seymour E, Hunter, Laursen SL, DeAntoni T. 2004; Shakespeare, 2005) as few of them were qualitative and descriptive research projects, which is my interest. Additionally, the majority of those studies were conducted in foreign countries such as Adamsen, L., Larsen, K., Bjerregaard, L., and Madsen, J. (2003) in Copenhagen, Merkel (2006) and Hathaway (2002) in the United States and Neuman (1994) in Australia, among others but Mexico.

In addition, some of the theories used in the previous studies were the Social Constructivism Learning Theory⁴, the Grounded Theory Approach⁵ and the Collaborative Learning Approach⁶. All of those studies used a variety of instruments and methods such as observation, focus groups (undergraduates, and postgraduates' students, participating in a current research, nurses enrolled in a normal or in a summer research course), surveys, semi-structured interviews, questionnaires, video recorders and others.

Regarding research culture, Salazar-Clemena, R. & Almonte-Acosta (2007) did a study with the purpose to understand the research culture in the Philippine institutions from the view of their faculty. They found that the faculty considers that the aspects of research culture in their Philippine institutions are not strong since there are some indicators of research culture that are present only in a moderate degree. The authors also stated that there are factor such as time, strong belief in research endeavor, faculty involvement, positive group climate, working conditions and organizational communication, decentralized research policy, research

⁴ Social Constructivism theory emphasizes that learning takes place through interactions with other students, teachers, and the world-at-large. (Vygotsky).

⁵ Grounded theory refers to the discovery of theory from data systematically obtained from social research (Strauss, 1997).

⁶ Collaborative learning approach is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

funding, and clear institutional policy for research benefits and incentives that are necessities to improve research culture in the institution.

On the other hand, in México Reyes & Hernandez (2014), using the Organizational Theory and through a study case, examined and determined some characteristics of the research culture in the Department of Foreign Languages at the University of Quintana Roo. The author found that the culture observed in this university seems to be more a market culture. They also found that faculty and representatives seems perceive research as being one of their all assignments in other words for them research is just part of their job. Additionally, they observed that the research culture at the institution seems to be divided into two subcultures the group of faculty who are qualified and motivated to conduct research, and those whose academic profile limits them for research.

Concerning undergraduates' perception of research, Bauer & Bennett (2003) did a study with two main purposes, first to investigate educational effects related to the undergraduate research experience and second to develop a method for using alumni perceptions to assess educational outcomes. The authors administer a survey to 986 alumni of the University of Delaware from a research-extensive university divided into two groups: respondents with undergraduate research experience and those with no research experience. Results of this study indicate important educational gains associated with undergraduate research as well as greater development of important cognitive and personal skills and higher satisfaction with their undergraduate education. Participants of this study showed to be attracted to pursue graduate degrees.

In addition, Johnes (2006) did a study to explore senior students' perceptions of research in a non-research intensive institution of higher education. The author wanted to know how students of Sports Science BSc and Sports Studies BA degrees perceive the role of their own research in their degrees, and their perception of the importance of being taught by staff who are themselves research active. Results of this study showed that students value the enthusiasm, knowledge and credibility of a research-active faculty but suggests that research needs to be integrated into the curriculum. Participants of this study not only stated

that they use research to assess the teaching they receive but also that they value the skills and opportunities that conducting their own research develops.

As we can observe, studies about research culture at the institution not only seems to be limited but also focused mainly on faculty as participants. It means that there are scarce studies that examine research culture by means of the undergraduates' perceptions of their own process of research. It is worth noting that, as far as I know, none of them has been done in Mexico, neither in Quintana Roo, neither with EFL (English as a Foreign Language) undergraduate students, field of my interest.

Considering this gap in the literature, the aim of this thesis, therefore, was to examine the undergraduates' perceptions of their own process of research in the English language bachelor program at the Universidad de Quintana Roo in Mexico. Specifically, to examine the perception of eight students who selected four different graduation options (Thesis, Grade Point Average, Translation and General Examination EGEL)⁷ to get a bachelor degree. This research intends to analyze students' perceptions considering the theory of Organizational Culture. Weick (1995) and Robbins (1996) defined The Organizational Culture Theory as a sense-making and control mechanism that guides and shapes the behavior and attitudes of the organization's members. One perspective derived from this theory is the research culture which is field of my interest in this study. Further details of organizational culture and research culture are provided in Chapter II with regard to the theoretical framework.

The general objective of this study is to attain an understanding of the research culture at the institution by examine undergraduates' perceptions of their research experiences during the English language bachelor program at the University of Quintana Roo in Mexico.

This will be achieved through the following specific objectives:

- To examine the undergraduates' perceptions of their research experiences.

⁷ More details about modalities of graduation will be given in the theoretical framework section

- To analyze the undergraduate's perception regarding the factors that may influence their decision when choosing a modality of graduation.
- To identify the undergraduates' perceptions regarding the role of the university in the development of research and the institutional research culture

The questions that guided this research were:

1. What are the undergraduate students' perceptions of their research experiences in the English language BA program?
2. What are the students' perceptions of the main factors that influence their decision of conducting or not research to get their bachelor degree?
3. What are the undergraduate students' perceptions of the university's role in developing research and the institutional research culture?

It is undeniable that more research should be done to understand students' perceptions of research. Investigations to find possible solutions or strategies to improve research are not only beneficial for the institution, but also for students and faculty at UQRoo. This paper may well contribute to have a better understanding of the existing situation in which the institution, in this case, the Universidad de Quintana Roo, is regarding its research culture. It may help the institution to be aware of the weak areas that need to be strengthened regarding undergraduate research. By knowing the panorama and the condition of the university's research culture, through information provided by the students, authorities of the university may pay close attention of those areas that need to be improved.

Besides, as a result of this investigation, the Division of Political Science and Humanities (DCPH) and the Department of Language and Education (DELED) at UQRoo, may have a clearer view about the situation of undergraduate research at the English language program. It will help both of them to find appropriate forms of foster the students' interest in performing research work.

Furthermore, results of this research can help faculty to have a better understanding of the student's research experiences, and they might establish manners of developing strategies for undergraduates to carry out an acceptable

research work. Professors might be able to take into account the students' needs regarding research activities and improve their teaching focusing on encouraging the students to conduct or participate in research projects.

The students can benefit from this research by learning of the advantages of carrying out research, the benefits gained by those students who conduct research and all of the sources which are available to them to build greater experiences of research activities. Moreover, this paper might help students not only to know about others students' perceptions of research but also the perception of the students regarding faculty research and the perception of the research culture at the institution. This may be helpful for them to make better decisions regarding research activities and also to become aware of the role of research in the institution and the students' role in the development in a research culture.

CHAPTER 2: LITERATURE REVIEW

Neumann (2006) stated that scientific research is understood as the collective effort of many scientists, hence the importance of the development of the literature review. The knowledge is accumulated, and new researchers build on and learn from what others researchers have already done. Any specific research project is just a little piece on the whole process of creating knowledge.

This chapter includes a review of studies which investigated about students' research. What is known about the students' perception of research is largely based on studies related to teaching and research links. Literature regarding undergraduate research shows a tendency from most of the authors to investigate the benefits obtained by the research experiences of students who were involved in undergraduate research programs. Accordingly, this chapter contains not only literature concerning on the student's research experiences but also studies regarding the perception of the students about teaching and research relationship. Also, a brief description about studies that mentioned the effects of the available infrastructure for students conducting research is included.

2.1. The benefits of undergraduate research experiences

Since research culture at universities is reflected on the benefits gained by students who do research and through teacher-research relationship, there are studies conducted by Neumann (1994); Jenkins, Blackman, Lindsay & Paton-Saltzberg (1998) and Lindsay, Breen & Jenkins (2002) whose main interest was to document the students benefits gained through teacher-research relationship.

In 1994, Neumann conducted a study with both graduates and postgraduates as participants. She wanted to study the participant's experiences by means of their relationship with their teachers not only in the role of professor but also in the role of researchers. She states that because students are those who learn from the teacher, their opinions need to be taken into account. The goal of Neumann's research was to examine the degree in which students are conscious of the role of the teacher as researcher and if the research done by teachers has

an impact on their teaching and learning. Neumann (1994) interviewed a group of students; some of them were undergraduates and other postgraduates in an Australian university.

She found there are tangible benefits gained by students directly from teacher's research, essentially when research courses are constantly adapted and when teachers demonstrate to be interested in what they are studying. However, her results indicated that a great number of participants criticized the courses which showed the domination of research over the aims of the normal course. She pointed out that the reality of teaching-research relationship is different from what actually happens and what academics think happens in the classroom. Neumann (1994) suggests following a line of investigation to have more understanding of the relationship between teaching-research and students benefits gained from teacher's research.

In 1998, Jenkins, Blackman, Lindsay & Paton-Saltzberg, conducted at Oxford Brookes University a replica of the study of Neumann (1994). They administered questionnaires and conducted focus-group discussions with undergraduate students in a range variety of disciplines. They found out that students can identify the benefits of teacher's research, and that the students were able to notice some disadvantages of having a researcher teacher. One disadvantage that the participants noticed was that teachers who conduct research are not as accessible for students as teachers who do not conduct research might be. The authors argue that it could be because researcher's teachers seem to pay more attention to research than to their role of teachers.

In view of that, it is not difficult to assume that this happens because teachers who carry out research do not involve their students in research activities. Following the same authors they stated that sometimes researchers' teachers tend to modify their lesson plans of the class in order to pay more attention to their research work. In their findings, the authors reported that students perceived there is a high level of positive connections between teaching and research and that the problem of accessibility can be resolved improving teachers' organization.

The results in both, Neumann (1994) and Jenkins et al. (1998) studies demonstrated that there is a positive perception of student regarding teachers' research. Those positive perceptions from the students have to do with the incorporation of research into their teaching role which causes students perceive their courses as constantly renovated. The authors mentioned that students showed to be intellectually enthusiastic and teachers appeared to be motivated about what they were teaching.

In 2002, Lindsay, Breen & Jenkins carried out a quantitative analysis of the data discussed by Jenkins et al., in 1998. Lindsay et al. (2002) did the study twice first with undergraduate students as participants and in the second study, they reported results from a new investigation following the same methodology used in the original study but at this time with postgraduate students as participants.

The methodology used in both studies by Lindsay et al (2002) was the tape-recorded focus group discussions. Undergraduate students in eight subject groups and post graduates in nine subject groups were the participants. To collect the data they used a quantitative analysis method. The results showed that when discourse contributions are related with the Research Assessment Exercise (RAE) purpose of the department, it is observed that RAE rating goes up. The Research Assessment Exercise (RAE) is an exercise undertaken relatively every 5 years in the interest of the four higher education funding councils in the United Kingdom, with the purpose of evaluating the quality of research undertaken by British higher education institutions. RAE submissions from each subject area are given a grade by a subject specialist peer review panel. The rankings are used to inform the assignation of capital which each higher education institution receives from their national funding council. Last RAEs have taken place in 1986, 1989, 1992, 1996 and 2001. The results of December 2008 are the most recently published.

In their study Lindsay et al (2002) observed that undergraduates and postgraduates had different comments about the effects of research on teaching. Results showed when the RAE rating goes up, the percentage of positive comments about the effects of research on teaching from postgraduates tends to increase and the percentage of negative comments tends to decrease. On the

contrary, when the RAE rating goes up the percentage of positive comments about the effects of research on teaching from undergraduates tends to decrease and the percentage of negative comments tends to increase. The study of Lindsay et al (2002) made a serious effort at producing quantitative results about this topic. However, the number of disciplines is limited to just one institution, and based on a limited section of students, as a consequence according to some comments of authors, the results cannot be generalized with any degree of confidence.

2.2. Students' perceptions about research experiences

Bauer & Bennett (2003) conducted a study about alumni perceptions used to assess undergraduate research experience. The purpose of the study was to develop a methodology and a tool where student perceptions were included in a reliable manner to measure the benefits generated by undergraduate's research experiences. To obtain data, she sent by mail a survey to 2, 444 undergraduates and graduates students of different majors at the University of Delaware but just 986 were used in her study. The survey content was about four pages with a set of questions about undergraduates' research experiences. The survey asked participants to indicate the university activities in which students were participating during their courses, if they perceived benefits from those activities, if they were participating in graduate's studies and whether they were working in some research since graduation.

Participants were also asked to indicate the level to which some skills and abilities had been improved during their majors. Bauer & Bennett (2003) included attitudinal surveys of summer research experiences as current assessment instruments. Results of this study showed students perceive they gained research skills from their experience doing research. Most participants' answers showed that as a result of their research experiences they become interested in applying to a graduate school.

As Bauer & Bennett study surveyed students of a research institution, they divided respondents into one of three groups: those who were engaged in research experience as part of a university organized program, those who had to do with research on their own with a supervisor and those who did not do research as part

of their undergraduate research experience. The groups were also organized by major, Grade Point Average (GPA), and year of graduation. The results of 986 surveys showed that 418 of the students were participating in institution's research programs, 213 of the students, were working on their own with a supervisor and 355 of the students had no research experience.

The results of Bauer & Bennett (2003) study showed that students who participated in institution's research programs and those working on their own with a mentor, were more likely to follow with their academic preparation and to go into graduate schools and they reported not only to have a greater satisfaction of their undergraduate research experience but also to have an increment in their intellectual interest, research skills and communication skills. Students who participated in institution's research programs also stated that being involved in research with a faculty member did not stop them from doing other things because they improved their time management skills.

In addition to the studies described above, Russell, Hancock, & McCullough (2007) conducted a survey of over 7000 students who were matriculated at their first and second year of their major. The participants were matriculated in different fields such as science, technology, engineering and mathematics and about half of whom were involved in undergraduate research. The authors found that URE helped to clarify student's interests in science as well as student's understanding of the scientific process. Additionally, results showed that no research method proved to be the favorite of the students. Nonetheless, the enthusiasm and early exposure to research indicated to be significant for students. It is to say that most of the participants, as a result of their research experience, become more interested in looking for complete a career. Some of the students that had never considered the possibility of studying a PhD, become interested in pursuing a higher degree. The authors concluded that it would be beneficial to involve students in doing research from the early years of their bachelor's programs.

Another important study was conducted by Ward, Bauer & Bennet (2002). They carried out a content analysis of undergraduate's research evaluations. They examined 183 free-form evaluation letters of 1 to 4 pages of extent which were

randomly selected. The free-form evaluation letters were written by undergraduate research students in engineering and the sciences during the period of 1985 to 1995. Any specific question was formulated to the students thus to obtain data, researchers created codes from the existing free-form evaluation letters. The free-form evaluation letters were applied to undergraduate students at the end of a 10 weeks summer research program.

In their study, Ward, Bauer & Bennet (2004) divided the students' comments into three scores which were: as good as the regular course, less good as the regular course and better than the ordinary course. Those categories helped them not only to make a comparison between a normal course and a summer course but also to show the effectiveness of the research summer course.

The results of this study demonstrated that 154 of the 183 students wrote positive comments about their summer research program. Most of the students commented having experienced greater learning in the summer research program than in the normal course. However, a small number of students commented their learning from the summer research program was such as valuable as their learning from their normal course.

A high number of students mentioned not only having increased their technical skills as a result of the undergraduate research experience but also having increased their self-confidence. Besides, others participants believed they increased their ability to think creatively. About half of the participants expressed having improved their ability to act independently.

Ward, Bauer & Bennet (2002) results showed that half of the participants believed research gives them the perception of what graduates school would be like. Another interesting result from this study was that nearly a third part of the participants reported an increment in their desire to learn. In summary, Ward, Bauer & Bennet (2002) study showed that students perceived an increment in their learning through research than through ordinary classes. Participants reported that there was an improvement of their technical skills and their ability to act independently. They became interested in following their academic preparation. Students gained an understanding of the value of team work, the ability to work

facing all kinds of problems and mistakes. Students enrolled in the research summer program said they develop a desire to learn, their ability to think creatively and synthetically, they felt they improved their self-confidence, their communication skills, and their understanding of where “knowledge” comes from.

2.3. Institutional support available for students’ research

On the other hand, there is limited research with reference to the institutional support, sources and infrastructure necessary for the research process. However, recent work has begun to focus on what institutions, departments, disciplines and individuals may do to develop the linkages for the benefit of student learning (Healey, 2005; Jenkins & Healey, 2005; Jenkins et al., 2007). Unfortunately those studies were not available sources for this thesis. Nevertheless, here is a study which shows that institutions have been challenged to involve students in practice research experiences to increase their learning. This study mentions briefly the effects that the use of good infrastructure available for carry out research might cause in students.

In 2005, Trigwell & Dunbar-Goddet conducted a research at the University of Oxford about how postgraduate students experience their research. They found that research students’ experience experimented in a helpful intellectual environment in their department is strongly positively associated with the quality of their whole research experience and the results of the research.

Trigwell & Dunbar-Goddet (2005) study showed that the quality in terms of supervision received by students and the infrastructure available for research in their department, determined the quality of the student experience of research. However, it was also reported that the intellectual environment of their department made the most difference to their research results.

The results from this study show that in general the experience of research at Oxford seems to be positive; most of the students agreed in saying that the library is a facility that supports students in research activities, that high quality faculty supervision is available when they need it, and that they developed important skills. Participants also said that the institution provided them with

opportunities for social interaction with other postgraduate students. However, more research needs to be done regarding the facilities that institutions, departments, disciplines and individuals provides to the students in order to carry out research .

Through this review of the previous literature regarding student's benefits of research activities, it can be said that there is an agreement from the researchers in saying that there are tangible benefits that students can get from research experiences. Those experiences might come from teacher research or by their own research experiences in a regular or summer research programs. It does not matter if they are undergraduates, graduates or postgraduates students, if they have the opportunity of conducting research since the beginning of their bachelor or master studies, they will improve many personal and academic skills and abilities as well as more interested in continuing with their education. Nevertheless, getting students involved in research activities since the beginning might be insufficient if there is not the appropriate research environment in the institution. Students need to have a supervisor to guide them during their research process. In addition, they need not only available infrastructure but also infrastructure in good conditions for them to carry out research. The results in this Chapter indicate that the previous studies are from universities whose aim is to prepare students to conduct research and therefore, they have specific research programs. In addition, those studies indicate that students who carry out research not only develop many abilities but also gain many personal and intellectual benefits as well as interest to continue a career. The next Chapter, therefore, moves on to discuss the theoretical framework that serves as a reference for this study.

CHAPTER 3: THEORETICAL FRAMEWORK

This chapter consists of the theoretical perspective that supports the present study. The main objective is to define the existing knowledge frameworks that serve as reference, give meaning to the problem previously exposed and allow building a response to the questions of this research.

For purposes of this thesis, the analysis of the Organizational Theory was chosen because it is considered as the theory which best illustrates the subject in question and also provides suitable methods for the achievement of the objectives proposed. The inclusion of this theoretical framework is based on the idea that research processes are carried out in an organization known as University and as an organization it is affected by organizational factors that produce changes in their environment. Therefore, within the Organizational Theory, the Organizational Culture Theory in particular is studied in depth in the following pages.

Most of the perspectives mentioned in this chapter were used in studies that analyzed research culture at academic institutions by means of the faculty perception. In view of that it was decided to take those parts of the perspectives that can be adapted to the students' perception. It is to say that a mix of the following perspectives was used to have a better understanding of the research culture at the University of Quintana Roo through the perception of undergraduates.

3.1 General considerations about Organization

It is well known that humans do not live in an isolated form, rather they are in constant interaction with each other, and it is to say they are very social. When individuals often interact tend to cooperate with each other's, in this manner they compensate their individual limitations. As a result they form organizations to achieve objectives that would be difficult to accomplish just with their individual efforts. At present, the greater part of a specialized work takes place in the context of a structured organization, in other words, individuals form groups to achieve a common and unified objective. (Diaz, 2003).

According to Harris (1987) an organization is that one where a group of people works together, under the control of an authority, with goals and objectives that benefit the participants as well as the organizations mutually.⁸

This implies that people that work together need a system or a defined structure. By means of this structure people may relate among themselves joining forces and efforts to achieve any purpose. Each organization has its goals and purposes that can be achieved if the behavior of the people can be predicted and integrated cooperatively. It is the structure which helps to organize and unify actions and efforts of those who work together. An organization only exists when there are people able to communicate to each other and to be disposed to act cooperatively to obtain a common objective (Harris, 1987).

Defining organization, Chiavenato (1994) states that “Organizations are social units intentionally constructed and reconstructed to achieve specific objectives”. (p.8) this means that organizations have a defined purpose, and their plan becomes to get some objectives itself; besides, they reconstruct themselves (they reorganize and they redefine) as the proposed objectives turn out well or they uncover better means to obtain minor cost and minor effort. The institution never constitutes a ready and finished unit, but a social alive and changing organism.

Similarly, Francés, cited by Schavino (1998), defines organizations as social artifacts and constructed realities which have a purpose. This purpose is the reason for its creation, as well as its permanence and their activity. The members of the organization are directly or indirectly participants of these objectives. The members of the organization make its organizational goals, and they collaborate to achieve those goals. In other words, an organization, from the social point of view, is a set of behavior patterns designed to satisfy the essential needs of the individuals that conform the community.

Koontz & Weihrich (1994) claim that in every organization it is established a system of social relations which are determined by the people, their behavior and the way in which they are associated. This association allows the organization to

⁸ My own translation

achieve established objectives. With regard to the university as a social organization, Diaz (2003) states that the university's objectives are the creation, dissemination and advancement of knowledge in service to the society. Therefore, the organizational theory provides the basis for analyzing this type of institution as an object of scientific research as well as an organization.

Considering the university as an organization formed by a group of people with different roles depending on a variety of goals and motivations, and considering that there is a common space between behavior, structure and organizational processes, it is essential to analyze the environment in which it develops by means of their beliefs system, norms and values (organizational culture). (Díaz, 2003)

3.2 The general behavior of the organizations.

Four conceptual frames (structural, human resource, political and symbolic) were proposed by Bolman & Deal (1985) to explain the general behavior of the organizations and their leaders. Those conceptual frames help to understand the behavior at universities. According to these authors, the first framework is the structural. It explains that all organizations have their particular goals, levels of authority, communication systems, mechanisms as well as coordination and procedures that are distinctive according to the organization. And, that the central concern of any organization is how to structure itself.

In the case of the universities as organizations, this structure not only characterizes the university's formality but also is within this that the activities of universities can develop. The structure emphasizes the organization of the university, which was established a priori to accomplish goals.

Bolman & Deal (1985) stated that for any organization, even for universities, is needed an appropriate structure to be designed and implemented, a structure that works based on the regulations that govern the organization. However, in many cases, there are organizational problems originated from the inappropriate structures. There are conflicts in the formal structure of the university, most of them between the structure, organization and administrative functions with the academic

model. Those conflicts make difficult the achievement of the institution's academic goals; nevertheless those conflicts can be resolved through reorganization or restructuring. (Bolman & Deal, 1985)

Regarding the structural conceptual frame, Bolman & Deal (1985) suggested, when analyzing the structure of the university, we should take into account that the subjects taking part of these organizations are professionals with autonomy, who do not always follow the rules of the organization. They decide how to act according to their beliefs, values and norms. Sometimes, those subjects are not interested in hierarchies neither in standards; they do not feel motivation to perform higher positions, on the contrary, they are more interested in faculty as well as research and extension activities.

The second framework is human resources. Bolman & Deal (1985) point out that this frame examines the interaction between organizations and people. The base of this frame is that people's skills, perceptions, ideas, energy and commitment are the most critical resource of the organization. In the case of universities, this framework includes not only issues such as the needs of people but also their expectations and achievement motivation. Nevertheless, the university guides and directs the efforts of their members to achieve its mission, objectives and goals. Besides, the university provides all its members a plan of work that lets them be satisfied.

Bolman & Deal (1985) states that the university has to create the environment needed for its members to achieve their purposes. They also said that although universities are organizations which are dedicated to the expansion, transmission and dissemination of knowledge, research and extension are performed independently. In other words, it seems that there is not an agreement between two of the conceptual frameworks, the structure and the human resources frameworks.

The third framework is the policy. According to Bolman & Deal (1985), this frame is the one that best suits to university organizations as this refers to the organizations levels of authority as well as the power and influence derived from the laws and hierarchy's structures which were established by the university.

Following Bolman & Deal, (1985) the conflicts between members of the university organization happens most of the times because of the unfair distribution of the sources, differences in the roles of each member, the disagreements between needs and expectations, and even because of life styles of those in the power. In many cases, the institutional interest is subordinated by the political interest, which brings the influence of external factors affecting academic interests. Consequently, decisions and solutions are just the result of negotiations and agreements based on political interests.

The last framework is the symbolic; this refers to the organization as a unique culture driven by stories, ceremonies, rituals, and heroes. According to Bolman & Deal (1991), this framework is different from the previous frameworks because it is not about rules, authority or policies; it is about symbolic decisions, particularly those related to resource allocation, internal promotions, job assignments, reorganization, and space position.

In brief, the combination of the four frameworks proposed by Bolman & Deal (1991) can be used to plan strategies for an initiative change at any organization including a university. The four frames are suitable to evaluate organizational needs, to identify institutional challenges, to look for suitable actions to improve weakness in the organization, to reorganize and rethink about unsuccessful change initiatives and to implement a good change initiative in the organization.

Although Bolman & Deal (1985) recommends to use the four conceptual frames (structural, human resource, political and symbolic) to improve the university organization, by means of this research, only the structural and the human source frames will be used to find suitable actions to improve weakness in the university as organization affecting the development of research.

3.3 The University as an Organization

The university is considered a public service organization that contributes to the collective well-being (Diaz, 2003). Its primary mission is to train human resources that then are inserted, according to the demand, into the productively dynamics of the society.

The university as an organization responds to the traditional structures that characterize it. It is an open social system because it acts as a result of the interaction of its members, and is influenced by the society in which it exists. It behaves according to commitments contracted with the society, this is, creating majors or according to regional or national requirements and the needs of users. (Diaz, 2003)

The university also responds to the traditional parameters of the organizations, they are consciously and intentionally established. Their purpose is to achieve certain goals or objectives that correspond with those of the society in terms of culture and education; it has a hierarchical structure and is governed by rules and regulations.

As Diaz (2003) pointed out, the university can be considered as a formal organization because it is formed by a group of members, who observe a certain behavior, associated in particular ways, respecting established lines of authority and communication channels between its members. These elements and the interactions that occur between them demonstrate a system of social relations that are the product of collective work for the achievement of objectives, goals, plans, procedures and standards. According to Diaz (2003), through these relationships flow formal hierarchical orders, instructions, tasks and mandates. In the particular case of the university, their respective laws and regulations govern their hierarchical orders, instructions, tasks and mandates.

3.4 University Organization Characteristics.

Picon (1994) (cited in García, 2003) claimed that the university is seen as an organization with certain characteristics and that those characteristics make the university different from other public service organizations. Firstly, the university is an institution which produces knowledge, which is vulnerable to changes due to the influence of the different characteristics of the society. Those changes are reflected in the control or ideas divided in different groups of people who compete for having the power in the university and this determine its organizational structure.

Secondly, the university goals are interpreted according to the intellectual or ideological position that the members of the university organization determine. In order to produce knowledge, the universities have been grouped into three main areas: teaching, research and extension. Although these areas are not organizations, they generate particular forms of interaction between the members of the organization who are teachers, students, and researchers.

Thirdly, the university managers have little control over the academia freedom; that is why there are multiple strategies to share knowledge. In other words, the university autonomy gives some freedom to the members.

Fourthly, the form in which the members of the organization demand the power at the university is determined by the traditionally way of organization of the actors according to their knowledge, discipline or profession. And fifthly, it is difficult to decide the limits of the university organization because of the difficulty of knowing where the university ends.

Authors like Andrade, Comas & Fernandez (1994) consider the university organization as a place in which all the areas of knowledge interact for research, teaching and dissemination. This means that the organizational structure is concerned with the design of the organization of knowledge. That is why research is not just an individual action but also an organized and institutionalized act.

The set of five university characteristics given by Picon (1994) matches with the characteristics of the University of Quintana Roo, that is why those characteristics were taken into account for this thesis. Having studied the concept of organization by means of the analysis of the Organization Theory, there is a need for a review of the concept of culture.

3.5 Culture

It is difficult to provide a specific definition of the word culture due to the fact that there are so many different meanings and definitions attached to the term. However, according to Candela (2008), culture is a mix of characteristics and peculiar features which can be spiritual and emotional and those previous features characterize a society or a social group in a given period. Culture also includes

concepts such as lifestyles, ceremonies, art, inventions, technology, value systems, basic human rights, traditions and beliefs.

Culture is transmitted in time and adapted according to external influences and internal pressures product of organizational dynamics. The organizations have a culture of its own: a system of shared beliefs and values that the human element is attached to the forms. Candela (2008).

For this thesis culture is defined as those peculiar characteristics that distinguish a social group in a given period.

3.6 Culture and subcultures

In 1995, Brown argued that the majority of the bigger or smaller organisations contain many identifiable subcultures, the beliefs, values and assumptions which may compete with those of the dominant culture.

Accordingly, Martin (2002) proposed three distinct perspectives to look into this: integration, differentiation and fragmentation. Briefly summarized, in the integration perspective the culture is consistent and shared across the organization. Often the views of individuals in leadership represent the attitudes of all members of the organization. The differentiation perspective anticipates differences within an organization, but relegates differences to subcultures that maintain consensus within their segment of the organization (Martin, 2002). Finally, the fragmentation perspective recognizes a multiplicity of complex and inconsistent views. Organizational members cross subcultural boundaries based on specific circumstances, creating an ambiguous and ever-changing culture. Martin (2002) suggests that the three perspectives require attention if a researcher desires a rich, deep understanding of a particular culture. Although most studies use only one perspective, in 2004, the same author suggested that in order to gain a complete understanding, a multiple perspective study of the same organisational context would help. From the definition of culture is derived the concept of organizational culture.

3.7 Organizational Culture

Organizational culture is still a relatively new concept. Before 1980, few authors had worked this subject. However, nowadays, organizational culture is not only the most explored phenomenon of organizational behavior but also an inevitable variable in explaining the functioning and performance of all kinds of organizations. (Candela, 2008)

Candela (2008) mentions that the first works about organizational culture just took into account some terms such as values, beliefs, basic assumptions, principles, and others terms which then were linked and together formed a new concept that then was used mainly in the business field. The culture concept was used for a long time to refer to the interaction of the society, but from the eighties Peters and Waterman (1982) adapted it into an anthropological and psychosocial definition.

Peters and Waterman's (1982) definition of culture states it has to do with the socialization process that takes place within an organization and this socialization occurs through a common social goal. That is, that it is not possible to have an organization if the organization does not have a particular culture to be identified about.

There is a need for a culture that guides the organization's mode of action and doing. This specific culture should govern their perceptions and the image that others have of it. Then, culture is conceived as everything that identifies and distinguishes an organization from others making their members feel part of it because they share the same values, beliefs, rules, procedures, norms, language, ritual and ceremonies. (Peters and Waterman, 1982)

However, the most accepted definition of organizational culture is that of Schein, Organizational culture is the pattern of basic assumptions that a given group invented, discovered or developed in learning to solve its problems of external adaptation and internal integration, and that worked sufficiently well about to be considered valid and therefore to be taught to new group members as the correct way to perceive, think and feel in relation to those problems (Schein, 1984, p.56).

According to Schein (1992), organizational culture can be understood as a set of three interrelated levels. Named in order, they are assumptions, values and artifacts. The first one consists on the artefacts and creations of the organisation. The artefacts are the visible and tangible aspects of organizational culture such as symbols and rituals. The second level refers to the values, principles, standards, and goals shared by the members of the organization. Those values, principles, standards, and goals are given by people as reasons for behaving as they do. And the third level is about the ideas and beliefs of each one of the members of the organization. Schein (1992) stated that this level is the essence of the organisation and the greater influence on the individual's behaviour. For example, in an organization such as a university, a basic idea that authorities and professors share might be to prepare researcher's students to benefit their organizations. This might be translated into values such as, teachers' supporting, high-quality relationships, and tolerance from teachers to students. The artifacts reflecting such values might be accessibility regarding institution policies for researches, an institution layout that includes open spaces and gathering areas equipped with, tools, and infrastructure to carry out research.

The Competing Values Framework proposed by Quinn & Rohrbaugh (1981) is considered as a very useful model not only to analyse the organizational effectiveness but also was adapted to measure the culture of an organisation. The Competing Values Framework consists of two dimensions namely, the vertical and the horizontal. Quinn & Rohrbaugh (1981) stated that the horizontal and the vertical dimensions jointly form four quadrants and each one of the four quadrants represents a distinct organisational culture type namely, clan, adhocracy, market, and hierarchy.

Quinn & Rohrbaugh (1981) stated the vertical dimension is useful to do a comparison of cultures giving emphasis on their flexibility, discretion, and dynamism from those which focus on stability, order, and control. Besides, the horizontal dimension refers to standards that distinguish between cultures which focus on an internal orientation, integration, and unity from those which emphasize an external orientation, differentiation, and competition.

Accordingly, Cameron (2008) contributed with a summary about the four quadrants clan, adhocracy, market, and hierarchy which represent a distinct organisational culture type. According to Cameron (2008), the clan culture refers to an organization that concentrates on internal maintenance with flexibility, concern for people, and sensitivity for customers. This clan is characterized by having a friendly working environment where its members share a lot of themselves. The leaders roles can be considered as paternalistic for been mentors or coaches. Loyalty, tradition, and collaboration are characteristics that join the organization. Its members' commitment is high. Success is defined in terms of internal conditions and attention for people. The organisation emphasizes teamwork, participation, and agreement.

Additionally, Cameron, 2008 explained that the adhocracy culture regards to an organization focus on external positioning with a high degree of flexibility and individuality. The environment of the adhocracy culture is characterised for being dynamic, entrepreneurial and creative. The members of adhocracy culture are not only flexible, creative, and felt comfortable when facing any situation but also they are joined due to the commitment, experimentation and innovation that govern the organization. The leaders of the adhocracy culture are distinguished by been visionaries, innovative, and risk-oriented. This organization is always trying to be in fashion regarding new knowledge, products, and services. For the adhocracy culture, it is important to be preparing for the change and new challenges. In brief, the emphasis of the organisation is the rapid growth and the acquisition of new resources.

The market culture is about an organization that focuses on external maintenance with a need for stability and control as well as oriented to obtain results. The tough and demanding leaders of this organization are characterized by being hard producers, directors as well as competitors joined by the desire on winning. For this culture, success is defined in terms of market share and penetration. For the market culture, succeed means overcoming the competition, escalating share price, and being the leader of the market.

The hierarchy culture refers to an organization that focuses on internal maintenance with a need for stability and control. The hierarchy culture environment is formal and well structured. The members of the hierarchy culture are governing by well-defined procedures and processes to follow in order to keep working effectively. The leaders are characterized by been coordinators, organisers as well as efficient experts. The concerns of the organisation are the stability, predictability, and efficiency term. What hold the organisation together are the formal rules and policies.

In summary, Cameron and Quinn (1999) developed an organizational culture framework built upon a theoretical model called the "Competing Values Framework." This framework refers to whether an organization has a predominant internal or external focus and whether it strives for flexibility and individuality or stability and control. The framework is also based on six organizational culture dimensions and four dominant culture types named the clan, the adhocracy, the market, and the hierarchy. The Cameron and Quinn (1999) framework seems to be appropriate to analyze the type of culture that exist at the University of Quintana Roo (UQRoo) as an organization.

3.8 The components of organizational culture

On the other hand, Candela (2003) summarized the components of an organizational culture in nine components. The components are the founders, the management style, structure, the human talent, the support system, the individual autonomy, the system rewards, recognitions and penalties and the values and beliefs. Next there is a brief description of them.

According to Candela (2003), the founders are those who create the organization initiatives, priorities, and understanding they have of the organization for the first time. They start the development of the organizations around their own values and beliefs, which are the basis of the initial stage of the company.

The management style is the one which regulates the interactions between members of the organization and influences the communication system, the decisions made and how to manage the whole system. Autocratic administrator,

the permissive, and the integrator democratic are different management styles which have been identified in the enterprise management. Those administration styles at the same time create organizational cultures, some of which are based on totally standardized control.

There are also styles that combine the democratic with the autocratic system to create an inclusive institutional culture. Likewise, there are permissive cultures, without common standards which are autonomous disintegrator entities. Regardless of the style of management that takes place in an educational institution, the management has significant influence because their actions affects all processes of the institution, the staff, learners and coordination behavior, in defining work, in planning, in monitoring in homework and others.

The structure, the organizational structure creates culture. There are high such as the vertical organization and flat structures such as horizontal organizational. The vertical organization does not only require having abundant rules and procedures but also direct supervision and permanent control over their behavior in the organization. On the contrary, in the horizontal organization processes are agile and flexible, because not only facilitates communication between the different levels of the organization but also encourage interaction between its members. Each one of the structures generates different behaviors and therefore a different cultural context.

With the strategic management, there are operational organizations with short-term objectives, others with medium-term business vision and many with a long term perspective. This view affects the configuration as an element of organizational culture. The key is to know the extent to which the short, medium and long term enterprise vision matches with the strategies. In order to grow up, organizations should know very clear about where they are going.

The human talent, the education level, experience; commitment and belonging of the organization members are the key elements of the organizational culture. The personal satisfaction of each individual in the organization, their recognition as human beings, respect for their dignity, fair pay, and opportunities

for development, teamwork and proper evaluation are not only components of organizational climate but also components of the organizational culture.

The support system, the culture of an organization is also defined by the situations of infrastructure and support available to the organization. Nowadays, the management and distribution of information creates a culture, there are two ways of distributing information: the manual and the automatic. To leave the manual way and adopt the automatic way supported by technology shows a transcendental cultural development.

The individual autonomy, the degree of responsibility, independence and creativity allowed to the members of the organization creates culture. The levels and degrees of centralization or decentralization in the administration creates different cultural contexts due to the fact that it is not the same an organization where individuals apply their efforts and enjoy self-control as another organization where there is no freedom to develop their own ideas and implement initiatives. The centralization or decentralization depends on the type of organization, technology, objectives, and environment.

The system rewards, recognitions and penalties. Some elements that contribute to the formation of organizational culture are the assessment systems, forms of compensation, promotion systems and punishment procedures. The strategies of non-monetary incentives and recognition as distinctive, the employee of the week, month or year, sports clubs, social and artistic and other incentives designed by each organization, contribute to the creation of a culture.

The values and beliefs, organizations must make explicit their principles and values that inspire its institutional life; they also must disclose and be consistent with them, thus creating culture by living the values in every decision, in every organizational operation. There cannot be neutral cultures, without values. Educational institutions have to set the value framework that defines the behavior of individuals in the institution.

The summary of the components of organization culture provided by Candela, (2003) offers nine of the most appropriate components to make an analysis of the research culture of an organization as it is UQRoo. Some of the

components of the organization culture such as, the management style, the support system, the system rewards, and the values and beliefs seem to match perfectly with the objective of this thesis of having a panorama of the research culture in the institution with a particular organizational culture, by means of the undergraduate's perception of research.

3.9 Learning organizational culture

To learn and live daily the institution culture, each member of an organization must know it thoroughly. The culture itself cannot be observed directly, but is expressed through behaviors, which must transmit and reflect the culture in a more tangible way. (Sathe, 1992)

Likewise, in 1992, Sathe developed a model of the process that an organization carries out to perform, express and maintain its organizational culture. According to this author, this process occurs through four ways: First, by things that are shared such as the workplace, second, by establishing communication such as memos, statements or annual reports. Third, by the activities carried out jointly such as rites, ceremonies, meetings, parties, and celebrations. Finally, by common feelings such as satisfaction, work, loyalty, organizational commitment and job security.

The model of the process that an organization carries out to perform, express and maintain its organizational culture by Sathe (1992) is consistent with the list of the nine components of organization culture provided by Candela, (2003). Both authors mention a place for the members of the organization to get together. They also mention some forms of communication between the members, activities that took place with the participation of the members and common interest shared by the members of the organization. All of this contributes to create the culture of an organization and the members of the organization contribute to the state of its culture.

Candela (2003) stated that the strength of a culture is reflected in the degree of agreement among its members and in the importance of the specific values. In other words, if the majority of the members of the organization care about the importance of the values shared, it is said that the culture is cohesive and strong.

On the other hand, if there is little agreement among the members, it is said that the culture is weak.

Regarding the organizational cultures, Candela (2003) stated that there are two types: the adaptive and the non-adaptive. The adaptive organizational culture is characterized because its managers care about the members of their organization, value people and processes that can create a useful change. On the contrary, the non-adaptive organizational culture is characterized by having managers that only care about themselves or about their immediate work group, they encourage the orderly and risk reducing administrative process and tend to be somewhat isolated assuming a political and bureaucratic position. As a result, their strategies do not change quickly.

3.10 Research culture

It is generally believed that research helps us to provide and increase our understanding of everything. Hence, it is important to have a clear definition of what research culture means. Taking into account the concept of organizational culture of Schein's (1984), it can be defined the concept of research culture. Research culture can be defined as that culture that not only is shared but also very well established by members of an organization (in this case a university), regarding research. In other words, research culture in a university, determines the perception, thinking and behaviour of its members regarding research activities.

Meek and Davies (2009) stated institutions must provide a supportive environment to develop research. They also argue that besides supportive environment for research it is necessary too much effort as well as an appropriate policy environment to encourage research culture.

In 2007 Salazar-Clemena & Almonte-Acosta proposed a framework for the development of a research culture formed by three domains and their respective interrelations. The names of the three domains are first the trifocal function, second the individual attributes and output and third the institutional attributes and policies. Following is a brief description about the three domains.

First, there is the domain 1 or the Trifocal function. This domain refers to the three missions of the university which are teaching, research and community service that faculty members have to do.

Second, there is the domain 2 or the individual attributes and output. It is about the individual's knowledge, skills, values and attitudes that the faculty members have regarding conducting research.

And third, there is the domain 3 or the institutional attributes and policies which refer to the policies established by the institution for developing a research orientation, and other policies and measures about faculty members.

According to Salazar-Clemena & Almonte-Acosta (2007), research culture requires the interaction between the three domains due to that they are dynamics and can have implications among them and in some cases they share processes.

The aim of Salazar-Clemena & Almonte-Acosta (2007) study was quite similar to the purpose of this thesis: to understand the research culture in a higher education institution by means of their participants' perspectives. They wanted to understand the research culture by the perspective of faculty and how this affects the productivity of the faculty in some higher education institutions in the Philippines. For their study, they adopted indicators from previous studies such as DeHaven & O'Connor-Kettlestrings (1998), Bland & Ruffin (as cited in Pratt, Margaritis & Coy, 1999), Dundar & Lewis (1998) to operationalize the construct of research culture. However, just some of these indicators were used by means of this thesis since the participants are not faculty but students some of the indicators do not apply with them. Departmental culture and working conditions, budget for research and infrastructure are the indicators that were taken into account by means of this thesis. Following there is a brief description of them.

Departmental culture and working conditions

It refers to programs and strategies designed by the research departmental to encourage and sustain research productivity among the faculty and graduate students.

Budget for research

It consists of the financial support provided by the institution for research. And the ability of the institution and its departments to acquire external sources and obtain donations for research.

Infrastructure

It is about the supply of a research unit, adequate research services, and facilities to carry out research.

Since Mexican institutions are similar to the Philippine institutions regarding academic context the use of the framework proposed by Salazar-Clemeña and Almonte-Acosta (2007) seems to be appropriate for the analysis of the data collected. However, as those indicators refer mainly to teacher and cannot be used with students, only few indicators were taken into account by means of this thesis, indicators such as, budget for research, infrastructure as well as departmental culture and working conditions

3.11 Research culture in academic contexts

Merkel (2001) pointed out that an institution that has developed a culture of research shows certain characteristics. Those characteristics are evident in the institution, administration, faculty and students. Merkel (2001) stated that an institution shows to have research culture not only by establishing undergraduate research (UR) as a mandatory in their university's strategic plan or central mission but also by having knowledge about the general panorama of undergraduate education and the role that UR has in the institution. Besides, an institution shows to have research culture because it has resources designed to encourage research.

On top of that, Merkel (2001) stated that the administration shows the institution research culture not only by rewarding the faculty who work with students in research projects but also by having constantly institutional conversation about UR. In addition, administrations have to know about the goals and objectives of the current institution programs as well as knowing about those programs that might be developed in the future in the institution. Moreover, administrations have to know how to articulate the costs and benefits of undergraduate research to the institution.

What is more, according to Merkel (2001), the faculty shows the institution research culture not only when they know the goals and objectives of the current programs as well as those that might be developed in the future in the institution but also when they are able to articulate the institution's compromise to undergraduate research. Besides, they understand what undergraduate research means within their university. They also have a good communication with their mentoring students. They care and share their ideas about what students can and should do regarding research because they identify the benefits to themselves, to the students, and to the institution from research.

In addition, the faculty shows the institution research culture knowing what research programs are in place and how to get involved. Moreover, they are often aware of how their colleagues work with students regarding research and they have constants conversation about where undergraduate research fits in the teaching-research continuum, usually on the teaching side.

As students are important members of the university as an organization and because this study is about their perceptions about research, it is important to mention how students show that there is a research culture in their institution. First, students show the institution research culture not only by knowing the available opportunities to carry out research and that they are encouraged to get involved but also by knowing how to find out about such opportunities, whether or not they choose take the chance to do research. Besides, they know why they want to have an UR experience and they have an expectation of what they will gain from it as well as they talk with each other about their research. The undergraduate research community takes on a welcoming air for students and faculty.

Merkel (2002) suggests that universities can take actions to create a supportive culture and encourage undergraduate research. It requires the compromise of developing the components of the undergraduate research culture and it can be in over the long term. It also requires promotion of the activity, a regular discussion of the importance and value of the activity, and a celebration of success and achievement. Because the creation of culture is a long process that requires constant effort. It might employ marketing or techniques such as

identification of the strengths, weaknesses, opportunities, and threats or barriers to the organization, and targeting efforts and communications toward those elements to develop research culture at the institution.

One question that needs to be asked, however, is whether the characteristics proposed by Merkel (2002) about an institution that develop research culture and the suggestions to create a supportive culture and encourage undergraduate research might serve to find the weakness (if there is some) at the UQRoo's research culture, in which the culture of undergraduate research seems to be in place for decades and inculcated into both the life of students and faculty.

In terms of this thesis and taking into account that the participants and focus of this study are the students, the characteristics of the students that show there is research culture in the institution proposed by Merkel (2002) were taken into account as well as some faculty characteristics mentioned by the participants during the collection of the useful data for this thesis. Another important concept to be defined is the term of Undergraduate research.

3.12 Undergraduates' research

Merkel (2001) pointed out that it is not appropriate to start a discussion about undergraduate research (UR) without having defining the term. The definition of Merkel (2001) states that UR term includes the collaborations of students and mentors in the sciences, engineering, arts, humanities, and social sciences. He said that the term not only can be used whether students serve as research assistants but also if students are participating in an ongoing project or also if they are designing their own projects and publish the results.

In her review Merkel (2009) points out that UR origin was in the sciences however, in the humanities has been somewhat controversial. He states that humanities scholars tend to develop a culture of solitary work. Some faculty find difficult to work with students who are not in graduate school. Other humanities faculty let undergraduates carry out research in isolation but under the close guidance of a mentor.

In addition, Wenzel (2000) stated that the Council of Undergraduate Research, faculty and administrators have defined undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original, intellectual, or creative contribution to the discipline. (As cited in Merkel, 2001, p. 6).

The present study adopted the definition used by Wenzel about Undergraduate’s research since the elements of the definition make it applicable to all disciplines, making no judgment on the value of the work allowing both student-faculty and student-student collaborations, and establish a high standard by maintaining that research work be original and contribute to the discipline.

There are many reasons why EFL students at UQRoo matriculated in the English language Bachelor’s program avoid conducting research. The lack or limited experience in research, insufficient institutional support, academically and in research budget, for undergraduates researchers among others are reasons that can determine student’s choice of certain modalities of graduation that do not require research. The perceptions students have about the process of research might influence student’s decision to avoid or to conduct research. Some definitions about perception are presented below.

3.13 Perceptions

The concept of perception comes from the Latin term *perception* and refers to the action and effect of perceiving. In other words it is having the ability to receive through our senses images, external impressions or feelings to understand and know something. (Barmat, 2010).

Perception is a subject that have been discussing for ages by philosophers and scientists mainly in the field of philosophy. In the field of Psychology, Vargas (1995) has defined perception as “The cognitive process of consciousness which consist in the recognition, interpretation and significance for making judgments about the sensations obtained from the physical and social environment in which other psychological processes such as learning, memory and symbolization are involved”. (p. 87).

Similarly, Mukherjee (2009) states that perception refers to the way people try to understand the world around them. He mentions that people gather information through their five sense organs, but perception adds meaning to these sensory inputs. The process of perception is essentially subjective in nature, because it is never an exact recording of the event or the situation. In other words, perception is the process by which people organize and then interpret their sensory impressions in order to give meaning to the environment. It is to say that one situation may be the same for one person but the interpretation of that situation might not be perceived as the same for somebody else.

While three definitions of the term perception have been suggested, this thesis will use the definition proposed by Mukherjee (2009) who saw it as the way people try to understand the world around them by gathering information through their five senses as well as adding meaning to these sensory inputs.

In summary, in this chapter was presented a general understanding of organization by analyzing the concepts of organization provided by different authors such as Harris (1987), Chiavenato (1994), Francés cited by Koontz & Weihrich (1994) and Schavino, (1998). Additionally, there were mentioned the four conceptual frames proposed by Bolman & Deal (1985) that explain the general behavior of the organizations and their leaders in this case the behavior at the university. The conceptual frames are the infrastructure, human resources, policy and the symbolic. The combination of the four proposed by Bolman & Deal (1991) can be used to plan strategies for an initiative change at any organization including a university.

Besides, there was mentioned that a university is considered an organization since their characteristics not only match perfectly with those mentioned in the concept of organization provided by Diaz (2003) but also with the five characteristics mentioned by Picon (1994) (cited in García, 2003). Furthermore, in this chapter were mentioned concepts such as culture according to Candela (2008) and the concept of organizational culture according to Schein (1992), who stated that organizational culture can be understood as a set of three interrelated levels the assumptions, the values and the artifacts.

Moreover, there was mentioned about The Competing Values Framework which is based on six organizational culture dimensions and four dominant culture types named the clan, the adhocracy, the market, and the hierarchy that were proposed by Quinn & Rohrbaugh (1981) and summarized by Cameron (2008).

Additionally, it was mentioned the summary of Candela (2003) regarding the nine components of an organizational culture. By means of this work the management style, the support system, the system rewards, and the values and beliefs seem to match perfectly with the objective of this thesis of having a panorama of the research culture in the institution through the undergraduate's perception of research.

The concept of research culture proposed by Schein (1992) was also mentioned. Schein (1992) stated that research culture is that culture that not only is shared but also very well established by members of an organization, regarding research.

Additionally, in this chapter was mentioned Salazar-Clemena & Almonte-Acosta (2007) framework for the development of a research culture formed by three domains and their interrelations as well as the indicators to understand the research culture in a higher education institution by means of their participant's perspectives. However, as those indicators refer mainly to teacher and cannot be used with students, only few indicators were taken into account by means of this thesis, indicators such as institutional research policies and code of federal regulation, budget for research, infrastructure, departmental culture and working conditions as well as policies and guidelines on research benefits and incentives.

Finally, in this chapter also was mentioned Merkel (2001) who pointed out that an institution that has developed a culture of research shows certain characteristics and that those characteristics are evident in the institution, administration, faculty and students. As students are important members of the university as an organization and because this study is about their perceptions about research just the characteristics mentioned by Merkel (2001) about how students show the institution research culture were considered by means of this thesis.

As it was mentioned at the beginning of this chapter, most of the perspectives mentioned before were used in studies that analyzed research culture at academic institutions by means of the faculty perception. In view of that it was decided to take those parts of the perspectives that can be adapted to the students' perception. It is to say that a mix of the previous perspectives was used to have a better understanding of the research culture at the University of Quintana Roo through the perception of undergraduates.

As this study aims to analyze the research culture at one institution by means of describing undergraduates' perceptions of research, it is necessary to have a description of the context where research is conducted and where the students are being educated, in this case the University of Quintana Roo.

CHAPTER 4: CONTEXTUAL FRAMEWORK

4.1 University of Quintana Roo

The University of Quintana Roo (UQRoo) was founded in 1991 under the notion of the educational policy of the New Mexican University, thus its institutional development plan is based on the principles of collaboration, multidiscipline, innovation, teaching quality, research, extension and cultural diffusion and also the management of an academic - departmental organization, according to the guidelines and guiding principles of higher education in the country and the region. (The UQRoo Educational Model, 2010; The UQRoo University Legislation, 2003 and The UQRoo Institutional Development Strategic Plan 2013-2016, 2013).

The UQRoo's educational model is focuses on the student figure rather than on the teacher. Thus, this leads to define and focus all academic administration and educational approach on tutoring, social services, school services and the processes around ISO 9000⁹. (The UQRoo Educational Model, 2010). All of this demands from the institution a permanent organization process, through its academic departments and updating the curriculum of their plans and programs of study with their subsequent accreditation.

Strategically, in the institution, the academic model and the organizational model are governed and shared spaces within university life, operating under a departmental model. According to The University Legislation (2003) and The Institutional Development Strategic Plan 2013-2016 (2013), the hierarchical structure integrates academic research groups and individual authorities, who together, have the function of defining and articulating constantly the university curricula through a prospective planning. It creates a collaborative work between knowledge management and the institutional management.

⁹ ISO 9000 is a series of standards, developed and published by the International Organization for Standardization (ISO), that define, establish, and maintain an effective quality assurance system of organizations and their services.(Johnson, 2003)

This dynamics considers the major basis of the institutional purpose because it is immersed in the values and principles that support the institution to coordinate the development of its principal functions. The Educational Model (2010) of the university seeks knowledge management through the generation and production of knowledge, and the updating and continuous improvement of educational programs to professional and graduate training.

According to The Educational Model (2010) at UQRoo, basic and applied research are aspects of one of the essential functions of the university. Through research, UQRoo as an institution, not only contributes to the development of knowledge, but assumes its compromise to participate in solving specific problems in its natural and social environment.

The Institutional Development Strategic Plan 2013-2016 (2013) established that research in the institution is the pillar of his academic activities and contributes to the articulation of the other university functions. Associated with the knowledge management, the institutional management is articulated in UQRoo organizational model to support the substantive functions of teaching, research, extension and dissemination of culture, therefore, it includes the Scholarly, Governance, Financial, Developmental and Institutional Culture areas. The academic organization, the administrative structure and government, as well as the university funding are consistent with the social mission, the academic model, The Educational Model (2010) and research.

The Educational Model (2010), The university Legislation (2003) and The Institutional Development Strategic Plan 2013-2016 (2013) explains that the organizational structures or schemes are flexible and tailored to the needs imposed by the various stages of project development in the institutions. The organization promotes academic teaching work, research and outreach and extension, with the highest degree of efficiency and quality to achieve excellence, optimizing time and use of human and material resources (The Institutional Development Strategic Plan of UQRoo 2013-2016, 2012).

The university governance is based on the legitimacy of their collaborative networks and individual networks authority, within the rule of law, which

strengthens the involvement of academic staff, students and society, within the university. The rules and regulations are geared to streamline administrative processes and facilitate the realization of university functions according to the principles, goals and policies.

The optimal and transparent management of financial resources is an institutional commitment, is the foundation upon which rests the principle of accountability in the use of public resources available to the university. Based on the planning, the university is considered as an instrument of rationality and foresight, because can create the infrastructure and technical and participatory mechanisms suitable for decision-making and project definition university.

According to the latest activities report issued by the current president of the university, research has been a substantive role of the University of Quintana Roo. This is evidenced by the participation of teachers in 22 collaborative networks through which exploit the experience and strengths of the research groups of other universities and research centers. Furthermore, according to the latest assessment by the Program for the faculty Development (PROMEP), of the 24 research groups five reached the top of the scale as Consolidated academic research groups (CAC) ten were classified as academic research groups in consolidation (CAEC) and nine as Academic research groups in progress (ACFE). And in 2011, it was added 16 new academic groups. With an undergraduate population of almost 4,320 of which 294 are matriculated at the English language bachelor program¹⁰, research is one of the fundamental functions of the university, which shows signs of significant development under its relevance and quality. Specifically, at the Division of Political Science and Humanities (DCPH) at the institution, there are two Academic research groups in consolidation. (*Cuerpos Académicos en consolidación*) whose members provided courses to the participants of this research.

The educational policies have made an important change in universities and higher education institutions in Mexico. For instance, in the past the professor was only required to teach classes. Currently, a professor is not only required to teach

¹⁰ According to the report of activities 2012 of the University of Quintana Roo.

but also to do research in the field where he or she works. Due to these new educational policies, conferences and events have begun appearing. (SEP, 2006)

In the foreign languages field, some institutions and new organizations emerged in order to create seminars and share instruments and techniques about the languages they are specialized. These seminars, organizations and associations were created by academics or professors. They are an important part to the field of research in foreign languages because even if their main goal is not to conduct research, professors have started to do more research.

Considering Hernández, Gómez and Murrieta (2011)'s work, several policies have been implemented with regard to research. One of them was particularly established at the UQRoo, and it was created for evaluating the work of the researcher- professor. This consisted of doing research and having one publication per year as a minimum. This policy was created in 2002 by the Division of Political Science and Humanities (DCPH) of which is derived the English Language bachelor program at UQRoo.

4.2 The English language bachelor program.

The foreign languages field has been through different phases. For instance, in the 80's the study of foreign languages was almost exclusively for language centers due to the lack of universities offering the study of this area in higher education. Nonetheless, in the 90's more universities started offering foreign language undergraduate programs.

In the last two decades the programs dedicated to the formation of foreign language teachers have developed quickly. According to the National Association of Universities and Higher Education Institutions (ANUIES, 2006)¹¹, from three undergraduate programs and one graduate program that existed in the foreign language area before 1985, in 2005 more than twenty undergraduate programs and nine master's programs were found. (Ramírez et al., 2007)

¹¹ La Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUIES

In the particular case of the (UQRoo) in Mexico, there is an English Language Bachelor program whose aim is to train future teachers of English as a foreign language. Alumni of this program should have knowledge on didactics, methodology and linguistic research (Zanier, 2011).¹²

As alumni of this program, the students become not only professionals with knowledge of the language but also they acquire knowledge of the culture of the United States and Britain and the methodology of teaching foreign languages. Alumni also have knowledge about general Linguistics and other branches of linguistics. Furthermore, they have basic knowledge of French and English-Spanish translation and the basis to begin in translation activities as well as knowledge in how to carry out research regarding English as a Foreign Language (EFL) field.

As the number of graduate and undergraduate courses in the field of languages increased in the last two decades, the number of research studies increased as well. Some of these research projects were conducted as a requirement for getting the diploma of a certain major in foreign languages (Felix, 2010).

For instance, at UQRoo if some student does not achieve a grade point average (GPA) equal to nine or above (on a scale of 1-10), the requirement is to elaborate a thesis, a monograph or other similar research project (Zanier, 2011). As was mentioned before, the English Language bachelor program curriculum has the purpose of prepare students to be able to conduct research. For this reason students are required to take the subject of “Seminario de Investigación” (Research Seminar).

4.3 The subject of Research Seminar

Students of the English Language Bachelor’s Program at the University of Quintana Roo are required to take the course of research seminar as a must

¹² My own translation.

during the 10th semester. During this course, students are prepared to do the work that will represent the completion of their undergraduate studies.

While taking the class students are asked to select one from a variety of options of graduation such as thesis, monograph or other similar research projects, and then develop their chosen modality with a project as coursework. The theoretical and practical tools learned in class are applied according to the modality and their corresponding research design. Furthermore, during the six months of the course, students have to present constantly the progress of their projects to get a grade at the end of the semester. Undergraduates learn about the degree options and requirements available to get their bachelor degree.

4.4 Graduation options

It is known that Mexican universities have different types of option of graduation to obtain a bachelor's degree, which may involve research activities. These options can vary from one university to another.

In the case of the UQRoo, Zanier (2011) states that the English Language Bachelor program has some modalities of graduation which aim at the development of student research but there are others that do not.

According to official documents such as The University Legislation (2003) and The Institutional Development Strategic Plan 2013-2016 (2013), at the University of Quintana Roo, a student of the English language program must fulfill some requirements and perform some graduation option to obtain their bachelor's degree.

The official documents at UQRoo mentioned before recognize the following graduation options as available for English language students to conduct in order to get their bachelor degree:

- a) A minimum grade-point average (GPA) of 9 based on a 7 to 10 scale, without any failing subject matter.
- b) Post-graduate studies, which refers to be part for at least one year in a postgraduate program as a full-time student or to have 50 percent of the credits of the courses in a master's or doctorate or their equivalent in a foreign curriculum.

- c) General Examination, it is a test developed by the National Center for Higher Education Assessment, BC. (CENEVAL, AC) and aims to determine if the student has the knowledge and skills necessary for teaching English. The previous modalities seem to be the more popular for students it might be because those students do not require do conduct any research activity.
- d) The monograph which consists on an original documentary work of the study of a particular issue, and that may be presented through:
 - a. A memory of professional experience. It is a report of professional activities of the alumni. The professional activities have to be done for a period of not less than two years.
 - b. A pedagogical report consisting on the design and the development of a proposal to contribute to the pedagogical EFL field.
 - c. An ethnography description. It refers to a compilation of data regarding a topic into the EFL field.
 - d. Participation in a research project. It is a final report on student participation in research conducted within the area in which students seek a degree.
 - e. Documentary research. It is the review and analysis of updated bibliography within a specific area of knowledge in the EFL field
- e) Thesis. The thesis constitutes a contribution to the study or solution of any problem. The thesis should always be presented as documentary, and the requirements and characteristics are determined by the respective committee. (The Educational Model, 2010)

4.5 Budget for research

According to the Activities Report of the University of Quintana Roo (2012), 1022 students were awarded with different types of scholarships in 2012. Nevertheless, none of these scholarships was given in reference to research carried out by the students.

It seems to be that The University of Quintana Roo by itself has no budget to encourage undergraduate research. However, unofficially, there are scholarships

for students who conduct research. For example, there are two types of scholarship for students who carry out a thesis or monograph to get their bachelor degree, both of them granted by the Division of Political Science and Humanities (DCPH) at UQRoo. One scholarship consists in budget to print out the student final research and the second is given to undergraduates for presenting their thesis progress in national or international academic events. However, both scholarships are given casuistically.

Other types of scholarships are those that are acquired by academics research groups. Specifically, at the Division of Political Science and Humanities (DCPH) there are two academic research groups in consolidation (CAEC). One of the CAEC is coordinated by Reyes Cruz and their line of research is Linguistic studies and higher education. The second CAEC

is coordinated by Méndez López and their line of research is Individual differences in the construction of knowledge.

The CAEC coordinated by Reyes Cruz requested and got external budget for research. Part of the budget was assigned to few undergraduate students for research assistantships. As part of the scholarship, the students had to conduct, as graduation option, a thesis related with their respective line of research of the CAEC. Nevertheless, this budget for research is not always achieved by the academic research group and as the DCPH scholarships this source is given in an unofficially and casuistically manner.

On the other hand, there are external scholarships that promote undergraduate research. Nevertheless, that type of scholarship is little known by the undergraduates, even by faculty at the institution. To mention some, there is the Mexican Academy of Sciences who promotes the interest of undergraduates in scientific activity through a program named The Summer Scientific Research. This program promotes and facilitates students to conduct research stays of seven weeks in prestigious research centers and institutions of Mexico. The undergraduates are supervised and guided by active researchers, who introduce them to research activities by participating in research projects. In addition, there are other programs that promote science, technology and innovation among

undergraduates; some are the Dolphin Program and the summer of scientific research in Yucatan peninsula called The Jaguar program. Unfortunately, few students, even faculty, have knowledge about the programs.

In summary, in this chapter are briefly described important issues regarding the University of Quintana Roo, the English Language Bachelor Program and the subject of Research Seminar. There is also a list about the descriptions of the Graduation options which are available for students matriculated in the English language Bachelor Program as well as the description of some research scholarship for undergraduates.

In their senior year, students become increasingly concerned about choosing one of the graduation options which are available for them at the institution to obtain the bachelor's degree. Students become confused when choosing a graduation option since some of them seem to be perceived as more complicated to achieve than others because some of them require conducting research. The experience about research during the major takes an important role in the student's decision about conducting research to get their bachelor degree. The research budget for undergraduates seems to have an important role in the students' decision of conducting research to get their bachelor degree.

All of the issues reflected in the research culture of the university also may be affecting the poor interest of the students of the major to conduct research. The official documents of the University of Quintana Roo reflect the concern of the institution regarding the academic preparation of the students about conducting research. However, something is happening with the preparation of the students because it seems that some of them prefer not to conduct research to obtain their bachelor degree.

CHAPTER 5: METHOD

This chapter outlines the research methodology of this study. This chapter contains the description of the research design as well as the description of the participants. This chapter also mentions the instrument and the procedures used. As this is a study case involving perceptions of students interviewed, at the end of this chapter, there is the explanation of how data was organized or distributed for its analysis in detail.

5.1. Research design

This study is a qualitative study case. A qualitative case study is defined by Merriam (1988) as an intensive, holistic description and analysis of a single entity, phenomenon or social unit. Case studies are particularistic, descriptive and heuristic, and rely heavily on inductive reasoning in handling multiple data sources.

Case studies allow the researcher to become familiar with the data in its natural setting and fully appreciate the context (Punch, 1998). The case study method and design was well-suited to this study because it enables the researcher to answer the research questions appropriately. The context of the study case was the English language bachelor's program at the University of Quintana Roo (UQRoo) located in Mexico.

5.2. Participants

Eight participants were interviewed in this case study. Four of the students were from the generation 2008-2013 and four were from the generation 2009-2014. It is to say they were four college's students and four bachelor's students of the English language bachelor program at the University of Quintana Roo. They were five females and three males. They were divided into four pairs. The first pair of participants was two females, one students and one bachelor who decided to carry out a thesis to get their bachelor degree. The second pair consists on one male student and one female bachelor, who preferred to get their bachelor degree by the Grade Point Average (GPA) option. The third pair consists of one male students and one female bachelor, who chose to carry out a translation in order to get their bachelor degree. The last pair consists on one female student and one

male bachelor who decided to take the General Examination for the Graduation Degree in Mexico (EGEL) to get their bachelor degree. One characteristic of all the participants is that they had already taken or were taking the Research Seminar course at the time of collecting data.

With regard to the language learning background of the participants, they all had learned English in a formal setting for a minimum of four years at the university. Another aspect to consider for the participants selection is their GPA (Grade point average). By means of this thesis were included students with a variety of GPAs. Four participants at the time of collecting data were students at their last semester of the English language program as well as four graduate students. They are supposed to have an advanced level of English, and all of them were already teaching English. Thus, this is another aspect to be considered.

The following chart summarizes the participants' characteristics.

Participant Number	Gender	Chosen Graduation Option	Participant Identity Code
P1	Female	Thesis	P1_FT
P2	Female	Thesis	P2_FT
P3	Male	Grade Point Average (GPA)	P3_MG
P4	Female	Grade Point Average (GPA)	P4_FG
P5	Male	Translation	P5_MTr
P6	Female	Translation	P6_FTr
P7	Female	General Examination (EGEL)	P7_FE
P8	Male	General Examination (EGEL)	P8_ME

The previous chart shows that each participant was assigned with an identity code accordingly with their gender and their chosen graduation option. It is to say that the participant 1 (P1_FT) is a female student who decided to conduct a thesis in order to get their bachelor degree.

5.3. Instruments

A semi-structured interview was used because this provides a very flexible technique for small-scale research (Drever, 1995). This study involves obtaining information from students. Since our participants were eight students, it was considered to use this type of interview.

A semi-structured interview guide was used to stimulate the respondents to reflect on their research perceptions as undergraduate students of the Research Seminar course, their own research experience during their major, about the research culture of the institution, the department and the faculty. Before conducting the interviews, the guide was subjected to content validation by two experienced researchers in qualitative research. Those researchers examined each interview question and the question guide as a whole and they made suggestions for revision. Following a revision of the interview guide, the eight participants were interviewed using the guide (see interview protocol in Appendix A).

5.4. Procedures

The data were collected through a semi-structured interview conducted to eight participants. Four pairs of students representing four graduation options were interviewed individually. The members of each pair were allowed to respond individually a set of questions divided into ten categories. Each pair represented an option of graduation. 2 participants represented the Grade Point Average (GPA) option, 2 the General Examination for the Graduation Degree in Mexico (EGEL) option, 2 the Thesis option and 2 the Monograph option. Participants were interviewed for approximately an hour. These interviews were audio-taped at the Laboratory of linguistic studies at UQRoo and later transcribed to analyze them. Information from official documents of the University of Quintana Roo such as The Educational Model (2010), The university Legislation (2003) and The Institutional Development Strategic Plan 2013-2016 (2013) were taken into account at the moment of analyzing the interviews. This procedure helped to triangulate the data obtained.

5.5. Data analysis distribution

In order to analyze the data, the ATLAS.ti¹³ software was used. ATLAS.ti is a software program designed to support the researcher in the interpretation and analysis of a variety of data sources, including text, audio, and images.

In this software, a case study project is created as a hermeneutic unit (HU) that bundles together all relevant data sources, codes, conceptual linkages, memos, and comments. Therefore, the data gathered from the undergraduate's interviews was categorized into different dimensions, assuming the models proposed by the Organizational culture theories.

In the following pages it is presented the analysis of the interviews done to eight students. The codes used to have a better understanding of the research culture at the university of Quintana Roo and that also guided the questions of the interviews were about the students experience regarding research during the major. It includes student's opinions about research activities in addition to perceptions about the institution-research connection as well as economic incentives available for researchers and research infrastructure, codes that refers to student's opinions about both research projects and research programs. Besides, codes related to the students opinions not only about the English language bachelor program but also about their supervisors.

The analysis of the data was divided in three sections according to the three questions that guided this research. Each code found in the data analysis was assigned accordingly to their research question.

For the first question: What are the undergraduate students' perceptions of their research experiences in the English language BA program? The three main categories of analysis were: The English Language Bachelor Program's

¹³ Acronym of 'Computer-Assisted/Aided Qualitative Data Analysis Software' (Lee and Fielding, 1991)

curriculum, Students and Research as well as Supervisor. These are some factors that contribute to the student's preparation and experiences in the research area.

For the second question: What are the students' perceptions of the main factors that influence their decision of conducting or not research to get their bachelor degree? The two main categories were: Graduation options and Research assistantships. Those categories are about the student's perception of four graduation options and about the economic incentives available for research.

For the third question which is: What are the undergraduate students' perceptions of the university's role in developing research in an English language program? The two main categories were: UQRoo Research Culture and Students suggestions. The first category, UQRoo Research Culture, refers to the perception of the students about the role of the institution in promoting undergraduates research. The last category, Students suggestions is about recommendations provided by the students which can serve to develop or improve undergraduate research at the institution.

The following figure illustrates how categories and subcategories were distributed in this chapter regarding to the analysis of the data. (See figure 1).

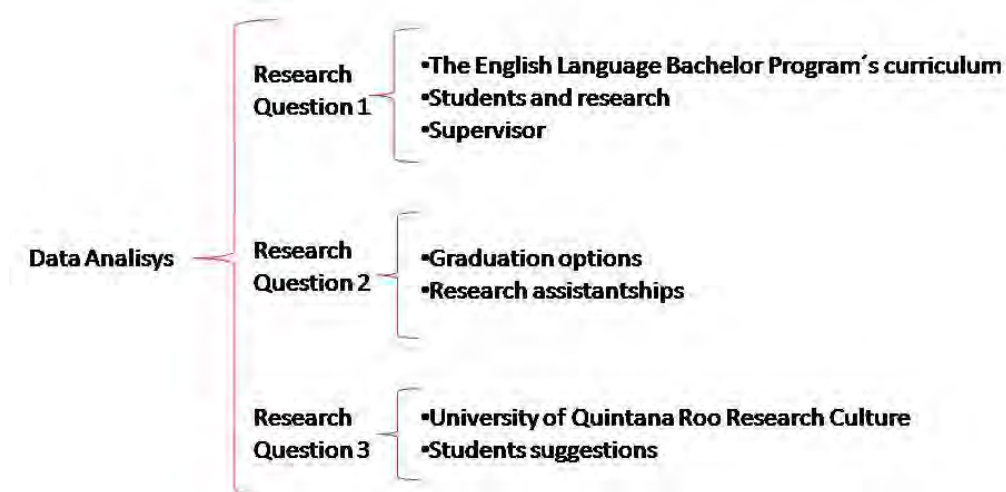


Fig. 1. Data analysis distribution.

CHAPTER 6: DATA ANALYSIS

The method described in the previous chapter provided the baseline for data-gathering. In this chapter the results of the data analysis are presented. The data were collected through semi-structured interview and analyzed using the ATLAS.ti software. The analysis of the data was divided in three sections according to the three questions that guided this research.

6.1. RQ1: What are the undergraduate students' perceptions of their research experiences in the English language BA program?

The analysis shows that the participants perceive that the English Language Bachelor Program's curriculum have few courses to prepare them to do an acceptable research work. Taking into account their research experiences during the major, participants perceive they are not enough prepared to do an acceptable research work. However, most of the participants expressed positive perceptions regarding their interaction with their supervisor.

In relation to the first research question, three main categories resulted from the data analysis: The English Language Bachelor Program's curriculum, Students and research as well as Supervisor. The first category refers to the perceptions that the participants have about the courses that the English Language Bachelor Program has with regard to research. The second category, Students and Research, emerged as data revealed the experiences lived by students during at least nine semesters in the program. The last category, Supervisor, refers about information of the characteristics and function that not only students want from their supervisors but also that some supervisors already have according to the participants.

6.1.1. - The English Language Bachelor Program's curriculum.

This category refers to those courses declared by the participants to have contributed to the student's training to conduct research during the English

Language Program. Some patterns found in the data were in relation to the subject-matters included in the curriculum which encourage students to conduct research. It was noticed that there were just two subject-matters mentioned by all the participants.

This category includes comments about what they learned while taking those two courses, Research Methodology and Research Seminar, and how they referred to the latter as the course that trained them to carry out a research in order to get their bachelor’s degree. It can be seen in the next figure how this category was distributed according to the data. (See figure 2)

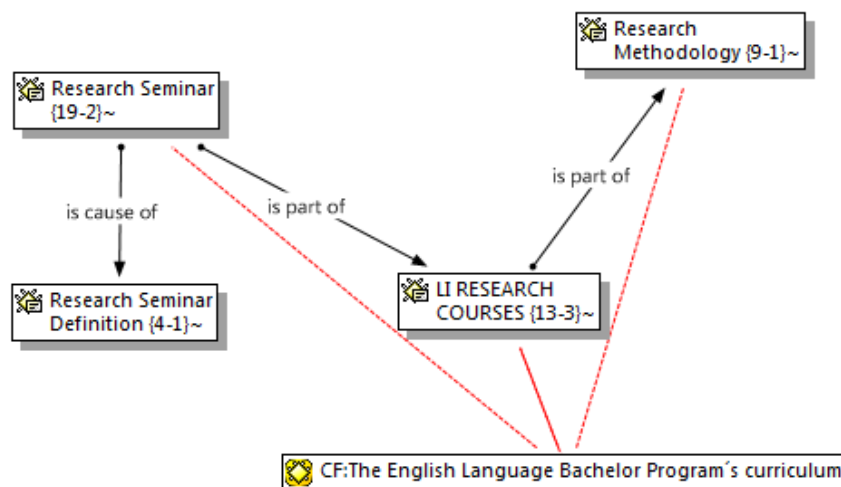


Fig. 2. The English Language Bachelor Program’s curriculum.

According to some participants, there were a few subjects apart from the research methodology and graduation seminar that require students to conduct research. Regarding this, students commented the following:

Participant 2 (P2_FT): female student who decided to conduct a thesis in order to get their bachelor degree commented the following:

Well...there were very few subjects oriented or focused on research work. However, we did small projects [of research during the program].

Some of the courses the participant mentioned encouraged them to conduct research were Linguistics, Phonology and Phonetics, Comparative Analysis of Spanish and English, Psycholinguistics and Sociolinguistics. Nevertheless, participant 2 (P2_FT) and participant 6 (P6_FT) mentioned that the research requested were just simple projects which did not compare to the work that a thesis or a monograph requires. Some projects, for example, did not imply doing fieldwork.

Regarding the Research methodology subject, participant 1 (P1_FT) said that because he took this subject matter at the beginning of the major, it was useless for him because they were in the process of assimilation from high school to the university so he did not learn much from this subject. Participant 1 (P1_FT) expressed the following:

I did not do something important in methodology [the subject] I was just adapting myself to the university and I did not know how to do that type of research.

Moreover, participant 3 (P3_MG) expressed that he did not learn and like too much the subject because the way of teaching was more theoretical than practical. All the participants noted that during the research methodology course, they did just a simple research project using a general topic such as anorexia and violence, which was not related to the field of languages and that, did not require fieldwork. According to the participants, they were asked to do only documentary or bibliographic research.

Considering the similar comments expressed by all the participants regarding the research methodology course, it can be said some drawbacks identified are that the course is taught almost at the beginning of the major and it is taught most of the time in a theoretical manner. In addition, the research topics considered for the course were not related with the field of language. Besides, the research work done during the course was just documentary or bibliographic without including fieldwork. According to the students' perceptions, this course seems to provide limited or scarce support in preparing students of the English language program for conducting research.

Regarding the Research seminar subject, students were asked to describe what the course was about. Participant 3 (P3_MG) expressed the following:

In this course [the research seminar]... we are taught about the existing types of research in general....also the teacher informed us about the different graduation options such as thesis, translation and others....I do not remember [the other graduation options] we had to choose one [graduation option] and then write a research protocol during six months that lasts the course.

All the participants had similar comments about the research seminar course; all of them agreed that they become aware about the different types of research as well as the graduation options during the course. Additionally, participant 3 (P3_MG), participant 4 (P4_FG), participant 5 (P5_MTr) and participant 6 (P6_FTr) mentioned that they have to choose one option and carry out a research protocol, according to their chosen option, in just six months. This research protocol can be used by them in the future to obtain the bachelor degree. However, there were comments about the way in which the course is taught and the time in which students have to finish the research protocol.

Participant 5 (P5_MTr) expressed that he was taught about how to develop a specific research project, in his case a monograph, which was the graduation option that he had chosen, and that he did not learn how to do a thesis or another option.

Participant 6 (P6_FTr) said that six months is not enough to finish a good research paper that can be used to get their bachelor degree.

What can be inferred from the participants' comments is that most of them consider the research seminar course as useful since this course not only informs them about the different graduation options but also prepares them to do the option they chose to get their bachelor degree. However, according to the majority of the participants the course time is not enough to learn in detail about all the graduation options that require conducting research.

6.1.2. - Students and research

Students and research is the second category; it refers to what is considered in this study as related or influential in the students' decision regarding a graduation option that does not imply to conduct research, such as the GPA or the General Examination.

These factors include issues regarding students' preparation to carry out research received during the program from the institution. The training of the students was analyzed taking into account the aspects more mentioned by the participants such as the types of research carried out in the courses, the frequency in which those research papers were done, the feedback received from their professors according to the work done, students' feelings while carrying out research, the skills developed as a result of having done research work, the benefits gained by the students to conduct research and their experiences while conducting research. (See figure 3).

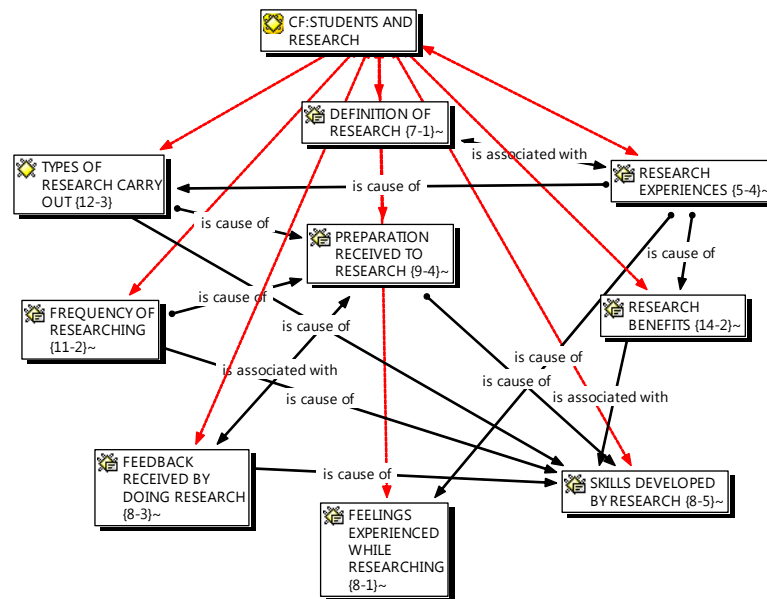


Fig. 3. Students and research distribution.

It can be seen from the above category that some courses required students to do some research work. Regarding the types of research carried out during the

courses, participants responded that most of the time they were asked to conduct such as simple research work that just required doing descriptions without doing any fieldwork. Normally students were asked to write an essay or simple summaries. Regarding this, it can be inferred that the participants perceive that carrying out research without fieldwork is not such as laborious as conducting a thesis that include doing fieldwork.

The frequency in which students do research during the major has an important role in their training. All of the participants agreed in saying that there were few opportunities to do research during the major.

Participant 2 (P2_FT), for instance, pointed out:

I experienced [during the major].....rarely research work.....very few times.... I did little research [during the major]...

An important factor in student learning is to receive feedback of the activities they do in the process of learning. Doing research is not the exception. Regarding this, students mentioned that the feedback received about their research work was scarce. For instance, participant 8 (P8_ME) commented that he received his research works with annotations as feedback but just if his assignment was not required as a final one. In this case, students could only expect to receive a final grade but not feedback about their assignment.

Participant 3 (P3_MG) claimed:

If it was during the semester...yes [he received feedback]...because there was a need for a grade or because I had a mid-term or something similar, but if it was a final work at the end of the semester I did not receive feedback ... teachers just give us a grade without explanations. This affected me because I never knew for sure what I did well or what I needed to improve.

Students were asked about how they felt in those rare occasions when they were encouraged to do research. Both type of participants, current students as well as alumni admitted having felt frustrated, stressed, desperate and insecure. Participants admitted having felt frustrated because, according to them, to conduct research takes a lot of time and they want to spend the time on researching but

often it is impossible. Participants expressed also they felt frustrated because they do not know where to start or how to discard useless information.

They also commented they felt insecure because they do not know which information is most important to be taken into account and they do not know if what they are doing is right. Finally they felt desperate because they know that research involves a lot of dedication. Although they have never done deep research they feel stressed by having to read a lot and generally they felt in that way because they do not know for sure how to do research.

Participant 7 (P7_FE) claimed:

I feel frustrated and stressed [when conducting research]...because, I do not know for sure how to do research.

Despite of having carried out mostly simple research and in a few occasions, having received almost no feedback and having experienced a number of negative emotions while conducting research, students admitted that during those few occasions they have done research, they succeeded in developing certain skills.

The skills which students said they developed were: writing and reading in English, comprehension of English texts, they learned how to organize their ideas; they became more analytical and developed cognitive interest.

Participant 7 (P7_FE) expressed:

I think [after doing research]...I improved my writing skills in doing essays in English, I also developed my ability of reading and also I learned how to organize the texts that I wrote.

Students pointed out that they gained some benefits from conducting research. Among the benefits mentioned by the participants were: The participant 6 (P6_FTTr) mentioned to be prepared to conduct research and participant 2 (P2_FT) and 7 (P7_FE) mentioned having learned about unknown topics. Participant 3 (P3_MG) and participant 5 (P5_MTr) mentioned they obtained a good grade in the few subjects that asked them to do research during the major. In the personal aspect, participant 2 (P2_FT) said she feels she gained benefits from research because she developed skills she has never known she had. Participant

5 (P5_MTr) mentioned he learned how to use quotes, how to be analytical and express his point of view. In general, all the participants felt they were prepared to conduct an acceptable research work. Participant 7 (P7_FE), although she had already chosen to take the General Examination, declared:

The benefits [gained after doing research] I received was that now I am prepared to carry out a good research project.

In general, the participants share the opinion that their experience in research, while taking few subjects that require them to carry out research during the major, has not been good enough because it has had its shortcomings. These deficiencies could be improved and thus achieve more students interested in conducting research. All mentioned above caused students have a joined definition of what research is about. As an important point in this research, students were asked to define research. The eight participants provided a similar response. So, it could be said that for all the participants, research is to look for a question or a problem and seek an answer to the question or a solution to the problem but by searching information to support that solution or answer.

It can be said then, that the types of research that students made during the major as well as how often they did it, the feedback received about their research work, the negative feelings experienced in the process of doing research, the skills developed as a consequence of having done research, the benefits obtained by doing research and all the baggage of experience on research are all part of the preparation they received by the institution, their department and their professors to conduct research.

6.1.3 Supervisor.

This category emerges since data revealed that the majority of the participants are concerned about the role, characteristics and the function of a supervisor in the process of research.

Here the data was analyzed from two different points of view. The last category of the first research question refers to what is considered for the participants some important characteristics and functions that a good supervisor needs to have, and also there are some characteristics and functions that students notice from their experiences of their personal interaction with their supervisors. (See figure 4).

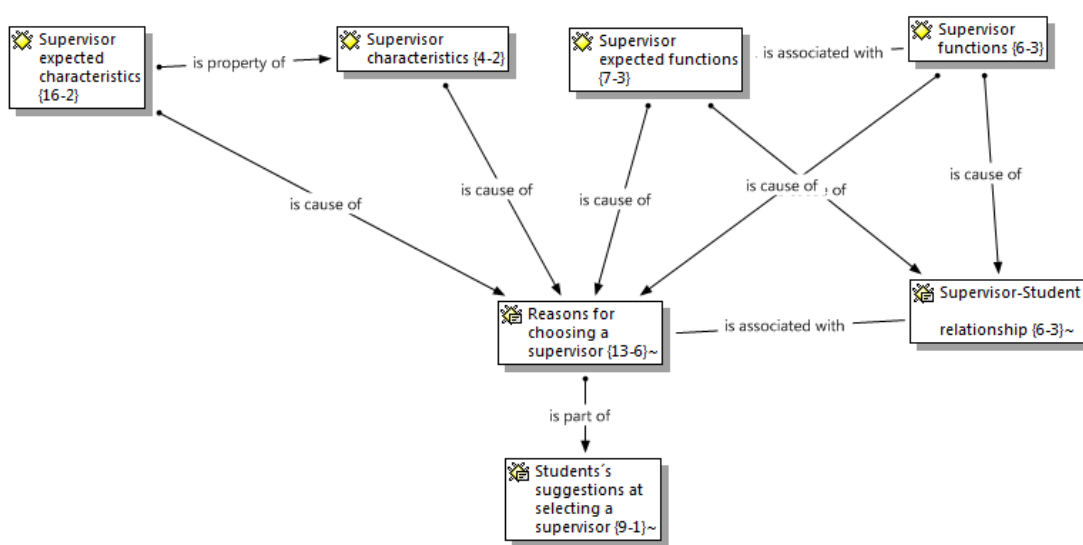


Fig. 4. *Supervisor.*

Regarding research supervisors, participants 1 (P1_FT), participant 3 (P3_MG), participant 5 (P5_MTr) and participant 7 (P7_FE) who were students that had not yet chosen a supervisor, commented that there are certain expected characteristics, they want from a supervisors. For example, participant 4 (P4_FG) mentioned she wants as a supervisor someone specialist in the area she is interested to conduct research; participant 7 (P7_FE) mentioned he expects a supervisor with knowledge about the study area of his interest; participant 6 (P6_FTr) wants a patient supervisor with ability for research as well as with skills and knowledge to do research; participant 4 (P4_FG) expects a supervisor who is accessible most of the time for advice and participant 3 (P3_MG) commented he prefers having as a supervisor someone who has already taught him. The comments obtained by students of the English language program were consistent with comments from alumni. Regarding this, participant one commented:

I would like a very good teacher in the area [interested in the students to carry out research] also ... a teacher with patience and with skills ... and knowledge... it is important because of the time that you are going to spend with him.

Similarly, students who had already the experience of interacting with a research supervisor mentioned the characteristics they observed in their supervisors. They mentioned that their supervisor was carrying out research in a constantly manner because they liked it and that they were accessible to give advice most of the time. With respect to this, participant 2 (P2_FT) said:

Well, [my supervisor] supervised my work, helped me to find literature, helped me to organize my ideas and to be conscious of the writing manner of my work. I mean, in terms of organization.

Participants who had none or limited interaction with their supervisor said that some functions they wanted to observe from their supervisors were help to guide, direct and supervise them in the process of research. Participant 6 (P6_FT) mentioned she wants a supervisor who provides help for her to define exactly what to do and bring something of his experience about research.

Participant 1 (P1_FT) declared:

I would like advice and guidance [from a supervisor] about how to do research work.

Similarly, students who have already had experiences with a research supervisor said that among the functions performed by their supervisors were that they had been monitored them in the process of developing their work. Supervisors helped them in their literature search, drafting and organizing their ideas. All of that led them to have a good relationship with their supervisors.

Participant 4 (P4_FG) expressed the following:

[My supervisor] until now helped me to check the order of my research. He helped me not to give up and change the topic of my research and to follow a correct methodology.

Expectations about the characteristics and functions of supervisors from students who have not had the opportunity to work with a supervisor do not differ

from the features and functions of those students who had experienced supervisor's interactions. As a result, this confirms that these characteristics are good to have in mind when choosing a supervisor.

In response to the question, what advice do you give to your partners regarding how to choose a supervisor? Participants answered that students should find a way to do research, being careful when choosing a supervisor and always see for the benefit of their research. They mentioned that it is preferably to choose a teacher-researcher who already knows them; someone they know how he works and that it is better to select a specialist in the area that interests them to research. Participant 7 (P7_FE) said:

As a suggestion to choose a supervisor, it would be better to choose someone who knows about the study area that we are interested in conducting research.

To sum up, the majority of the students think that the courses they took during the English Language Bachelor Program were not enough to train them for conducting an acceptable research work. Moreover, it was evident that the quality of the training was less than the expected in the curriculum since some courses did not encourage student to conduct formal research. Additionally, the frequency in which students are asked to conduct research is scarce. Furthermore, the feedback received by students regarding their research projects was given occasionally. As a consequence, students are not appropriately prepared to be able to carry out an acceptable research work.

6.2. RQ2: What are the students' perceptions of the main factors that influence their decision of conducting or not research to get their bachelor degree?

Regarding the second question, the data indicated that there are two main factors that influence the students decision of conducting or not research to get their bachelor's degree: first, their perceptions about the graduation options and second their perception about research scholarships. Concerning the first factor, the data indicate participants had similar perception regarding four graduation

options which are the GPA, the General examination, the thesis and the translation (a monograph). The GPA is perceived by the participants as the easiest, the quickest and the most inexpensive graduation option. The General examination is perceived by the participants as fastest but cheaper in relation to the thesis graduation option. The translation (a monograph) is perceived as less complicated to achieve than a thesis. On the other hand, the thesis is perceived as the most difficult, expensive but helpful graduation option. Concerning the second factor, the data gathered shows that the participants perceive that having or not a research scholarship have influenced their decision of selecting a graduation option that implies conducting research.

In relation to the second question, the two main categories derived from the data analysis were graduation option and research scholarship. The first category, *graduation option*, refers to four graduation options which are available for undergraduate students to get their bachelor's degree. This category includes the students' perception of the four options of graduation more mentioned during the data gathered which are the GPA, the General examination, the thesis and the translation (a monograph).

The second category of this research question is the Research scholarship. It refers to the participants' perception of the bullet available for researchers. The participants' perception of the graduation options and the perception of research scholarship are considered as factors that can influence the students' decision of carrying out or not research. This section provides a description of the data obtained from students regarding those factors. (See figure 5).

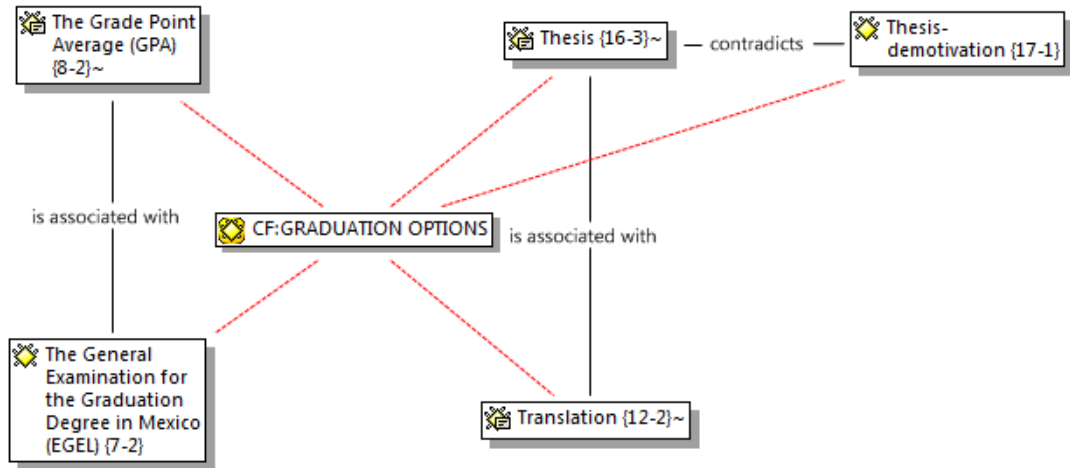


Fig. 5. *Graduation options.*

6.2.1.-Graduation Options

At the English Language BA program at UQRoo there are some graduations options available for students. However, for this thesis only four of those options will be considered, as they were the most mentioned by the participants during the interviews and those are: the Grade Point Average (GPA), the General examination, Thesis and Translation. Out of those four graduation options, there are two that do not require any type of research (the General Examination for the Graduation Degree in Mexico EGEL in Spanish- and the GPA) and regarding the other, both require research although one less than the other (thesis and translation). The following are some comments made by participants about those four types of graduation options:

Concerning the Grade Point Average (GPA) option, participant 2 (P2_FT) commented that she couldn't choose the GPA option because she failed some courses. Moreover, participant 1 (P1_FT) and Participant 2 (P2_FT) mentioned that it is easier for him to get the bachelor's degree with this option; he considers this option as the easiest, the quickest and the most inexpensive. Regarding this, participant 2 (P2_FT) commented:

To get a bachelor degree by the GPA is the easiest and fastest way... you just have to do paperwork and that is it... I know that when you get the bachelor's degree by this option you do not have to pay as much as what you pay when the option is a thesis.

Participant 3 (P3_MG) said that choosing the GPA option and get the bachelor's degree immediately after concluding the major means not having to pay all the costs formalities regarding the bachelor degree which implies a considerable saving of money. Participant 3 (P3_MG) also mentioned that this graduation option has some disadvantages. One of them is that if the students want to continue studying a master's program, it will be difficult to be accepted because most of the time students are required to have experience in conducting research when applying for a graduate program.

Regarding the General examination, participant 5 (P5_MTr) thinks that this option is faster in term of graduation, but expensive and difficult. According to the participant 8 (P8_ME), the General examination is a difficult exam in which skills and knowledge acquired during the entire major are evaluated. Participant 6 (P6_FTr) mentioned she preferred to take the test, but when he failed repeatedly the test, she decided to make a translation. Participant 7 (P7_FE) expressed that this option is more available for her because of the short time it takes to do and because of her work conditions. Although this option involves a considerable economic expense, students still choose this graduation option more than the thesis or the translation, which is cheaper compared with the General examination option.

The General Examination (EGEL) is another graduation option that is not only considered by the four of the participants as a faster way to get their degree but also is considered very expensive and very difficult to achieve. Participant 8 (P8_ME) said having considered this option as a difficult one because in the exam there are questions associated with all the courses taken in the major. Participant 6 (P6_FTr) expressed he planned to use this option to get their degree but, as he failed it twice, he decided to make a translation. Participant 8 (P8_ME) argued choosing this option because of the time, since he is an active worker. This option

for some participants involves a waste of money, but they still prefer this option instead of having to carry out research doing a translation or a thesis. Participant 6 (P6_FTr) mentioned:

[The graduation option] EGEL was my first choice [to get the bachelor degree] but after I failed the exam twice, I decided to do a translation.

Participant 6 (P6_FTr), who is still working and studying at the same time, had been considered many factors such as the time, and the money needed to get the bachelor's degree. She also thinks that it is preferable to study and pay the exam than to waste her time and money choosing other graduation options.

Regarding the translation option, participant 1 (P1_FT) commented that this was not a recommended option to her to get the degree since she wants to continue studying a master's degree. Furthermore, participant 8 (P8_ME) commented he does not like the choice of translation; however, he preferred this option instead of the others that take too much time to achieve. However, eventually he decided to take the General Examination (EGEL). Moreover, participant 5 (P5_MTr) specified that it is easier to do a translation monograph than to do a thesis because for a translation monograph students do not have to read a lot nor research in depth; instead they just have to translate and do just a little research. The same participant stated that a translation not only can be done in less than six months but can also run into problems like difficult words and still be less complicated than a thesis.

Participant 5 (P5_MTr) commented:

[To do] a translation monograph is faster than other options that require conducting research.

Participant 5 (P5_MTr), participant 6 (P6_FTr), participant 7 (P7_FE) mentioned the EGEL option as the fastest one for them. On the other hand, participants 1 (P1_FT) and Participant 2 (P2_FT) do not even consider this option because of their future academic plans of pursuing a master degree, while three of the participants (3, 4 and 8) did not mention this graduation option at all.

With relation to the thesis graduation option, participant 1 (P1_FT) pointed out that to do a thesis helps students to get acceptance in a master's program and,

once in the graduate program students already have at least the basic knowledge and skills about how to do research. Participant 2 (P2_FT) said that carrying out research not only helps to develop and organize ideas but also to have critical thinking.

Participant 4 (P4_FG) suggested that if there were scholarships for doing thesis, the students would become interested in them because they would not have to be worry about the time or money that writing a thesis implies. Participant 8 (P8_ME) commented that almost nobody wants to do a thesis because they think it is time-consuming and it does not work for full-time students or for active workers.

Five of the participants, the participants 1 (P1_FT), participant 3 (P3_MG), participant 5 (P5_MTr), participant 6 (P6_FTr) and participant 8 (P8_ME) said that to do a thesis is hard because it requires no only too much time but also to read a lot and to do field work. Participant 6 (P6_FTr) commented that she selected to do a thesis in the graduation seminar class but just to pass the course. Participant 8 (P8_ME) stated that six months is not enough time to finish a thesis and there are some aspects that contribute to avoid doing a thesis to get a degree. Participant 1 (P1_FT) explained that some aspects are firstly that in the section of theses at the library there are few samples of this graduation option, and participants 1 (P1_FT), participant 3 (P3_MG), participant 5 (P5_MTr), participant 6 (P6_FTr) and participant 8 (P8_ME) commented that do a thesis requires a lot of time, money and effort. . Participant 8 (P8_ME) mentioned:

If we were informed about the support [scholarship for thesis] before being at the ninth or tenth [semesters of the major], maybe the majority [of the students] would be focused or they would start thinking...well. I will do a thesis because I know that there is an economic support and I will finish it...but, in my case nobody told me about this [scholarship for thesis] and I just let the opportunity pass [he did not do a thesis].

Summarizing, comments from participants regarding the four graduation options suggest that students not only avoid conducting research because of the time that it requires but also because the perception they have about each one of the graduation options.

The Grade Point Average (GPA) and the General Examination (EGEL) are considered as the fastest graduation options and the translation option is considered less complicated to achieve than a thesis. Students seem to be aware of the advantages and disadvantages of each one of the graduation options, but it seems that knowing the advantages or disadvantages of each one of the graduation options are not important at the moment of selecting one of them to get a bachelor degree.

The thesis option, according to the participants, is the most difficult option for all of them mainly because it implies time, money and effort from the students. It seems to be that to have a scholarship to carry out a thesis may affect positively the student's decision of selecting this option to get their bachelor's degree.

6.2.2 Research scholarship

With relation to the second question, two main categories resulted from the data analysis: graduation option and research scholarships. Regarding the second category, *Research scholarship*, it is about the perceptions that students have about the funds available for students to conduct or assist in research activities.

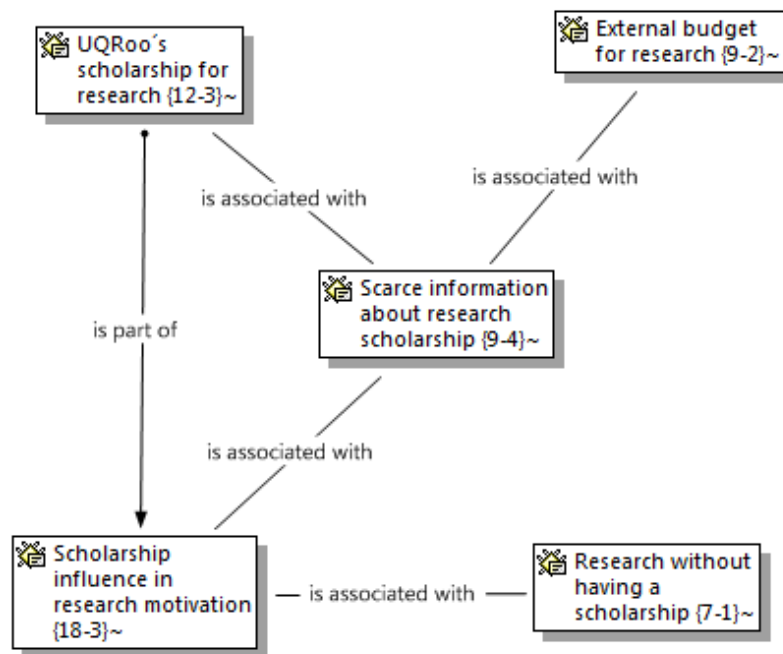


Fig. 6. Research scholarship

The students expressed that there seems to be a deficient promotion of the economic sources available for students who carry out research. Six of the eight participants' comments regarding research scholarship showed the scarce information that students have about internal or external scholarships available for research. Participant 1 (P1_FT) expressed the following:

From the UQRoo, I do not know... [About the Research scholarship] I just know that there is some budget for research, but I do not know where to go or whom to ask for [a scholarship]...

In spite of this, students showed interest in participating in research if they had a scholarship. However, when participants were asked whether they would participate in research without having a scholarship, six of eight students stated that they were not interested in doing a thesis if they did not have an economic incentive.

Participant 1 (P1_FT), who is female at the last year of the English language major that chose to conduct a thesis to get their bachelor degree, commented that having or not a scholarship to conduct research has a considerable influence on the student. Participant 6 (P6_FT), who is a female student that chose to do a translation to get their bachelor degree, stated that having a research scholarship is an important factor that motivates bachelors to do research because they are not worried about the affectation of their economy for doing research. In other words, if they had a scholarship, they would do research. The Participant 8 (P8_ME), who is a male that chose to take the General Examination for the Graduation Degree in Mexico (EGEL), expressed:

I think that if somebody gives you a scholarship to do research, you will feel motivated [to do research]. It is motivating to know that you will work on a [research] project and you are going to be paid for it, and it does not matter the amount [that will be received for doing research].

Participants said that research requires time and money, and this would affect their economy and their jobs as well. On the contrary, two of the eight participants said they would be willing to do research without having a scholarship because they know the benefits of carrying out research. Furthermore, students stated that there is a scarce promotion and difficulty to have access to the information regarding internal and external funds for research scholarships.

Regarding this, Participant 1 (P1_FT) commented:

I found the link that was promoting the research scholarship on the bottom almost at the end among eighteen advertisements ... then, I think it was much hidden.

Briefly, it can be said that scholarships for research have an important role in students' decision to conduct research. Students become interested in carrying out research if they have an incentive such as a scholarship. However, it seems that the promotion that is given to this support is not enough as students showed having scarcely information about research scholarships neither in the university nor in other institutions.

6.3. RQ3: What are the undergraduate students' perceptions of the university's role in developing research and the institutional research culture?

Regarding the third question, the data indicated that the participants perceived there are certain deficiencies in the role of the university as a promoter of students' research. Additionally, as a result of their experiences while doing research during the major the participants mentioned some suggestions that might serve to improve research culture at the institution.

With relation to the third question, two main categories resulted from the data analysis: UQRoo's research culture and students suggestions. The first category refers to the students perceptions about the role of the university as a promoter of students' research. There are factors that show the university culture

of research and how this is promoted by the members of this organization; some of them were mentioned by the participants.

This category includes perceptions of the participants regarding the role of the faculty to promote students research. There are also perceptions about the Division of Political Science and Humanities (DCPH) and the Department of Language and Education (DELED) at UQRoo, as promoters of the investigations that students carry out. There are also points of view about the UQRoo facilities available to students, who do research, facilities such as the infrastructure, the frequency of their use and opinions about them. There are also opinions about the work that is done by the institution to promote undergraduate research.

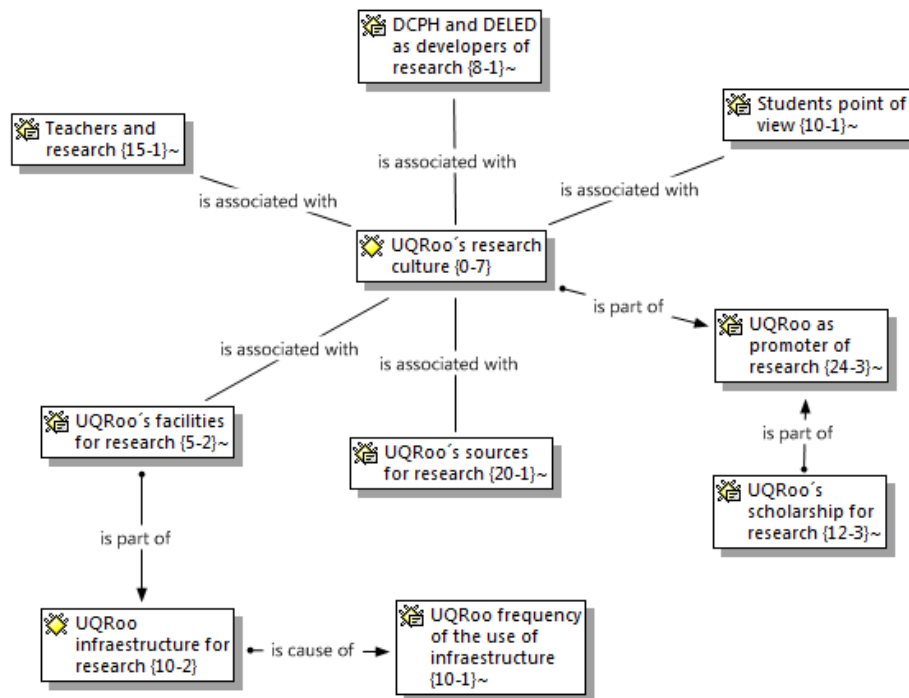


Fig. 6. *UQRoo research culture.*

6.3.1.-UQRoo research culture.

Faculty are members of the institution organization, thus they play an important role in promoting students research since they are in constant interaction with them. Regarding professors, student's perceptions indicated that there are few

teachers who really motivate students to conduct research. The most mentioned by students were those teachers who not only teach but also investigate. Students said they know that some teachers do research especially in the area of languages, but they do not know the results of those investigations because they have no information about where these investigations are published. These are some student's quotes about teachers and research:

Participant 1 (P1_FT) which is a female studying their last year of the English Language Bachelor Program that selected to do a thesis stated the following:

...there are teachers that encourage [students] research...there are other teachers that encourage [students] research but not in an appropriate way, and there are other teachers who do not encourage [students] research at all.

Participant 6 (P6_FTr) who is a female of the English language major that selected to do a translation to get their bachelor degree mentioned the following:

...well, I know that there are many research professors, but I do not know what kind of research they do or where [the teachers research] ends

The Participant 8 (P8_ME) who is a male of the English language major that selected to get their bachelor degree by taking the General examination -EGEL in Spanish commented the following:

...well, there are some teachers that motivate us to research, but they are very few.

With regard to the Division of Political Science and Humanities (DCPH) and the Department of Language and Education (DELED) at UQRoo, students pointed out they do not know much about the activities done by them to promote students research. This unawareness of the students could be a cause that discourages them to be interested in doing research.

Participants were asked their opinion about students, their classmates or fellows, who do research. All of the participants agreed not only in saying that it is helpful for the students to do research but also in stating that researcher students

are fortunate to have the opportunity to do research and contribute to increase the knowledge.

With reference to the facilities provided by the UQRoo for researchers students, half of the participants, the Participant 1 (P1_FT), participant 4 (P4_FG), participant 6 (P6_FTr) and participant 8 (P8_ME) reported no having knowledge about it. Participant 1 (P1_FT) who knew about the facilities reported not having used them because all the research they did was made off campus. Accordingly, six of the participant mentioned that the infrastructure they used more to do research were the library, the language laboratory, spaces for reading inside the university, the internet wireless connection and the classrooms. Furthermore, with regard to the frequency in which they used the facilities, nine of the participants mentioned having used the infrastructure rarely and only when they needed to do homework. Just the Participant 8 (P8_ME) said he had never used the infrastructure at all.

In the opinion of the students, the resources available as infrastructure for students to conduct research are good but need to be improved. It is to say that the library needs to have more online information and computer equipment; the internet signal needs to be improved because it is very slow and the laboratory needs a larger space. Participant 1 (P1_FT) commented the following:

In previous investigations, I used to search for information from other sources but not at the university, so I think that there are not many facilities [for students who research]

In sum, regarding the UQRoo research culture, the evidence suggested that the participant perceive that the role of UQRoo to encourage students to conduct research is limited. According to the participants, the institution have infrastructure available for students who carry out research. However, this infrastructure needs continuous improvement. The perception of the participants regarding research scholarships is similar; participants perceive research scholarship is scarce. Participants perceive that the UQRoo does not inform them about the funds available for undergraduate's research. Participants perceive not only that they have no information about both institutional and external funds (if there are) for

students doing research but also they perceive they have no access to the information such as the necessary requirements to get one of them.

6.3.2.- Students' suggestions

With relation to the third question, two main categories resulted from the data analysis: UQRoo research culture and students suggestions. Regarding the second category, *student's suggestions*, it is about some suggestion mentioned by the students as a result of their experiences while doing research during the major.

Some suggestions were with regard to modifications to the curricula of the program in order to provide a better preparation for the students regarding research and in that way encourage them to be interested in research activities. There were also some suggestions to the institution to improve their research culture and to get students involved in research activities.

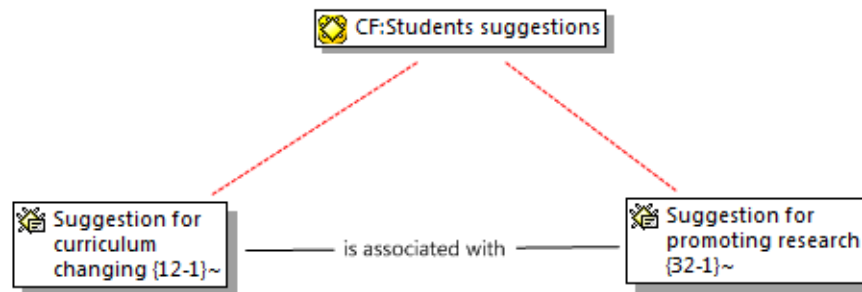


Fig. 7. *Students' suggestion.*

The participants perceive that, according to the curriculum of the English language bachelor's program, the manner in which they are trained to conduct research is deficient. There seems to be some issues that might be affecting a satisfactory preparation of students in the research area, such as the curriculum of the major, the courses that are focused on research, the students opinions of the different graduation options, the information that students have about the funds available for research and the role of the university to promote students research.

All the above mentioned are issues from the students experiences of research. As students have noticed some deficiencies in those areas, they made some suggestions that might be useful to improve the research area. These suggestions or recommendations provided by the students come from a question during the interview regarding to changes in the curriculum to get students involved in research activities. Regarding this, these were some suggestions:

Participant 1 (P1_FT):...maybe at the beginning of the major it is not that necessary to take the research methodology class because we are still in the process of accommodation [of the changing from high school to the university].

Participant 2 (P2_FT):...we need more research courses or get the students involved in research in the other courses.

Participant 3 (P3_MG): there should be at least three courses that focus only on how to do the different types of research but the classes should be taught in a practically and not theoretically manner.

Participant 4 (P4_FG): I think the research courses should be taken at the last semester of the major because that is when students start to worry about the research they have to do....I think... other changes.... I think it would be about the research seminar course... I would like to have at least two semesters of research seminar course to complete my investigation.

Participant 5 (P5_MTr): Although I did research during the major, I feel it was not enough. So there should be at least one more course about research.

Participant 6 (P6_FTr): [at the major] there are no many courses focused only on research. So courses offered at the first semesters should be offered in the middle of the major to be well better prepared [to do research]

Participant 7 (P7_FE): I think there should be at least three courses about research just to not lose the thread [about research]... and they should not be taught just with theory. These classes are better when are based on more practice than on theory.

Participant 8 (P8_ME): It would be nice if there were at least two courses of research seminar and also that teachers promote research giving students the tools to do research.

To summarize, students think they receive some training to conduct research; however, such preparation is not enough. As a result, the suggestions are geared towards adding at least one more course about research. This course could be added in the middle of the major to have a consecutive preparation of students regarding research or as a consecutive course of the research seminar. Another suggestion was about the way in which the classes are taught. They perceive that having a theoretical class is not as good of taking a practical class regarding research.

The following suggestions were provided by the students without asking them any specific question. The suggestions were gathered from the entire interviews. These recommendations come from students who notice some deficiencies in different areas in the university research culture. Because of space matters, some of the most frequent recommendations given by the participant are provided here.

Participant 1 (P1_FT): I feel, that there is a need to show students that research is not such a bad thing; that to do research has benefits and that although it requires hard working, it also has good parts.

Participant 2 (P2_FT):...It would be good to have more events like the FEL...maybe at the end of each semester...this type of events with at least students and teachers of the institution as participants...there should be more seminars of research events to attend so students can work best in their chosen graduation options.

Participant 3 (P3_MG): [institution]...should look for more supports for researcher's students and then to do a good promotion for all the university community, in that way, not only a few students would be informed and all will have the opportunity to compete for one of these scholarships....

Participant 4 (P4_FG): I think more courses on writing and text analysis [are necessary]...also events to present [research works].... do conferences

where people present their work and receive not only feedback from their teachers but from other people.

Participant 5 (P5_MTr): [to have]...conferences about research in our area... Conferences... great researchers... in the area of languages would be interesting.

Participant 6 (P6_FTr): [to have]...courses of how to do research and find information and how to present research work.

Participant 7 (P7_FE): It would be good that institution gets funds for research but more important to that do a good promotion. To inform students about them and get students interested in doing research.... It would be nice to have classes on writing these types of research work and how do reference and cite authorsalso being able to go out of the state to attend conferences where other research works are presented by students of the same area.

Participant 8 (P8_ME): A course on how to write research projects would be good because that was where I had more problems...also to attend to presentations of research work done by other students.

To go over the main points, students' suggestions were about their preparation, asking for more courses regarding research, economic support and more events they can attend and to have a better preparation. All of these suggestions indicate that those are the areas that need to be taken into account to engage student in research activities. For instance, there are courses about research, but they are not enough; there are also scholarships for students who carry out research, but there is a need of more support to give the same opportunity to other students; there are events about research, but they are not advertised in a proper way; students have no information about the events of research, or about scholarships and this seems to be affecting their decision to conduct research.

CHAPTER 7: DISCUSSION

This chapter presents the discussion of the findings. The results are structured according to the order of the three research questions and their respective categories. These findings are analyzed in relation to the theoretical framework established in Chapter III.

Regarding the first question: What are the undergraduate students' perceptions of their own research process in an English language program? The results showed that students perceive their research preparation is not enough to carry out an acceptable research work. The fact of having just two research courses focused on research in the English Language Program at UQRoo suggests that the preparation of the students regarding research not only is limited but has its weaknesses. The weaknesses according to the participants are: First, there are insufficient courses focused on preparing students for conducting research. Second, that the small number of research courses are taught most of the time in a theoretical manner.

The results suggest that, according to the participants in the case of the English Language Program, it has just two courses that focused on research which are Research Methodology and Research Seminar. On top of that, there seems to be a long period of time between them and that might be affecting the students' preparation regarding conducting research.

Results indicate that Research Methodology is taken during the beginning of the major supporting the advice of Russell, Hancock, & McCullough (2007) who states that it would be beneficial to involve students in doing research from the early years of their bachelor's programs.

However, some participants indicated that taking a research course at the beginning of the major was not beneficial for them because there were in the process of adaptation to the university life and as a consequence they do not learned too much from this course. On the other hand, Research Seminar is taught at the last year of the major. This supports the statement of Healey and Jenkins

(2009) who said that the functions of research done by students has being ignored for the reason that students are usually asked to conduct their first formal research project at the last year of their major.

Results suggest that the research courses are scarce and as a consequence, students do not learned enough about how to do formal research such as a thesis. Bearing in mind the previous point, there exists a contradiction between the findings of this research and the Pearcey (1995) study who found that students who attended research courses become more positive in attitude regarding research and felt that they were able to use research to improve their learning. In others words participants of this study showed little interest an also negative attitude in conducting research unless they did it during their courses.

Salazar-Clemena & Almonte-Acosta (2008) stated that one of the indicators that demonstrate the research culture of an institution is the institutional research policies. Accordingly, the results of this research revealed that the participants did not consider this indicator of research culture in the University of Quintana Roo as being strong. Participants consider that this indicator is present only in a reasonable degree. It can be seen from the fact that the institution shows interest in the training of their students regarding research by establishing research subjects as a mandatory in their bachelor's programs. This is stated in Official documents of the University of Quintana Roo (UQRoo) such as The Educational Model (2010), The university Legislation (2003) and The Institutional Development Strategic Plan 2013-2016 (2013). However, it must be noted that, according to the participants, the two courses not only have weakness in the way of being taught, but also they are not enough to learn how to conduct an acceptable research work.

Additionally, Merkel (2001) stated that an institution shows to have research culture not only by establishing undergraduate research (UR) as a mandatory in their university's strategic plan or central mission, but also by having knowledge about the general panorama of undergraduate education.

Regarding this it can be said that there is research culture at the University of Quintana Roo. However, the institution research culture seems to be incipient. According to official documents there are research subjects that are taken as a

mandatory during the English language bachelor program. Nevertheless, just few of the subjects encourage students to conduct research in addition to the deficiencies in the way the subjects are thought. This becomes worse since students by themselves seem not to be interested in being prepared to conduct an acceptable research work. For that reason, it would be appropriate to investigate if the institution has knowledge about the general panorama of the undergraduate preparation regarding conducting research.

Findings regarding students and research relationship showed the incipient research culture of the institution, since the preparation students receive from the institution during the major to carry out research is not enough. This might be causing that some students avoid choosing graduation options that require conducting research.

The type of research activities and the frequency in which they are doing affects negatively to students because they have no enough experience or practice to learn how to conduct research effectively. In addition, students seemed to be aware of the feedback received about their research work, when it was provided.

Accordingly, few participants expressed to have developed some skills because of having done research work. The skills developed by the students were writing and reading, comprehension, they learned how to organize their ideas; they became more analytical and developed cognitive interest. Merkel (2001) pointed out that an institution that has developed a culture of research shows certain characteristics in their members. One of them is that students (as members of the institution) know what they gain from research activities. However, few of the participants showed to know about the benefits gained from conducting research. It is other condition that evidences the incipient research culture of the institution.

Ward, Bennett & Bauer (2002) findings showed that students increase specific skills or abilities because of their research experience. According to the previous study, some of the skills developed by students because of their research experience were the ability to act independently, and the interest to go into graduate studies.

In addition, some skills developed by students were their understanding of the value of teamwork as well as the ability to work with difficulties and uncertainties. However in this study, the participants do not identified these benefits as part of their research experiences during the major.

Strong evidence of research culture at the University of Quintana Roo was found when the findings revealed that there are certain important characteristics and functions that a good supervisor needs to have, and also there are some characteristics and functions that students notice from their experiences of their personal interaction with their supervisors.

These results are similar with the characteristics that Merkel (2001) stated about the faculty of and institution with developed research culture. Students expected to have a supervisor expert in the area they were interested in investigating, a supervisor with knowledge on the research theme, with patience and experience in researching, with skills and knowledge to do research and a supervisor who was accessible most of the time for advice and that was a knowledgeable teacher for them. These characteristics were consistent in the answer of the students who had experienced the interaction with a supervisor.

This finding corroborates the ideas of Tan (2007), who suggested that undergraduate students who were guided by competent, motivating, and supportive research advisors completed the rigorous research process successfully with rich and colorful experiences.

Bearing in mind the previous point, Merkel (2001) stated that the good communication between student and supervisor is a characteristic of a teacher as a member of an institution that develop research culture. However, the last part of these findings cannot be completely proved due to the fact that participants who had students-supervisor interaction are not yet completed their research work.

Regarding the second question: What are the students' perceptions of the main factors that influence their decision of conducting or not research to get their bachelor degree? The findings were regarding the four graduation options.

The graduation options are established in the official documents of the institution as evidence of the research culture of the university (Merkel, 2001).

Findings about the graduation options suggest that students not only avoid conduct research because of the time that it requires but also because the perception they have about each one of the graduation options. Four graduation options which are available for undergraduate students to get their bachelor degree were mostly mentioned.

GPA¹⁴ and EGEL¹⁵ are considered as the fastest graduation option. The Translation option is considered less difficult to achieve than a Thesis. Students know the advantages and disadvantages of each one of the graduation options which, according to Merkel (2001), is evidence of a member of an institution that develops research culture. However, to have this information seems not to have any importance when selecting one of them, because students still prefer those graduation options considered fastest and easiest to get, in other words students just want to accomplish the English language bachelor program in a faster and easier way.

The Thesis option, according to the participants, is the hardest option to achieve because it implies, time, money and effort. This finding agrees with Prieto and Fonseca (2009) who stated that writing a thesis is a complex process that requires further cognitive determinants and methodological issues in the selection of the research topic, personal factors, attitude, motivation, availability, time and resources.

Merkel (2001) stated that an institution shows to have research culture by having resources designed to encourage research. Similarly Salazar-Clemina & Almonte-Acosta (2007) stated that one indicator of research culture at the institution is the budget for research. About this, there is evidence in this research that suggests that students do not have much information of either internal or external scholarships for those students interested in conducting research.

¹⁴ Grade Point Average (GPA)

¹⁵ the General Examination for the Graduation Degree in Mexico (EGEL)

Regarding this, unfortunately, the institution by itself does not have a budget designed specifically for undergraduate research. Unofficially, to promote undergraduate research, internally the Division of Political Science and Humanities (DCPH) at UQRoo has a type of scholarship for students who carry out a thesis or monograph to get their bachelor degree. This grant is intended to print out the thesis. There is also a source that is also given by the DCPH for the undergraduates to present their thesis progress in national or international academic events.

Other types of scholarships are those that are acquired by academics research groups. Specifically, at the Division of Political Science and Humanities (DCPH) by the two academic research groups in consolidation (CAEC) coordinated by Reyes Cruz and Méndez López. This type of scholarship from the CAEC's consists of an economic incentive for undergraduates who conduct, as graduation option, a thesis related with their respective line of research of the CAEC. Unfortunately, the research sources from both the DCPH and CAEC not only are very few but also consigned in a discretionally manner. In other words, they are not promoted and few undergraduates have access to them.

On the other hand, there are external scholarships that promote undergraduate research. Nevertheless, that type of scholarship is little known by the undergraduates even by faculty at the institution. To mention some, there is the National Council of Science and Technology (CONACYT)¹⁶ that between others have programs to promote research such as grants to pursue a master's degree. The Mexican Academy of Sciences promotes the interest of undergraduates in scientific activity through a program named The Summer Scientific Research. This program promotes and facilitates students to conduct research stays of seven weeks in prestigious research centers and institutions of Mexico, The undergraduates are supervised and guided by active researchers, who introduce

¹⁶ **Consejo Nacional de Ciencia y Tecnología (CONACYT)** is Mexico's entity in charge of the promotion of scientific and technological activities, setting government policies for these matters, and granting scholarships for postgraduate studies.

them to research activities by participating in research projects. In addition, there are other programs that promote science, technology and innovation among undergraduates some are the Dolphin Program and the summer of scientific research in Yucatan peninsula called The Jaguar program. Unfortunately, few students even faculty have knowledge about the programs. A possible explanation for this might be, according to the participants, not only because it is difficult to access to information about grants for research but also because this type of scholarships are scarcely promoted.

Unfortunately, the budget from research groups is scarce as a consequence this source cannot be promoted to all students and just few of them can get a scholarship for conducting research.

Regarding the third question: What are the undergraduate students' perceptions of the university's role in developing research and the institutional research culture?

It is important to mention that teachers are members of the university as an organization so that, they share the purpose of preparing students to be able to conduct an acceptable research work as it is one of the objectives of the university as an organization. Regarding the teachers as members of the UQRoo, it was found that there are few teachers that encourage students to carry out research.

According to Martin (2002) and their three distinct perspectives to identify subcultures, this finding suggest that there is a subculture in the institution since according to the participants comments, not all of the teachers share the opinion of the importance of encouraging students to carry out research.

Regarding this, when the Participant 2(P2_FT) was asked during the interview about if she experienced research during the major, she commented the following:

...Well...I rarely experienced research work during the major...very few times (she did research)... it was depending on the teacher and the approach he wanted to give his class that we have to do research...

Accordingly, the participant 1 (P1_FT) stated the following:

...there are teachers that encourage [students] research...there are other teachers encouraging [students] research but not in an appropriate way, and there are other teachers who do not encourage [students] research at all.

It seems to be according to the participants comments that the majority of those teachers who encourage students to do research have both the role of teachers and researchers.

Regarding this, participant 2 (P2_FT) commented:

Well, I know that there are teachers who apart of teaching they are researchers and I know that they ask us to collaborate with them (in research projects)...

This finding confirms that undergraduate research is associated with teaching- research nexus as Neuman (1994) pointed out in her study. She found that there are many benefits to students from staff research, especially to students perceiving that staff demonstrates interest in what they were studying.

There are also points of view about the UQRoo facilities available to students, who do research. On the question of facilities such research infrastructure, this study found that students perceive the infrastructure at the university as useful for students who do research. However, students do not use this as frequently as if they were conducting research. Regarding this, Meek and Davies (2009) stated institutions must provide a supportive environment to develop research. They also argue it is absolutely necessary an appropriate policy environment to encourage research culture.

Regarding the research culture of the university, Salazar-Clemena Almonte and Acosta (2008) proposed a framework for the development of a research culture in the institution. Taking into account this framework, it can be said that the results of this study show the incipient research culture at the university. It was shown in the fact that there are professors who encourage students to do research; however, not all of them do it. There are events regarding research but for some reason just a few students attend. In addition, there is an unofficial budget for

undergraduate research from DELED¹⁷, CAEC¹⁸ and external institutions. Nonetheless, that budget is given in a casuistically manner and it is little. In addition, students are not informed opportunely about them.

It is interesting to notice that all the categories of this study showed to have deficiencies affecting the student's interest of conducting research. Consequently, some suggestions appear from the student's research experience that might serve to improve those areas of weakness of the research culture at the institution. Some of the suggestions ask for changing in the curriculum of the program. For example, students suggested the addition of at least one more research class or the implementation of research in all the other courses. Other suggestions were done about assistantships; students said that there is a need not only for looking for more budget for research, but also to do a good promotion of those sources in order to get students informed of the available sources for research. It is important to mention that the participant showed little interest in conducting research as well in learning how to carry out an acceptable research work. Participants were more concerning in accomplish their English language bachelor degree (without having to conduct research) that they did not pay too much attention in their research training.

¹⁷ The Department of Language and Education of The University of Quintana Roo

¹⁸ Academic research groups in consolidation

CHAPTER 8: CONCLUSIONS

In this study, carried out at the University of Quintana Roo, the main objective was to examine the undergraduates' perceptions of research, to attain an understanding of the research culture at the institution by means of the undergraduate students' perceptions in the English language Bachelor Program at UQRoo in Mexico. Three research questions were answered: RQ1. What are the undergraduate students' perceptions of their research experiences in the English language BA program?, RQ2. What are the students' perceptions of the main factors that influence their decision of conducting or not research to get their bachelor degree? And, RQ3. What are the undergraduate students' perceptions of the university's role in developing research and the institutional research culture?

Results of this study showed that the participants perceive that the English Language Bachelor Program's curriculum needs to be modified since this program has few subjects that encourage students to conduct research. In addition the students perceive that the courses they took during the English Language Bachelor Program were not enough to train them for conducting an acceptable research work. Regarding the quality of their training to conduct research, they perceive their preparation was less than the expected in the curriculum since some courses did not encourage them to conduct formal research. Additionally, the frequency in which students were asked to conduct research was scarce. Furthermore, the feedback received by students regarding their research projects was given occasionally. As a consequence, students perceive they are not appropriately prepared to be able to carry out an acceptable research work.

With regard to the *question What are the students' perceptions of the main factors that influence their decision of conducting or not research to get their bachelor degree?* in this study, the main factor that influences the student's decision of conducting research to get a bachelor degree were the perception they have regarding the graduation option and the student's perception about research

scholarships. The Grade Point Average (GPA) and the General Examination (EGEL) were perceived as the fastest graduation options and the translation option was considered less complicated to achieve than a thesis. Students seem to be aware of the advantages and disadvantages of each one of the graduation options, but it seems that knowing the advantages and disadvantages of each one of the graduation options are not important at the moment of selecting one of them to get a bachelor degree. The thesis option, according to the participants, is the most difficult option for all of them mainly because it implies time, money and effort from the students. It seems to be that to have a scholarship to carry out a thesis may affect positively the student's decision of selecting this option to get their bachelor's degree.

As to the question *What are the undergraduate students' perceptions of the university's role in developing research and the institutional research culture?* The participants perceive that the role of UQRoo to encourage students to conduct research is limited. Regarding professors, student's perceptions indicated that there are few teachers who really motivate students to conduct research. The most mentioned by students were those teachers who not only teach but also investigate. With regard to the Division of Political Science and Humanities (DCPH) and the Department of Language and Education (DELED) at UQRoo, students pointed out they do not know much about the activities done by them to promote students research. According to the participants, the institution have infrastructure available for students who carry out research. However, this infrastructure needs continuous improvement.

8.1 Some reflections and recommendations.

Many undergraduate students at their last semester of their bachelor program become concerned about choosing a graduation option to get their bachelor's degree. Most of those students do not even know that research is a good option for them. Although this will be a tremendous opportunity for them to open the doors to a research experience, they prefer not to do it because they feel

they are not prepared to conduct research. Many students get involved in research few times during their bachelor program and this might be the reason of not being prepared to select a graduation option that implies research.

It is clear, therefore, that not only do students and teachers have to contribute to improve research culture in the University of Quintana Roo, but authorities also need to contribute to enhance the research culture at the institution. Authorities must ensure that effective research training courses are provided for undergraduate's students of the English language program, so that they will become more familiar with the UQRoo research culture specifically with formal research work. Furthermore, the support provided by the institution should enhance students to be interested in research activities.

In addition, students of the English Language Program not only need to be conscious of the benefits from conducting research but also they need to do research work during the entire bachelor program. As a result students will surely gain experiences, skills and abilities regarding research and in that manner they will be able to conduct an acceptable research work. In addition, students need to be made aware of the available budget for research from both the university and from other institutions; particularly the scholarships for students who decide to conduct research. Additionally, all students must be provided with clear and detailed explanation about the graduation options available for them to get their bachelor degree with emphasis on the options that require conducting research.

The interviews with participants revealed that the English language program must also have at least one additional research course to prepare students to carry out an acceptable research work. Above all, in order to minimize the weakness with the promotions of the budget for research and to maintain the interest of the students in choosing to conduct research, authorities need to have an effective knowledge about the situation of the research culture at the institution, to understand how the weakness in the research culture at the institution might be affecting the students perception about research work. One form to get students interest in conducting research might be by promoting research to those students who show an interest but who might not know how to get involved in research

activities. It is also important to have the guidance of a competent, motivating, and supportive research teacher. To have access to an advisor with the previous characteristics might motivate students to be involved in research activities, so that students should be thought into a research culture environment.

The research culture at the university may never be completely underestimated. On the contrary, further studies to identify potential problems and solutions, as well as better training regarding research for teachers and students, should result in a much more understanding of the research culture at the University of Quintana Roo.

DELIMITATIONS AND LIMITATIONS

Limitations are factors that affect the research study but that are not under control of the researcher or that constrain the validity of the study. As this study was conducted using a semi-structured interview which relies on obtaining information from one person (the respondent) answering to questions prepared by another person (the interviewer), the most significant limitation was the willingness of the participants to respond to the interview. The subjects of the study were limited to the undergraduate. The main problem faced with the participants, while carrying out this research, was that many of them were invited to participate; however, few of them accepted to be the participants.

Delimitations are factors that are under the control of the researcher. The study was delimited to English language bachelor students of the University of Quintana Roo campus Chetumal. It is not possible to generalize the results beyond the study; however the results are likely to be of the interest to all the university community.

APPENDIX A

ENTREVISTA SEMIESTRUCTURADA

Soy estudiante de la carrera de Lengua Inglesa y estoy realizando mi tesis sobre el tema las percepciones de los estudiantes universitarios sobre actividades de investigación. Por tal motivo, le solicitamos permiso para grabarlo durante esta entrevista, ya que después necesitaré analizar los datos. Durante esta entrevista le pediré me responda una serie de preguntas abiertas. No existen respuestas correctas o incorrectas, ya que es sobre sus percepciones. Esta es una actividad anónima y voluntaria y usted puede responder a tantas preguntas como desee. Si ya no desea continuar con la entrevista, puede retirarse en el momento que quiera.

Preguntas de introducción:

- ¿Qué semestre cursa actualmente?
- ¿Recuerda la materia de seminario de investigación?
- ¿Podría describir brevemente de qué trata este curso?
- ¿Considera que el curso de Seminario lo preparó para hacer la tesis o monografía?
- ¿Qué tipo de trabajo de investigación eligió para desarrollar durante el curso? Y
- ¿Por qué?
- ¿Qué modalidad de titulación eligió llevar a cabo para obtener su título de licenciatura?
- ¿Se trata del mismo trabajo de investigación del curso de seminario de titulación o decidió cambiarlo?
- ¿A qué se debe que haya elegido ese tipo de modalidad de titulación?
- ¿Por qué no eligió otro tipo de modalidad de titulación?
- ¿Qué ventajas o desventajas tiene realizar esta opción que escogió?
- ¿Está trabajando solo o en pareja?

Preguntas sobre actividades de investigación:

¿Qué significa para usted hacer investigación?
¿Cómo se siente cuando realiza investigación? (seguro o inseguro, frustrado, estresado) ¿Por qué?
¿Cómo ha sido su experiencia en cuanto a investigación durante la carrera?
¿En sus cursos durante la carrera realizaba investigación?
¿Con qué frecuencia?
¿Qué tipo de investigación?
¿Recibía retroalimentación sobre sus tareas de investigación?
Al hacer investigación ¿qué habilidades y actitudes cree que desarrolló? (Leer o escribir mejor, disciplina, interés cognitivo, creatividad, organización).
¿Qué beneficios considera que obtuvo al realizar proyectos de investigación?

Preguntas sobre la UQROO y la investigación

¿Qué facilidades le brindó la institución para realizar proyectos de investigación?
¿Qué piensa de los recursos con los que cuenta la institución para hacer investigación? (libros, bases de datos, software, cubículos, computadoras con internet, profesores-investigadores capacitados para asesorar).
Desde su punto de vista ¿Cuál ha sido el papel de la universidad al promover que se lleve a cabo investigación por parte de los universitarios?
¿Cómo la institución apoya a los estudiantes para realizar investigación? ¿Por qué? (asesores, infraestructura, becas, eventos o talleres o cursos sobre investigación extracurriculares).

Preguntas sobre incentivos

¿Qué información tiene acerca de los apoyos económicos (becas) disponibles para estudiantes que realizan investigación por parte de la institución, la división u otras instancias?
¿De qué modo cree que podría influir a un estudiante el contar o no con una beca para realizar investigación?
Si a usted le ofrecieran una beca por hacer su tesis y titularse por esta modalidad, ¿la aceptaría? ¿Por qué?

¿Cree que la institución debería promocionar o conseguir más apoyos económicos para incentivar a los estudiantes a que realicen investigación? ¿Por qué?

¿Ha intentado conseguir una beca para estudiantes que realizan investigación?

Describa cómo fue su experiencia al intentar o al conseguir una beca de este tipo.

¿Le interesó o interesaría participar en proyectos de investigación sin contar con un incentivo o beca? ¿Por qué?

Preguntas sobre proyectos de investigación

¿Qué información tiene acerca de los proyectos de investigación que se realizan por los profesores de la carrera de lengua inglesa? ¿Por qué?

¿Qué piensa de los estudiantes que participan en proyectos de investigación?

Preguntas sobre programas de investigación

¿Sabe que existen programas de investigación externos a la institución que promueven la investigación en universidades? ¿Cuáles conoce?

¿Cree que se debería promocionar con más efusividad en la institución este tipo de becas?

Preguntas sobre infraestructura

Durante su carrera ¿Qué tipo de infraestructura disponible en la institución utilizó cuando llevo a cabo proyectos de investigación?

Con que frecuencia utilizó la infraestructura disponible en la universidad para hacer investigación?

¿Qué impresión tiene sobre la infraestructura con las que cuenta la UQROO y que está disponible para los estudiantes que realizan investigación?

Preguntas sobre el departamento DELED y la División DCPH.

¿Qué actividades realiza el DELED y la DCPH para promover que los estudiantes realicen o investigación?

¿Qué actividades de investigación realiza en la que participan estudiantes? (Eventos, cursos, talleres, conferencias, etc.).

Preguntas sobre el programa lengua inglesa

De acuerdo con el programa de la licenciatura de LI ¿Qué cursos de investigación tomó? ¿Qué actividades de investigación realizó para sus cursos?
¿Cómo le beneficiaron/perjudicaron estas actividades? ¿Por qué?
¿Cómo describiría la preparación que reciben los estudiantes de la carrera de LI para hacer investigación? (Buena, insuficiente, útil, etc).
En su opinión ¿Cómo considera que debería modificarse el mapa curricular de la carrera para lograr que los estudiantes realicen más investigación?

Preguntas sobre actividades extracurriculares

¿Qué cursos o talleres de capacitación deberían recibir los estudiantes para mejorar sus habilidades al hacer investigación?
¿Qué eventos o actividades interesarían a los estudiantes?

Los asesores/directores

¿Cómo escogió a su director/a de tesis o supervisor de monografía?
¿Por qué esa persona?
¿Cuál era la función de su director o asesor?
¿Cómo era su relación con su director o asesor?
¿Qué problemas tuvo con su director o asesor? ¿Cómo los resolvió?
¿Qué sugerencias daría a un estudiante para elegir a su director o asesor?

REFERENCES

- Abbott, M., & Doucouliagos, H. (2004). Research output of Australian universities. *Education Economics*, 12(3), 251-265.
- Adamsen, L., Larsen, K., Bjerregaard, L., & Madsen, J. (2003). Moving forward in a role as a researcher. *Journal of Clinical Nursing*, 12(3), 442-450.
- Andrade, S., Comas, O., & Fernández, M. (1994). La Organización Universitaria y el Diseño de su Perfeccionamiento. En IGLU: *Revista Interamericana de Gestión y Liderazgo Universitario*, No. 6. pp. 47-58.
- Asociación Nacional de Universidades e Instituciones de Educación Superior (2006). *Catálogo de carreras de licenciatura y posgrado*. México: Autor. Retrieved from http://www.anuies.mx/serviciosc_licenciatura_index2.php
- Astin, A. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Barmat, R. (2010). La Percepción y su vinculación con la Persuasión y la Disuasión. *In Barmat y Asociados*. Retrieved from: <http://www.barmat.com.ar/103-la-percepcion-y-su-vinculacion-con-la-persuasion-y-la-disuasion/>
- Bauer, W., & Bennett, S. (2003). Alumni perceptions used to assess undergraduate research experience. *The Journal of Higher Education*, 74(2), 210-230.
- Blockus, L., Kardash, C., Blair, M., & Wallace, M. (1997). Undergraduate internship program evaluation: A comprehensive approach at a research university. *Council on Undergraduate Research Quarterly*, 18 (91), 60-63.
- Bland, C., & Ruffin, M. (1992). Characteristics of a Productive Research Environment. *Higher Education*, 67(6), 385-397.
- Bolman, L., & Deal, T. (1985). *Modern Approaches to Understanding and Managing Organizations*. London: Jossey-Bass.
- Bolman, L., & Deal, T. (1991). *Reframing organizations*. San Francisco: Jossey-Bass.

- Chiavenato, Y. (1994). *Administración de Recursos Humanos*. BuenosAires: Mc. Graw Hill.
- Cameron, K. (2008). A process for changing organizational culture. In T.G. Cummings (Ed.), *Handbook of organizational development* (pp.429-446). Los Angeles, CA: Sage Publications.
- Cameron, K. S., & Quinn, R. E. (1999). *Diagnosing and changing organizational culture: Based on the competing values framework*. Reading, MA: Addison-Wesley.
- Candela, C. (2008). Cultura organizacional. *En monografías*. Consultado en: <http://www.monografias.com/trabajos63/cultura-rganizacional/culturaorganizacional.html>
- Chasán, M., Rall, D., & Valdez, J. (1997). *Las tesis de maestría en lingüística aplicada, 1983-1997*. Estudios de Lingüística Aplicada. México, UNAM, 15(25)125 – 172.
- Da Silva, H. & Gilbón D. (1995). Procesos de Lengua, La Lecto-Escritura y las Lenguas Extranjeras. En Waldegg (1995). *Proceso de Enseñanza y Aprendizaje II*, Vol. 1. Consejo Mexicano de Investigación Educativa A.C./Fundación.
- DaHaven, M., Wilson, G. and O'Connor-Kettlestrings, P. (1998). Creating a research culture: what we can learn from residences that are successful research. *Family Medicine Journal*, 30 (7). 501-507.
- Díaz, A. & Padrón, J. (2003). *Investigación Universitaria, Clima y Cultura Organizacionales*. Universidad Nacional Experimental Simón Rodríguez. Caracas
- Drever, E. (1995) *Using semi-structured interviews in small-scale research. A teacher's Guide*. Glasgow. SCRE.
- Dundar, H., & Lewis, D.R. (1998). Determinants of research productivity in higher education. *Research in Higher Education*. 39(6), 607-631.
- Encinas, F. & Busseniers, P. (2003). ELT in higher education in Mexico: Developing Professionally. *Qualitative Research Conference*, Mexico: British Council.

- Encinas, F., Bussenier, P. & Ramirez, J., (2007). Conformación y consolidación en México del area de la enseñanza y del aprendizaje de lenguas extranjeras y el desarrollo de la investigación, en Ramírez, J.L. Coordinador. *Las investigaciones sobre la enseñanza y el aprendizaje de lenguas extranjeras en México*. México, Plaza y Valdez, UNISON, UAT, UABC, UNACH, UQROO, UCOL, UDA.
- Etzkowitz, H., Webster, A., Gebhardt, C., & Terra, B. (2000). The future of the university and the university of the future: Evolution of ivory tower to entrepreneurial paradigm. *Research Policy*, 29(2), 313-330.
- Felix, V. (2010). *State of the Art in Research on Teaching and Learning Foreign Languages in Chetumal, Quintana Roo from 2000 to 2010*. Tesis de licenciatura. UQRoo, Chetumal, Q Roo. México.
- Frantz, K., DeHaan, L., Demetrikopoulos, K., & Carruth, L. (2006). Routes to research for novice undergraduate neuroscientists. *CBE Life Sciences Education*, 5, 175–187.
- Gibson, T. (2005). Mentoring for nurses in general practice: An Australian study. *Journal of Interprofessional Core*, 19 (1), 50-62.
- Gilbón, M., & Gómez, E. (1996). Desarrollo de los centros de lenguas en las instituciones de educación superior de México: Una primera aproximación a su estudio. En Gilbón, M., & Gómez, E. (Eds.), *Antología del 8º Encuentro Nacional de Profesores de Lenguas Extranjera*. (pp. 231 – 258). México: UNAM
- Greene, J. (2005). What nurses want. *Hospitals and Health Networks*, 79 (3), 34-42.
- Hakim, T. (1998). Soft assessment of undergraduate research: Reactions and student perceptions. *Council on Undergraduate Research Quarterly*, 18, 189-192.
- Harris, J (1987). *Administración de Recursos Humanos, Concepto de Conducta Interpersonal y Casos*. México: Limusa.
- Healey, M. and Jenkins, A. (2009) Developing Undergraduate Research and Inquiry. York: HE Academy. Retrieved from:

www.heacademy.ac.uk/assets/York/documents/resources/publications/DevelopingUndergraduate_Final.pdf.

- Healey, M. (2005). Linking research and teaching: exploring disciplinary spaces and the role of inquiry-based learning, in Barnett, R. (ed). *Reshaping the university: new relationships between research, scholarship and teaching*. Maidenhead: McGraw-Hill. Open University Press.
- Hernández, E; Gómez; y Murrieta, G. (2011). Investigación en el área de lenguas en la Universidad de Quintana Roo: logros, retos y expectativas. En Reyes, M. R. *Veinte años de lenguas extranjeras en la Universidad de Quintana Roo*. UQRoo-Planea. pp.19-42.
- Hunter, A., Laursen, S., & Seymour E. (2006) Becoming a scientist: The role of undergraduate research in students' cognitive, personal, and professional development. *Science Education*. 91, 36-74.
- Hunter, A., Laursen, S., & Seymour, E. (2007). Becoming a scientist: The role of undergraduate research in students' cognitive, personal, and professional development. *Science Education*, 91(1), 36-74.
- Hunter, A., Laursen, S., Seymour, E., Thiry, H. & Melton, G. (2010) *Summer scientists: establishing the value of shared research for science faculty and their students*. San Francisco. Jossey-Bass.
- Hunter, A., Weston, T., Laursen, S., & Thiry, H. (2008). URSSA: evaluating student gains from undergraduate research in the sciences. *CUR Quarterly*. 29 (3),15-19.
- Ibarra, E. (1998). *La Universidad en México Hoy: gobernabilidad y modernización*. México, Tesis para obtener el grado de doctor en sociología. Facultad de Ciencias Política y Sociales, UNAM, 928 pp.
- Jenkins, A., & Healey, M. (2005). Institutional strategies to link teaching and research. York. *The Higher Education Academy*. Retrieved from: http://www.heacademy.ac.uk/resources/detail/id585_institutional_strategies_to_link_teaching_and_research.
- Jenkins, A., Healey M. & Zetter, R. (2007). *Linking teaching and research in*

- departments and disciplines York: The Higher Education Academy.*
Retrieved from: <http://www.heacademy.ac.uk/ourwork/research/teaching>.
- Jenkins, J., Blackman, T., Lindsay, R., & Paton-Saltzberg, R. (1998). Teaching and Research: Student Perceptions and Policy Implications. *Studies in Higher Education* 23(2): 127-141.
- Jenkins, A., Blackman, T., Lindsay, R. & Paton-Saltzberg, R. (1998) Teaching and research: Student perspectives and policy implications, *Studies in Higher Education*, 23 (2), pp.127-141.
- Johnes (2006) Student Perceptions of Research in Teaching-led Higher Education. *Journal of Hospitality, Leisure, Sport and Tourism Education*. 23 (2), pp.127-141.
- Koontz, H & Weirich, H. 994). *Administración. Una Perspectiva Global*. México: Mc. Graw Hill.
- Kuh, G., Kinzie, J. Schuh, J., Whitt, E. & Associates. (2005) *Student Success in College: Creating Conditions That Matter*. San Francisco, CA: Jossey Bass.
- Lindsay, R., Breen, R., & Jenkins, A. (2002) Academic Research and Teaching Quality: the views of undergraduate and postgraduate students, *Studies in Higher Education*, 27(3), 309-327.
- Lopatto, D. (2006). Undergraduate research as a catalyst for liberal learning. *Peer Review*. 8, 22-25.
- Madan, C. R., & Teitge, B. D. (2013). *The benefits of Undergraduate Research: The student's perspective*. In the mentor, the academic advising journal. Retrieved from: <http://dus.psu.edu/mentor/2013/05/undergraduate-research-students-perspective/>
- Malachowski, M. (1996). The mentoring role in undergraduate research projects. *CUR Quarterly*. 91- 93, 105-106.
- Malachowski, M. (2006) Undergraduate research as the next great faculty divide. *Peer Review*. 8, 26-27
- Martin, J. (2002). *Organizational Culture: Mapping the Terrain*. London: Sage.
- Mclean, L. (1978). Research in Applied Linguistics in Mexico. En C. Holcombe (Ed.), *English Teaching in Mexico, México, DF: Instituto Mexicano-*

- Norteamericano de Relaciones Culturales A.C.* Pp. 186-226.
- Meek, L. & Davies, D. (2009). Policy Dynamics in Higher Education and Research: Concepts and Observations, In Meek, V., Teichler, U., & Kearney, M. (eds.), *Higher Education Research and Innovation*, UNESCO, Paris, pp. 41-82.
- Merkel, C. (2001). *Undergraduate research at six research universities a pilot study for the association of american universities*. Retrieved from: <http://www.aau.edu/education/Merkel.pdf>.
- Merkel, C. (2002). *How to Mentor Undergraduate Researchers*. Washington, D.C.: Council on Undergraduate Research.
- Merriam, S. (1988). *Case study in education: A qualitative approach*. San Francisco. Jossey-Bass.
- Vargas, L. (19994). *Sobre el concepto de percepción*. Retrieved from: <http://redalyc.uaemex.mx/src/inicio/ArtPdfRed.jsp?iCve=74711353004>.
- Mukherjee, K. (2009). *Principles of management and organizational behaviour* (2nd ed). Tata McGraw-Hill Education.
- Narayanan, R. M. (1999). Use of objective-based undergraduate research project experience as a graduate student recruitment tool. *Journal of Engineering Education*, 88, 361–365.
- Neumann, R. (1994). The Teaching-Research Nexus: Applying a Framework to University Students' Learning Experiences. *European Journal of Education* 29(3): 323-338.
- Neuman, W.L. (2006). *Social Research Methods Qualitative and Quantitative Approaches*. Boston MA: Pearson Education, Inc.
- Plan Estratégico de Desarrollo Institucional de la Universidad de Quintana Roo (2012). Retrieved from: http://sigc.UQRoo.mx/Documentos%20Internos/PEDI/2007-2012/PEDI%202007-2012%20_
- Pratt, M., Margaritis, D. & Coy, D. 1999. Developing a research culture in a university faculty. *Journal of Higher Education Policy and Management*, 21(1), 43-55.
- Pratt, M., Margaritis, D. & Co, D. (2006). Developing a research culture in a

- university faculty. *Journal of Higher Education Policy and Management*, 33(1), 37-46
- Peters, T., & Waterman, H. (1982). *In search of excellence*. Lessons from Americas best-run companies. New York: Harper and Row.
- Pearcey, P.A., 1995. Achieving research based nursing practice. *Journal of Advanced Nursing*. 22, 33–39.
- Picon, G. (1994) *El Proceso de Convertirse en Universidad*. Caracas: Fedeupel.
- Prieto, L., & Fonseca, R. (2009). Las emociones del investigador: Construcción social y evaluación cognitiva. En *Revista Venezolana de Ciencias Sociales*. 13(1), 44 – 65. Cabimas, estado Zulia Venezuela. Fondo editorial UNERMB.
- Punch, F. (1998). *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage Publications.
- Quinn, R. E., & Rohrbaugh, J. (1981). A competing values approach to organizational effectiveness. *Public Productivity Review*, 5, 122–140
- Ramírez, R. y Moreno G. (2007). Research on Foreign Language Teaching and Learning in Mexico: a new path to professionalization, *en: MEXTESOL JOURNAL*, 31(2), 37-46.
- Ramírez J., Reyes M. & Cota S. (2010). Rasgos, agentes, condiciones e impacto de la investigación educativa en la enseñanza de las lenguas extranjeras en México. In J. L. Ramírez Romero (Coord.), *Las investigaciones sobre la enseñanza de las lenguas extranjeras en México: Segunda mirada* (249-284). México: CENGAGE Learning.
- Reyes, M. & Hernández, E. (2014). *Research culture in higher education: the case of a Foreign Language Department in Mexico*.
- Reynolds, J., Smith, R., Moskovitz, C., & Sayle, A. (2009). BIOTAP: A systematic approach to teaching scientific writing and evaluating undergraduate theses. *BioScience*, 59, 869–903.
- Russell, S. H., Hancock, M. P., & McCullough, J. (2007). Benefits of undergraduate research experiences. *Science*, 316, 548–549. Retrieved from:

- <http://dus.psu.edu/mentor/2013/05/undergraduate-research-students-perspective/#sthash.79WSV9wM.dpuf>
- Salazar-Clemeña, M. & Almonte-Acosta, A. (2007). Developing Research Culture in Philippine Higher Education Institutions: Perspectives of University Faculty. Presented in the Regional Seminar "Competition, cooperation and Change in the Academic Profession: Shaping Higher Education's Contribution to Knowledge and Research. Paris: UNESCO Forum. Retrieved from <http://unesdoc.unesco.org/images/0015/001578/157869e.pdf>
- Sathe, V. (1983). Implications of Corporate Culture: A Manager's Guide to Action. *Organizational Dynamics, Autumn*, pp. 5-23.
- Schavino, N. (1998): *Investigación Universitaria y Sector Productivo*. Tesis Doctoral. Caracas: USM (LINEA-I).
- Schein, H. (1992). Organizational culture and leadership (2nd ed.). San Francisco: Jossey-Bass. *Management Review*, 25, 3-16.
- Schwartz, M. (2003). The role of advising in undergraduate research. *The Mentor: An Academic Advising Journal*. Retrieved from: <http://www.psu.edu/dus/mentor/030916ms.htm>.
- Secretaria de Educación Pública. (2006). Programa de mejoramiento del profesorado. México, SEP, 2006.
- Seymour, E., Hunter, A., Laursen, S., & Deantoni, T. (2004). Establishing the benefits of research experiences for undergraduates in the sciences. *Science Education*, 88 (4), 493-534
- Shakespeare, P. (2005). Continuing professional development: Mentoring and the value of observation. *Nursing Management*, 11(10), 32-35.
- Turner, N., Wuetherick, B. & Healey, M. (2008). International perspectives on student awareness, experiences and perceptions of research: implications for academic developers in implementing research-based teaching and learning. *International Journal for Academic Development*, 13(3), 199-211.
- Ward, C., Bennett, J., & Bauer, K. (2002). *Content analysis of undergraduate*

research student evaluations. Retrieved March 2005 from <http://www.udel.edu/RAIRE>

- Wayment, H. A., & Dickson, K. L. (2008). Increasing student participation in undergraduate research benefits students, faculty, and department. *Teaching of Psychology*, 35, 194–197. Retrieved from: <http://dus.psu.edu/mentor/2013/05/undergraduate-research-students-perspective/#sthash.79WSV9wM.dpuf>
- Weick, K. (1995) *Sensemaking in Organizations*. Sage Publications, Thousand Oaks, CA.
- Wenzel, J. (2002). *Undergraduate Research: A Capstone Learning Experience*. Analytical Chemistry.
- Zannier, A. (2011). Modalidades e índices de titulación en la Licenciatura en Lengua Inglesa del Departamento de Lengua y Educación de la Universidad de Quintana Roo. In M. Reyes (Ed.) *20 años de lenguas extranjeras en la universidad de Quintana Roo*. (pp. 43-64). México: Universidad de Quintana Roo and Editorial PLANEA.