

STUDENT MOBILITY and *'EL SPANGLISH'*: DESCRIBING COLOMBIAN STUDENT
MIGRATION to UPRM and THEIR PERCEPTIONS and REALIZATIONS of LANGUAGE

Use at the GRADUATE LEVEL

By

Christine Paige Buchanan

A thesis submitted in partial satisfaction of the requirements for the degree of

Masters of Arts in English Education

University of Puerto Rico

Mayagüez Campus

Fall 2014

Approved by:

Catherine M. Mazak, PhD
President, Graduate Committee

Date

Jocelyn Gélida, PhD
Member, Graduate Committee

Date

Ellen Pratt, PhD
Member, Graduate Committee

Date

Frances Santiago, PhD
Graduate Studies Representative

Date

Rosita L. Rivera, PhD
Interim Director, Department of English

Date

STUDENT MOBILITY AND ‘EL SPANGLISH’

Abstract

This case study utilized naturalistic, qualitative data collection methods to describe the reasons for Colombian graduate student migration to the University of Puerto Rico, Mayagüez Campus. It also describes the use of English within their graduate programs at UPRM to evaluate the relevance to theories of translanguaging, English for academic purposes, and English as a lingua franca. The data was collected through migration narratives, in-depth interviews, and a focus group with Colombian students who are studying their graduate-level degrees at UPRM. The researcher gained access to the research participants through the UPRM’s English Conversation Club. Theories of instrumental orientations for second language acquisition, translanguaging, English for academic purposes, and English as a lingua franca provided the framework for data analysis. Results show that low costs, personal connections at the university, academic prestige of the UPRM, and the accessibility of English are all motivating factors for migrating to graduate programs at UPRM. Participants report that translanguaging is present in their classes and presents them with a challenge. They view English as having an instrumental orientation that supports theories of English for academic purposes and English as a lingua franca.

Resumen

Este estudio utilizó los métodos cualitativos y naturalistas de recopilación de datos para describir las razones para la migración de estudiantes graduados colombianos a la Universidad de Puerto Rico, Recinto de Mayagüez. Además, el estudio describe los usos del inglés en la educación graduada en el RUM para evaluar la pertinencia local de las teorías respecto al translingualismo, respecto al inglés para fines académicos y respecto al inglés como lengua franca. Los datos se recopilieron a través de las narraciones de migración, entrevistas individuales y una entrevista de grupo focal. Los participantes en la investigación fueron identificados en el Club de Conversación Inglés, coordinado previamente por la investigadora. El análisis de datos se produjo utilizando teorías de orientación instrumental para la adquisición de un segundo idioma, translingualismo, inglés para fines académicos e inglés como lengua franca. Los resultados muestran que los bajos costos, las conexiones personales en la universidad, el prestigio académico del RUM y la accesibilidad del idioma inglés son factores de motivación para la migración de estudiantes graduados colombianos a programas de postgrado en el RUM. Los participantes reportaron que el translingualismo es una práctica recurrente en sus cursos graduados, lo cual les presenta un desafío. Ellos tienden a percibir el inglés con una perspectiva de orientación instrumental que apoya las ideas de inglés para fines académicos y de inglés como lengua franca.

Acknowledgements

Primero y antes que nada, dar gracias a mis compañeros del English Conversation Club. Fue un placer y honor compartir y aprender con ustedes; gracias por toda su paciencia y entusiasmo.

I am forever grateful to all the moments and shared cups of coffee with professors and colleagues on the journey to the completion of this project.

Cathy, thank you for being excited and letting me figure it out on my own. Your expertise and precision will forever guide my habits as a researcher. Jocelyn, I appreciate your analytical eye and I have developed immensely as a writer and researcher throughout this process. Thank you for taking the time and effort to make me a better scholar. Ellen, your effect on my scholarship abilities reaches farther than this research project and thank you for all your support throughout these two years.

To my colleagues and office-mates: Thank you for listening when I just needed to talk and blow off steam or verbalize ideas. Every conversation mattered and counted when it comes to completing a master's thesis. And, cheers to the fact that when you work as much as we do, you have to make sure to have just as much fun.

Dedication

I would like to dedicate this thesis to my parents, William and Maureen Buchanan. The list of “if you hadn’t done this, I wouldn’t have done that” is endless. Thank you.

Pops, I hope this makes sense.

Mama, I would be lost without you.

Table of Contents

Abstract	ii
Resumen	iii
Acknowledgements	iv
Dedication	v
Acronyms	x
Chapter 1: Introduction	1
Objective	2
Research Questions	3
Justification	4
Overview of the Thesis	5
Chapter 2: Literature Review and Theoretical Framework	8
Literature Review	8
Student Mobility and Trends	8
International Graduate Students at UPRM	9
English Education in Puerto Rico	11
English at UPRM	14
Translanguaging at UPRM	15
English Teaching and Use in Colombia	17
Theoretical Framework	20
Student Mobility	20
Language Orientation	21
English for Academic Purposes	22

STUDENT MOBILITY AND ‘EL SPANGLISH’

English as a Lingua Franca	25
Conclusion	26
Chapter 3: Methodology	28
Research Methods	28
Research Participants	29
Research Site	30
Data Collection	31
Migration Narratives	31
Individual Interviews	31
Focus Group Interview	32
Questionnaire	32
Research Questions and Discussion of Data Collection	32
Research Question One	32
Research Question Two	33
Research Question Three	34
Research Question Four	35
Data Analysis	36
Limitations of the Study	37
Conclusion	39
Chapter 4: Results	41
Research Question 1	41
Professional and academic goals	41
English as a limiting factor	42

STUDENT MOBILITY AND ‘EL SPANGLISH’

Reasons for participants’ migration to UPRM	43
Economic assistance	45
Academic, familial, or social connections	46
Appealing due to bilingualism	49
Prestigious academics of UPRM	51
Attractive graduate programs	51
Relevant research or work experience	52
Transitive step to future goals	53
Deficient education in Colombia	53
Research Question 2	55
Research Question 3	62
Research Question 3a	63
English Texts and Terminology	63
English Medium Instruction	65
Research Question 3b	69
Instrumental language orientation	70
Puerto Rico as a stepping stone	72
English for academic purposes and as a lingua franca	75
Research Question 4	77
Difficulties with translanguaging	77
UPRM suggestions	79
Chapter 5: Conclusions	82
University Recommendations	85

STUDENT MOBILITY AND ‘EL SPANGLISH’

Pedagogical Implications	86
Plurilingual Approach	87
Implications for Future Research	88
References	91
Appendices	
Appendix A: International graduate student mobility chart at UPRM	97
Appendix B: Participant Consent Forms	98
Appendix C: Migration Narrative Guide Questions	100
Appendix D: Interview Questions	102
Appendix E: Focus Group Questions	103
Appendix F: Excel Workbook, Data Analysis	104

STUDENT MOBILITY AND ‘EL SPANGLISH’

Acronyms

OECD: Organization for Economic Co-operation and Development

PNB: Programa Nacional de Bilingüismo (Colombia’s Program for National Bilingualism)

UPRM: University of Puerto Rico, Mayagüez Campus

Student Mobility and *‘El Spanglish’*: Describing Colombian Student Migration to UPRM and Their Perceptions and Realizations of Language Use at the Graduate Level

Chapter 1: Introduction

In August 2012, I received an email from the associate director of the English department of UPRM stating, “Some international students in the graduate program in the college of agriculture are looking to employ English tutors” (C. Mazak, personal communication, August 22, 2013). I responded to the email, thinking mostly of the extra money and not realizing what a game-changing move this would be for my educational career. I met Evelyn, a Colombian graduate student at UPRM seeking informal, conversational English classes. She informed me she was representing a group of students from the colleges of Agriculture and Engineering; we set up a time for all of us to meet the following week.

I arrived at the designated time and place at UPRM to find more than ten Colombian graduate students waiting at my office. I was so shocked and overwhelmed; I could hardly introduce myself and explain the lesson for that day. Introductions were made by every participant and we discussed the goals and expectations the students held for these informal tutoring sessions. The students stated they had opportunities to present their research at national conferences in the continental United States but needed to practice their presentation skills and better their communicative abilities in order to attend. So, I embraced the opportunity. My first response was to run to a professor’s office, inquiring how to teach conversational English. I received materials and assistance from any professor and colleague who could help because these students asked for my assistance and I did not want to let them down.

Collaboratively and democratically, the students and I created the English Conversation Club. We met twice a week and I became absorbed in the work. I began looking for avenues in

which I could use this unique club and experience as the topic for my thesis project. Initially, I ambitiously wanted to study all aspects of the club, from curriculum development to perceived effectiveness of the lessons. But, my background in International Studies altered my course and interests with the club.

During the beginning stages of the English Conversation Club, I met regularly with a professor, Dr. Rosa Román, to receive materials and discuss the needs of the Colombian graduate students and inquire as to how I could meet these demands as a novice instructor. These students had never experienced a linguistic situation that is so specific to UPRM, the use of English and Spanish in the classroom. Dr. Román directed me through Freire's thematic investigation, where I was meeting with the students, dialoguing with them, and thereby discovering the problems they were facing. Dr. Román guided me to understanding the views of the Colombian graduate students, or the limit-situations that directly or indirectly serve the Puerto Rican population and negate and curb the international graduate students at UPRM (Freire, 1970). Through praxis, or reflection combined with action, we discovered there was a lack of English acquisition assistance available for this population of students.

Objective

Initially, this case study aimed to only describe the reasons for Colombian student enrollment in graduate programs at UPRM as an elaboration of research performed by Figueroa, Morales and Sharma (2012). They unintentionally purported that international graduate students migrate to UPRM because it is a university of American prestige that offers research and teaching opportunities and *ayudantía*, a "...graduate *assistantship*, which involve teaching roles, research or service positions, and a monthly stipend" and can include a tuition waiver (UPRM Graduate Handbook). Through thematic investigation guided by the research participants, it

became evident translanguaging is a common and specific phenomenon occurring at UPRM. Translanguaging is a set of practices that entails students negotiating and learning material in more than one language and will be discussed in detail in Chapter 2. Considering the use of translanguaging at UPRM, this case study aims to examine how classroom practices in UPRM's graduate programs support theories of English for academic purposes and English as a lingua franca. English for academic purposes and English as a lingua franca are two major bodies of research that assert English as the globalizing language of academia and scholarly publication, as will be examined in Chapter 2. It also aims to investigate how Colombian graduate students at UPRM are motivated to better their English proficiency for pragmatic reasons, such as finding a job or furthering their education. This study aims to add UPRM to the growing body of literature regarding student mobility, translanguaging, motivation for learning English, English for academic purposes and English lingua franca.

In order to qualitatively describe Colombian graduate student mobility and their use and perceptions of English at UPRM, this case study was guided by four research questions.

Research Questions

1. Why do Colombian students migrate to UPRM for graduate degrees?
 - a. What are their motivations and expectations?
2. What are the linguistic expectations and realizations of Colombian graduate students migrating to UPRM?
3. How do Colombian graduate students perceive English use in the academic context of UPRM before migration?
 - a. How is English used in the academic context of UPRM from the perspective of Colombian graduate students after migration?

- b. How do the perceptions of English use at UPRM support ideas of English as a lingua franca and English for academic purposes?
- 4. What types of English language instruction and/or support do Colombian graduate students at UPRM seek?

The answers to research question one elaborate previous research performed by Figueroa et al. in 2012, regarding international graduate student mobility at UPRM. The second research question describes the linguistic expectations in UPRM by describing the points of views held by the participants in regards to language use in its graduate programs. The third research question further examines Colombian graduate student perceptions of English use at UPRM and the expectations placed on graduate students at UPRM to excel in their verbal and written production in English. This research question explores instances and practices of translanguaging at UPRM. By applying the translingual theoretical framework, as will be outlined in Chapter 2, this research question delves into how the perceptions of the participants engage with current theories of English for academic purposes and English as a lingua franca. Lastly, the students voiced their opinions and gave suggestions as to how the UPRM administration may better support Colombian students to meet the linguistic expectations of the graduate programs of UPRM.

Justification

Translanguaging is a phenomenon recently documented within the science classrooms of UPRM by Mazak and Herbas-Donoso (2014). Translanguaging is a set of practices which include, but is not limited to, reading a text in English and discussing or being evaluated on comprehension in Spanish, and using English terminology while talking in Spanish (Baker, 2011; Canagarajah, 2011; Ceñoz & Gorter, 2013; García & Sylvan, 2011; Mazak & Herbas-Donoso, 2014). For the participants in this research project, all of who migrated from Colombia

(an English as a foreign language context), "...the opportunities for [communicating in English] are rather scarce within the Colombian context" (Vélez-Rendón, 2003, p. 192). Thus, their immersion in the UPRM academic context signals a sudden and challenging change to encountering scientific literature in English.

The majority of the participants in this research project wish to pursue doctoral degrees. Faced with limited options in Colombia, the transition to Puerto Rico and eventually to the continental United States is regarded as a better option for their professional and academic development, as documented within the field of student mobility (Altbach & Knight, 2007; de Wit, Ferencz & Rumbley, 2012; Gacel-Ávila, 2012; Lasanowski & Verbik, 2007). But, in order for these students to be accepted into US academic institutions, they must have a high proficiency level of English. This case study creates a space for Colombian graduate students to describe the linguistic challenges they confronted and confront at UPRM and how these challenges may affect their future professional development and ability to reach their goals. This is an important research venture because it addresses the challenges faced by Colombian graduate students at UPRM, which have never been investigated before. By documenting these challenges, this research project provides significant support for an evaluation of language policy at UPRM and language use in the classroom.

Overview of the Thesis

This case study is focused on describing Colombian student mobility at UPRM and how Colombian graduate students studying at UPRM realize the use of English. Although students from Colombia may have achieved an adequate level of English proficiency before migrating to UPRM, there are still a number of students who need to hone their skills in order to further their academic and professional careers according to their goals and in order to meet their degree

completion expectations at UPRM. These perceptions are described throughout the discussion of results, which are direct quotes from the Colombian graduate students. By soliciting a triangulation of qualitative data and a questionnaire from several professors, this case study describes a particular situation at UPRM, a phenomenon experienced by the participants.

Chapter 2 outlines the previous research performed in the fields of study that inform this project. The literature review presents a comprehensive review of the internationalization of higher education to contextualize UPRM within the global phenomenon of student mobility. The literature review describes English policy and use within Puerto Rico and UPRM. One section is dedicated to defining translanguaging and the presence of the pedagogical practice at UPRM. In an attempt to better understand the English as a foreign language context these Colombian students are coming from, the literature review details English in Colombia.

Chapter 2 defines the theoretical framework used as a window for analyzing the collected data. Theories regarding deciding factors for student mobility are listed. This allows a comparison of reasons for student mobility between the research findings of the administration of the Office of Graduate Studies with international research. These theories serve as an outline to investigate and describe why Colombian graduate students migrate specifically to UPRM. The pragmatic reasons, or instrumental orientation, for English acquisition and English use at UPRM serve as support for the spread of perceptions of English for academic purposes and English as a lingua franca. The theoretical framework is a lens, allowing the data to be classified in relation to theories of translanguaging, instrumental orientation, English for academic purposes, and English as a lingua franca.

Chapter 3 describes the methodology employed for this case study, contextualizing and justifying the methods. A description of biographical research, interviews, and focus group

research methods are provided, as well as the triangulation of the study through the data collection methods and a discussion of the professor questionnaire. It presents a discussion on the validity and reliability of the data collection methods.

Chapter 4 is a discussion of the results, organized by research questions and themes. Using quotes from the data collected, the results section does not detail the entire interactions and statements made by the participants. Instead, the discussion of results uses excerpts from participants to shed light on each research question. Chapter 4 concludes with research question 4, providing recommendations to the UPRM by the Colombian graduate students.

Chapter 5 summarizes the discussion of results and includes policy recommendations for the UPRM administration as well as a discussion of the pedagogical implications of the case study conducted, and its implications for future research. This case study places and further supports the UPRM in several new fields of study, including student mobility, translanguaging, English for academic purposes and English as a lingua franca. It is a comprehensive case study holding future value if anyone wishes to pursue a more detailed project regarding the discussed themes.

Throughout this case study, the circular progression of uncovering the underlying perceptions and issues of graduate students was crucial. It was a collaborative project that could not be completed or even started without the dialogue created between the researcher and research participants in the English Conversation Club. It is my hope that this thesis project adequately describes the issues and challenges faced by these Colombian graduate students at UPRM in hopes to stimulate a change in policy or practice to support this unique student population at UPRM.

Chapter 2: Literature Review and Theoretical Framework

Literature Review

As outlined in the first chapter, chapter 2 describes the studies that guided the focus of this research project. First, the population of the case study had to be defined and previous research regarding international students summarized. As a guiding study, the research by Figueroa, et al. (2012) identifies their perceptions of determining factors for international graduate student migration to UPRM. The Colombian graduate students of the case study identified their limit-situations, guiding this project to focus on the use of English at UPRM.

Student Mobility and Trends. International student mobility has become an increasing trend for those seeking degrees at prestigious institutions in foreign countries. (Altback & Knight, 2007; de Wit, Ferencz & Rumbley, 2012; Figueroa, Morales & Sharma, 2012; Gacel-Ávila, 2012; Lasanowski & Verbik, 2007; Rivza & Teichler, 2007). This phenomenon of student mobility in higher education is called the internationalization of higher education, or the international movement of students in higher education institutions. In the 1990's, the Bologna Process was created with the goal of achieving internationalization of education throughout Europe by standardizing European degrees and facilitating faculty and student mobility (Tatzl, 2011). Lasanowski and Verbik (2007) quantified international student mobility in an empirical, comparative analysis study, substantiating an increase of nearly 61% of internationally mobile students between the years 1999 and 2005. Along with the standardization and internationalization of higher education, an increasing number of programs implemented English medium instruction (Coleman, 2006; Kirkpatrick, 2014; Melles, 2009).

Statistics show almost 90% of international students have enrolled in programs in countries belonging to the Organization for Economic Co-operation and Development (OECD),

namely the US, UK, and Australia (Lasanowski & Verbik, 2007). These countries offer students the opportunity to study in English and have developed marketing strategies for their programs, often offering substantial financial incentives (Lasanowski & Verbik, 2007). As English is a desired professional development skill, most international students "...seem to believe that a US degree is a better investment" despite higher fees and competitiveness (Lasanowski & Verbik, 2007, p. 7). A study regarding Latin American student mobility revealed the United States as the destination of choice for higher education (Gacel-Ávila 2012). De Wit et al. (2012) agree "...the USA and Europe, and English-speaking destinations in general, remain the dominant actors in international student mobility" (p. 18).

This case study exists within the context of the graduate programs at UPRM. An international graduate student will be defined as a student whose home country is not Puerto Rico and who migrated to UPRM to pursue graduate studies. For the sake of this case study, the focus will be on student mobility at the graduate level, as UPRM's Office of Graduate Studies previously documented it.

International Graduate Students at UPRM. Another phenomenon found in the studies of student mobility is the transition from students studying abroad for short periods of time to students traveling to complete entire programs or degrees at other institutions outside their home country (de Wit, Ferencz & Rumbley, 2012). As shown in the study by faculty of the Office of Graduate Studies at UPRM, this phenomenon exists in the context of UPRM.

Figueroa et al. (2012) performed an empirical, statistical study with the purpose of describing international student mobility in the context of UPRM within the graduate programs utilizing quantitative and descriptive data. They quantified the UPRM graduate level enrollment

trends for the years 2006-2011, focusing solely on first-time graduate student enrollment data.

The research questions were:

1. What international student mobility trends can be identified in the different colleges at the UPRM?
 2. What are the main determining factors influencing student mobility choices at UPRM?
- (Figueroa, Morales & Sharma; 2012, p. 58)

The main findings of the study by Figueroa et al. (2012) statistically summarized the trends of international graduate students migrating to Puerto Rico. The study organized the data into the trends per college at the UPRM, as well as by country. They found the majority of the international students migrating to UPRM for graduate studies come from South America, the Caribbean, and Central America. The administration of the Office of Graduate Studies did not inquire about the reasons for student mobility, but inferred why international students decide to migrate to UPRM. They supported their claims by comparing research on international student mobility and their own perceptions of the UPRM.

The findings of the statistical study on the trends of international graduate student mobility at UPRM are direct and useful. Appendix A depicts the trends organized by country, giving a thorough summary of international graduate student mobility to UPRM by country. UPRM had 336 international graduate students enrolled between the years of 2005-2011. The majority of international graduate students (n=197, 53.7%) were found to be from Colombia (Figueroa, Morales & Sharma; 2012). In the colleges of Agriculture and Engineering, Colombian graduate students made up 47% and 53% of international graduate students in each respective college (Figueroa, Morales & Sharma; 2012). The descriptive reasons projected for graduate student mobility to UPRM are based on the research prestige and qualities about the different

colleges of the UPRM. However, the authors did not employ qualitative methods to inquire about the reasons why the international graduate students migrated to UPRM, which is one of the objectives of this case study.

English is relevant to international graduate student mobility at UPRM due to the colonial relationship between Puerto Rico and the United States, which will be discussed in the following section. As indicated in the previous section, student mobility is occurring toward English-speaking countries, and more specifically the US (de Wit, Ferencz & Rumbley, 2012; Gacel-Ávila, 2012; Lasanowski & Verbik, 2007). This is in agreement with Gacel-Ávila (2012), who specified Colombia sent approximately 6,669 students to the US for tertiary education in 2008. For Spanish-speaking individuals who perceive they lack English proficiency to be able to study in the continental United States, Puerto Rico becomes a good option for studying at an American accredited university.

English Education in Puerto Rico. Since the US invasion of Puerto Rico in 1898, the island has experienced many changes, including changes related to the teaching and presence of English and language policies. The occupying military regime implemented public education for all Puerto Rican children in an attempt to “Americanize” the population, creating English monolinguals and effective American citizens (Rodríguez-Bou, 1966; Schmidt, 2014). Beginning in the late 19th century, English became the language of colonization by the United States of America. Before the American invasion, Puerto Rico was under Spanish colonial rule for 500 years, constituting Spanish as a language of colonization as well. For this reason, English and Spanish education in Puerto Rico is an area of high levels of debate and friction, as they were both colonizing languages (Algren de Gutiérrez, 1987; Navarro-Rivera, 2006; Nickels, 2005; Rodríguez-Bou, 1966; Schmidt, 2014; Vélez, 1996; Vélez, 2000).

The first English language policy was implemented by the occupying US military regime in 1898, led by General John Eaton and Victor Clark, who established language policy trends where English was taught as a special subject (Algren de Gutiérrez, 1987; Rodríguez-Bou, 1966; Schmidt, 2014). Schmidt (2014) describes the goal of this policy period was for "...molding what they [the US] believed as an ignorant population into a democratic and productive people with strong American values" (p. 48).

After the turn of the century, the English language teaching policies and the political parties who created these policies have changed six times (Rodríguez-Bou, 1966; Schmidt, 2014). It was a confusing century for educators, students, and politics on the island, as there was internal distaste for the colonizing United States (Algren de Gutiérrez, 1987; Rodríguez-Bou, 1966; Schmidt, 2014). Policy-makers in Washington and the appointed US educators disregarded the confusion and growing angst toward the US because their goal was to turn Puerto Ricans into patriotic Americans (Algren de Gutiérrez, 1987; Schmidt, 2014). An excerpt from a 1937 letter from President Franklin Delano Roosevelt to Commissioner of Education José Gallardo vividly exemplifies the way in which the United States was attempting to Americanize Puerto Ricans:

It is an indispensable part of American policy that the coming generation of American citizens in Puerto Rico grow up with complete facility in the English tongue. It is the language of our Nation. Only through the acquisition of this language will Puerto Rican Americans secure a better understanding of American ideals and principles...Many of [Puerto Rico's] sons and daughters will desire to seek economic opportunity on the mainland or perhaps in other countries of this hemisphere. They will be greatly handicapped if they have not mastered English...What is necessary, however, is that the American citizens of Puerto Rico should profit from their unique geographical situation

and the unique historical circumstance which has brought to them the blessing of American citizenship by becoming bilingual (quoted in Rodríguez-Bou, 1966, p. 162).

Currently, the language policy in public schools in Puerto Rico employs Spanish as the medium of instruction with English as a special subject. The implementation of this policy in the mid-19th century also created the English Program of the Department of Education of Puerto Rico to assist teachers with producing teaching materials and effective strategies for English instruction. The program supervises English teaching in all public schools, from first to the twelfth grade (Rodríguez-Bou, 1966; Schmidt, 2014). Throughout the US and Puerto Rican colonial history, English has been forced on Puerto Rican students and English is taught throughout their public education (Schmidt, 2014; Vélez, 1996). At the same time, globalization has placed American popular culture at the center of social media where many Puerto Ricans of the current generation participate (Carroll, 2008; Holmquist, 2013; Rivera, 2011; Vélez-Rendon, 2003).

In the specific context of the UPRM, recent research has shown that students often find their classes being mediated in Spanish while the literature they read is in English (Mazak & Herbas-Donoso, 2014). For a Puerto Rican student who has had access to and instruction of English his/her entire life, translanguaging in the classroom is normalized (Holmquist, 2013; Mazak, 2008). Pousada (1999) goes so far as to claim, "Children are told from the earliest grades that English will be vital for their educational and professional advancement" (p. 33). Therefore, it is not surprising that English is used at UPRM as a pedagogical practice within the theoretical framework called translanguaging. However, Colombian graduate students who come to Puerto Rico are not used to reading and studying in English while their classroom discussions are mediated in Spanish (Vélez-Rendon, 2003).

English at UPRM. Puerto Rico is a bilingual society where English and Spanish are both accepted languages of communication in government offices and public service areas (Nickels, 2005; Pousada, 1999). As stated above, Puerto Rican students in the public education system study English as a subject for twelve years prior to entering college. Despite their varying levels of English acquisition and ability, students who enter the UPRM are expected to function academically in a bilingual context; the UPRM's official statement on the language of instruction is:

“Spanish is the language of instruction in most courses at UPRM, but students are required to have a working knowledge of the English language. The individual professor decides the language used in class lectures and in student evaluation activities” (UPRM Undergraduate Catalogue, 2014-2015, p. 75).

According to this language policy, classroom instruction can either be in English or Spanish but there is no system set in place to allow students to identify in advance which courses are taught in English and which are taught in Spanish. The language of instruction is at the discretion of the professor and is unknown until the first day the class meets.

UPRM has a total of 37 graduate programs available. In the academic information section of the UPRM Graduate Catalogue, it states students should “Have a working knowledge of Spanish and English, as determined by the corresponding academic program” (p. 59). Of these 37 programs, three programs, Business Administration, Biology, and English Education, require applicants to submit their scores from the Test of English as a Foreign Language exam (TOEFL). The graduate program of Industrial Engineering requires students to present TOEFL scores if they are migrating from a non-English speaking country. Graduate programs in Chemistry, and Electrical, Computer, and Mechanical Engineering state applicants must have proficiency in

Spanish and English. The graduate program of Mechanical Engineering takes this one step further states that applicant should have proficiency in various grammatical constructions and be able to use English as follows:

accurately and communicatively in a wide range of spoken and written contexts in academic and non-academic situations. The student is also expected to write effectively in English in a wide range of formats including business and personal letters, reports, book reviews, literature reviews and academic essays (UPRM Graduate Catalogue, p. 201).

In regards to the participants involved in this case study, the colleges of Agriculture and Engineering do not state English proficiency requirements for applicants (UPRM Graduate Catalogue). There is one course at the graduate level that international students can take to better their English, INTD 6007, titled English For International Students. This course began to be offered in Spring 2014, after six years of not being offered due to financial issues in the Department of English. However, this course does not focus on one aspect of English proficiency and has high enrollment numbers. Students may take undergraduate courses, but they do not receive credit or recognition for taking these courses. In conclusion, there is a lack of English courses available for graduate students at UPRM to better their English proficiency and ability. This review of the UPRM's language policy and courses, and the graduate programs' English proficiency requirements provides a context for understanding translanguaging at UPRM.

Translanguaging at UPRM. Baker (2011) summarizes translanguaging as, "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (p. 288). In recent developments in this field of study, translanguaging is studied to determine best practices for classroom teaching in a bilingual or multilingual setting

(Baker, 2011; Canagarajah, 2011; Ceñoz & Gorter, 2013; García & Sylvan, 2011). At UPRM, translanguaging can be witnessed in the majority of science classrooms and at most levels.

Mazak and Herbas-Donoso (2014) defined translanguaging at UPRM as

...a *set of practices*, which included: using English key terminology in discussion of scientific content in Spanish; reading text in English and talking about it in Spanish; using Spanish cognates while referring to English text; talking about figures labeled in English using Spanish; and pronouncing English acronyms in Spanish (p. 26, emphasis in original).

Students who have existed in the public education system in Puerto Rico have studied English as a special subject for twelve years (Algren de Gutiérrez, 1987; Rodríguez-Bou, 1966; Schmidt, 2014). Therefore, it can be assumed students in Puerto Rico have varying degrees of success in regards to their English acquisition and they come to UPRM prepared for translanguaging in the classroom (Carroll, 2008; Holmquist, 2013; Mazak, 2008; Mazak & Herbas-Donoso, 2014). In my experience while taking a political science course at UPRM, the textbook was in English and class discussion and evaluation methods were in Spanish. We used English terminology, such as “coup d’état” and the “Cold War”. As indicated above, students who have existed in the public education system in Puerto Rico have studied English as a special subject for twelve years and they would always perform better in classroom discussions because they were accustomed to readings texts in English and discussing it in Spanish (Algren de Gutiérrez, 1987).

This case study will elaborate how English is used within graduate studies at UPRM, by contextualizing it within the framework of translanguaging, defined as a set of practices used in the classroom to negotiate meaning and learn academic material through the use of more than

one language (Baker, 2011; Canagarajah, 2011; Ceñoz & Gorter, 2013; García & Sylvan, 2011; Mazak & Herbas-Donoso, 2014). Because translanguaging is a new phenomenon for many Colombian graduate students, this pedagogical tool can be confusing for monolinguals (Holmquist, 2013; Mazak & Herbas-Donoso, 2014).

To contextualize how translanguaging is confusing for the Colombian graduate students participating in this case study, a review of English language teaching in Colombia is relevant.

English teaching and use in Colombia. English contact in Colombia began in the eighteenth century due to trade relations with England. After Latin American independence from Spain in the 1830s, trade relations with the US expanded, providing more English contact to Colombia. In a study on the sociolinguistic profile of English in Colombia¹, Vélez-Rendón states that “The globalization of communications and the information revolution have made English language media and information resources available and accessible...” to many individuals. The global spread of English as a result of capitalism has prompted radical changes in the education system of Colombia to include English teaching to “...secure a place in the new international order” (Vélez-Rendon, 2003, p. 187). Globalization and capitalism has posed English as the language of international exchange.

In 2004, the *Ministerio de Educación Nacional de Colombia* (MEN – National Ministry of Education of Colombia) implemented *el Programa Nacional de Bilingüismo* (PNB – National Bilingualism Program). The goal of the program is to promote English language learning and improve the quality of English language teaching in Colombia. In a government analysis on the PNB, it states the purpose is to create a policy directed at strengthening bilingualism. However,

¹ It should be noted that Colombia is a multilingual country with over one hundred indigenous languages. In the country's archipelagos of San Andrés, Providencia, and Santa Catalina, English is the official language.

the program analysts of the *Centro de Estudios Económicos Regionales* recognized the challenges:

a pesar de la existencia de este programa, son enormes los retos que tiene el sector educativo para alcanzar los niveles de bilingüismo (español-inglés) deseables, en particular en lo que concierne a la oferta de docentes de inglés calificados (p. 5).

Essentially, the Colombian government admitted there are many educational reforms that need to be met to encourage and achieve national bilingualism, particularly the qualification of English teachers, even though this program has been established. However, in a criticism of the educational policies of Colombia, Guerrero (2009) argues that these new policies, called *La revolución educativa* (Educational Revolution),

state a deep interest in the improvement of the quality of education in Colombia, and the need to favor less privileged groups; nevertheless, there is a lack of coherence between the sociolinguistic reality in Colombia and the projects undertaken by the Ministry of Education (p. 12).

The issue at hand in Colombia is not new, it is a case where the privileged are ruling legislation and maintaining the policies in the favor of the upper class. Vélez-Rendon illustrates this policy by describing the differences in English language proficiency for students from public vs. private schools. Students in private schools, who often belong to the upper classes, become much more proficient in English, demonstrating how Colombian legislation is neglecting to address quality of English education of the underprivileged who "...are exposed to methodologies emphasizing rote learning, repetition and memorization, which inevitably result in students' failure to cope with a simple communicative situation after several years of classroom instruction" (Vélez-Rendon, 2003, p. 191).

Puerto Rico in general and the UPRM specifically are the sites of rich linguistic and educational diversity. With the global increase of student mobility, Puerto Rico has become an option for Latin American students to receive a degree from a US-accredited university in their native language of Spanish (de Wit, Ferencz & Rumbley, 2012; Gacel-Ávila, 2012; Lasanowski & Verbik, 2007). The countries of Puerto Rico and Colombia have differing levels of bilingualism but there are educational initiatives in both countries to promote and sustain bilingualism in Spanish and English (Guerrero, 2009; Rodríguez-Bou, 1966; Vélez-Rendon, 2003; Schmidt, 2014). At the same time, English is connoted with globalization, capitalism, and information spread (Holmquist, 2013; Tonkin, 2011; Rivera, 2011). Due to the colonial background of Puerto Rico, an even more complex situation arises in regards to language because Puerto Ricans have experienced a little more than a century with direct contact with English (Rodríguez-Bou, 1966; Schmidt, 2014, Pousada, 1999). The arising field of translanguaging has allowed for the specific and peculiar language use in UPRM classrooms to be defined and described as a set of practices (Mazak & Herbas-Donoso, 2014). This case study aims to further investigate the topic described in the research originally performed by Figueroa et al. (2012) by collecting qualitative data from research participants to describe why they chose to migrate to UPRM for graduate studies and detail the use of English at UPRM from the perspective of a Colombian graduate student.

Theoretical Framework

With an understanding of the global trends and patterns of international student mobility, we will now focus on the reasons for student migration. A closer look at literature on student mobility outlines reasons for student motivation to migrate for tertiary education.

Acknowledging the research performed by Figueroa et al. (2012), this case study aims to describe the participants' reasons for migrating to UPRM and adds to this body of literature. English medium instruction will be detailed to understand how English has evolved into a language for academic purposes and as a lingua franca. English for academic purposes and English as a lingua franca are supported by individual motivation for viewing English acquisition with an instrumental orientation.

Student Mobility. Student mobility is considered a well-documented and increasing trend since the 1990's, but the reasons for student mobility vary between countries and students (Altback & Knight, 2007; de Wit, Ferencz & Rumbley, 2012; Figueroa, Morales & Sharma, 2012; Lasanowski & Verbik 2007; Rivza & Teichler, 2007; Tatzl, 2011). In a study performed by Rivza and Teichler (2007), student mobility

is perceived as a most suitable way of getting access to study provisions academically superior to those at home or in areas of specialization hardly available at home...[and] is perceived as offering the opportunity to widen the horizon through experiencing contrasting academic environments and to enhance one's intercultural understanding (p. 458).

As described in the literature review, the administrators of the UPRM's Office of Graduate Studies used descriptive methods to make inferences as to why graduate students migrate to UPRM. Figueroa et al. (2012) inferred that graduate students migrate to UPRM for

the “recognition, prestige and global ratings from the colleges of UPRM, quality of teaching and research contributions of the professors, diversity of international alliances and programs, and the costs of higher education” (p. 58-59). By comparing these descriptive reasons with the qualitative data collected in this case study, the UPRM community can better understand why students migrate to UPRM and determine if these perceptions for student migration are actually influencing factors.

Language Orientation. Woolard and Schieffelin (1994) paraphrased Heath’s observation that “...examining language ideology...represents an indeterminate area of investigation with no apparent bounds” (p. 56). The field of second language acquisition ideology has transformed and expanded exponentially within the past fifty years, exploring new and old theories of psychology and education in relation to second language acquisition. The concept of language orientation branches from studies in motivation for second language acquisition (Ortega, 2008). Motivation in second language acquisition was first developed and studied by Gardner and Lambert in the late 1950’s, eventually developing and framing motivation within the socio-educational model (Ortega, 2008). To perform studies on second language learner’s motivation, Gardner created the Attitude/Motivation Test Battery (AMTB), which focused on quantitative aspects of motivation, such as the amount of effort, the attitude, and desire to learn the language by using rating scales (Ortega, 2008). In the mid-1990’s, studies on second language motivation began to focus on the *qualities* of motivation, bringing about the field of language orientation. Yashima (2000) asserts that “...the goal which is also referred to as orientation is a reason or class of reasons for studying a second language while motivation is regarded as efforts or persistence demonstrated” in the process of learning a second language (p. 121). Researchers in the field of second language acquisition motivation have identified several

types of language orientations, such as language learning motivation, classroom learning motivation, extrinsic and intrinsic motivation, integrative motivation and instrumental motivation, as well as subsets of these types (Clément, Dörnyei & Noels, 1994; Gardner & Lambert, 1972; Gardner & Masgoret, 2003; Yashima, 2000). For the purpose of this study, the focus is on motivational orientations, specifically instrumental orientation.

Instrumental orientation of second language acquisition "...involves an interest in acquiring language directed towards the achievement of practical objectives, particularly regarding higher employment, higher education, or other external incentives" (Shenk, 2012, p. 157). A strong relationship exists between the internationalization of higher education and instrumental language orientation because student migration trends are mostly to English-speaking countries (de Wit, Ferencz & Rumbley, 2012; Gacel-Ávila, 2012; Lasanowski & Verbik, 2007). Because students hold pragmatic goals of pursuing "...a most suitable way of getting access to study provisions academically superior to those at home," students are learning English to make these options available (Rivza & Teichler, 2007, p. 458).

Instrumental orientation will be applied to the qualitative data collected from the research participants. The participants were asked what their goals for learning English are and how they view the acquisition of English within the bigger picture of their academic and professional goals. Using this data, this case study details the motivations that Colombian students pursuing their graduate degrees at UPRM have for learning English.

English for Academic Purposes. Coinciding with the increase in student mobility on an international level, some non-English-dominant academic contexts employ English medium instruction (Coleman, 2006; Kirkpatrick, 2014). One reason for this phenomenon is to make universities more appealing and competitive to international students (Coleman, 2006; Hyland &

Hamp-Lyons, 2002; Kirkpatrick, 2014; Tardy, 2004; Tatzl, 2011). Given that oftentimes students migrate to universities from different countries and thereby different linguistic backgrounds, English is used as language of educational instruction, especially within the sciences (Coleman, 2006; Hyland & Hamp-Lyons, 2002; Kirkpatrick, 2014; Tardy, 2004; Tatzl, 2011; Tonkin, 2011).

English is one of the most prevalent languages of academia and the sciences, as the published literature is more available and current when printed in English (Coleman, 2006; Ljosland, 2011; Tardy, 2004; Tatzl, 2011). At the same time, graduate students are feeling pressure to write their research reports and projects in English, as it is perceived to have an increased likelihood of being published due to the higher number of English-language scholarly journals (Tardy, 2004; Cargill & Burgess, 2008; Ljosland, 2011; Tatzl, 2011; Tonkin, 2011; Vélez-Rendon, 2003). As a summary of English for academic purposes, Hyland and Hamp-Lyons (2002) state that:

The growth of English as the leading language for the dissemination of academic knowledge has transformed the educational experiences of countless students, who must now gain fluency in the conventions of English language academic discourses to understand their disciplines and to successfully navigate their learning (p. 1).

It is now a common phenomenon that university students around the world are urged more than ever to learn English in order to succeed in their field of study and also to rise to a higher economic status (Hyland & Hamp-Lyons, 2002). Tonkin (2011) reinforces this idea by designating the phenomenon as the “self-reinforcing loop of language flow: English circulates widely, is indexed and hence is cited; English is cited and hence is indexed and hence circulates widely” (p. 109). Translanguaging, a documented reality of UPRM’s graduate programs, is a

reaction or outcome to this “loop” given that the majority of current research and publications can be found in English, prompting some professors to teach in English, give texts in English, or require their students to perform in English (Cargill & Burgess, 2008; Mauranen, Hynninen, & Ranta, 2010; Tardy, 2004).

A closer investigation of the claims made by Tonkin (2011) reveals that English is gaining momentum and becoming a dominant second language in the world. Tonkin (2011) describes English as having more weight than other languages within scientific publications, even though at one point in history, Latin, German, French, and Russian were dominant languages of science. In other words, Tonkin (2011) validates the perception in academia “that scientific advancement circumscribed by the English language can be equated with scientific advancement in general” (p. 109). This case study seeks to examine the perceptions that Colombian graduate students at UPRM have of English as an academic language.

In any graduate program, conducting and disseminating research is of high importance. Because English is considered the language of science and the most recent academic findings are written in English, some universities have incorporated an English course in graduate programs for students migrating from non-English speaking countries (Coleman, 2006; Hyland & Hamp-Lyons, 2002; Kirkpatrick, 2014; Tardy, 2004; Tatzl, 2011). At Swinburne University of Technology in Melbourne, Australia, 85% of the international students were from Asia, coming from English as a Second Language backgrounds (Melles, 2009). In order to assist these students in the transition to Western higher education and English medium instruction, they developed a content-based, critical appraisal course within the framework of English for academic purposes. Melles (2009) reported that the majority of the students who took the course demonstrated positive opinions and a clearer understanding of how to critically read for their engineering

courses.

English for academic purposes is a documented and growing field of study and pedagogy that relates to theories of English as a global language, or lingua franca. The next section presents English as a lingua franca to correlate trends of student mobility with English for academic purposes.

English as a Lingua Franca. For the sake of this research project, English as a lingua franca will be defined as a communicative and written form of English to be achieved for academic and occupational development (Cargill & Burgess, 2008; Ljosland, 2011; Tardy, 2004). English as a lingua franca serves as the field of study related to English medium instruction, the idea that English has become and will remain as the main tool for the sharing and dispersing of academic information, especially within the sciences (Coleman, 2006; Tatzl, 2011). Mauranen et al. (2010) boldly describes English as “unquestionably the world language of academia” (p. 183). Students’ perceptions of academic language and knowledge transfer and sharing at the graduate level reflects this statement, as will be demonstrated in this case study.

The offering of courses through English medium has been increasing as well. Universities across the world are seeing both the academic and economic benefits of teaching a class in English (Coleman, 2006; Kirkpatrick, 2014; Melles, 2009; Tatzl, 2011). In Europe, the trend of increased English medium teaching in higher education is best described by Graddol in that, “The need to teach some subjects in English, rather than the national language, is well understood: in the sciences, for example, up-to-date text books and research articles are obtainable much more easily in one of the world languages and most readily of all in English” (Coleman, 2006, p. 4). Other literature by Tonkin (2011) and Vélez-Rendon (2003) supports English as a global language.

English for academic purposes and English as a lingua franca will be used as the theoretical framework to describe the view or perceptions of Colombian graduate students at UPRM. These theories will help describe the language orientation for the participants of this case study to learn English for academic and professional development.

Conclusion

Research regarding determining factors that motivate international student mobility outlines common trends and perceptions of international higher education (Lasanowski and Verbik, 2007; Rivza & Teichler, 2007). Due to the findings of this research, it can be said that students are migrating to other countries to obtain a degree with a higher level of quality, affordability, and security than is available in their home country (Figueroa, Morales, & Sharma, 2012; Rivza & Teichler, 2007). Most international students are documented to migrate toward English-speaking countries, and mostly to the United States (de Wit, Ferencz & Rumbley, 2012; Gacel-Ávila, 2012; Lasanowski & Verbik 2007; Rivza & Teichler, 2007). Puerto Rico fits into this scheme of international student mobility in that it provides an option to study in an American accredited university that is not as expensive as those stateside and where high levels of English proficiency is not a requirement. The deciding factors that prompt international student mobility by Figueroa et al. (2012) will be compared with the qualitative data collected from Colombian graduate students at UPRM.

This thesis project aims to describe the reasons why Colombian graduate students sought English instruction and how they viewed the acquisition of English in relation to their academic and professional goals. The use of English at UPRM will be described as a set of translingual practices, which have pedagogical implications related to the university suggestions (Canagarajah, 2011; Ceñoz & Gorter, 2013; García & Sylvan, 2011, Mazak & Herbas-Donoso,

2014). Within the field of qualitative language learning motivation, when individuals desire to learn a language for pragmatic reasons, it is considered an instrumental orientation (Gardner, 2007; Gardner & Masgoret, 2003; Shenk, 2012; Yashima, 2000). English for academic purposes is a growing field of study because more students are traveling abroad to complete their degrees and in order to meet the demand for international students, English is being adopted as the medium of instruction in some higher education institutions (Coleman, 2006; Kirkpatrick, 2014; Lasanowski & Verbik, 2007; Melles, 2009; Tatzl, 2011). In other words, English is used for academic purposes, becoming a lingua franca through which students and academic information or research is disseminated (Coleman, 2006; Mauranen, Hynninen & Ranta, 2010; Tonkin, 2011). The aim of this thesis project is to depict the perceptions of Colombian graduate students, specifically detailing how English is used in academia at UPRM and how their perception of English proficiency shapes their future opportunities using theories of translanguaging, instrumental orientation, English for academic purposes, and English as a lingua franca.

Chapter 3: Methodology

The purpose of this case study is to describe the motivating factors prompting Colombian graduate student migration to UPRM. The secondary purpose is to describe the linguistic attitudes, expectations, and realizations within the academic context of UPRM. Lastly, from a Colombian graduate student perspective, this study aims to describe the academic use of English at UPRM and ways the university system may better assist these Colombian graduate students in their linguistic acclimation.

The following research questions were addressed in the research project:

1. Why do Colombian students migrate to UPRM for graduate degrees?
 - a. What are their motivations and expectations?
2. What are the linguistic expectations and realizations of Colombian graduate students migrating to UPRM?
3. How do Colombian graduate students perceive English use in the academic context of UPRM before migration?
 - a. How is English used in the academic context of UPRM from the perspective of UPRM from the perspective of Colombian graduate students after migration?
 - b. How do the perceptions of English use at UPRM support ideas of English as a lingua franca and English for academic purposes?
4. What types of English language instruction and/or support do Colombian graduate students at UPRM seek?

Research Methods

The foundation of this study is based in naturalistic, qualitative research. Naturalistic research stems from the Chicago School, "...a collection of social scientists...who combined to

study [Chicago] from the 1920s up to the present, [seeking] to understand the dramatic social changes they saw in the urban environment” (Walker, 2012, p. 76). Naturalistic research is primarily based on data collected from participant-observation, interviews, and descriptive writing. In this same sense, the data collected from the Colombian graduate students is personal reflection and self-reported observation. The researcher played an important role in facilitating a collaborative commitment to the production of knowledge because a conversation was created between the researcher and participants. This conversation allowed for information to be shared with confidence in the researcher to represent the students’ perceptions and realizations regarding their migration to UPRM, focusing on describing the students’ descriptions of how and why they migrated to UPRM.

This research project is a case study that aims to “...explore a phenomenon about which not much is known [and] to describe [this phenomenon] in detail” (Ashley, 2012, p. 103). This case study specifically addresses the phenomenon of Colombian students migrating to UPRM for their graduate studies. It aims to describe their motivation for studying at UPRM, their perceptions and realizations of English use at UPRM, and their suggestions for institutional assistance after migrating to Puerto Rico. In alignment with case study practices, this research project utilizes triangulation of data collection and sources by combining migration narratives, individual interviews, a focus group interview, and a questionnaire for professors regarding the use of language at UPRM.

Research Participants

Data was collected between March and May 2014 from a group of voluntary participants from Colombia who are studying their graduate degrees at UPRM between January and May 2014. Initially, the participants were contacted through the English Conversation Club facilitated

by the researcher. The English Conversation Club, initiated by Colombian graduate students in 2013, is an association of UPRM that facilitates a space to practice and learn conversational English. These students were seeking help with their presentation skills in English to prepare for conferences in the continental United States. Since it's initiation, the club has grown to include students from all levels and backgrounds at UPRM who have the desire to practice their English skills.

The first group of research participants included five Colombian graduate students who were active in establishing the English Conversation Club. Preference was given to Colombian graduate students in order to best represent the majority of international graduate students at UPRM, of whom 57.3% are from Colombia (Figueroa, Morales & Sharma, 2012). These five participants were solicited a migration narrative. Of these, four participants were interviewed individually. The primary participants served as "go-betweens" to gather other individuals of the same demographic to attend the focus group interview (Gibbs, 2012). These participants are between the ages of 20 and 30 and were enrolled in graduate level programs. Age and gender had no effect during the recruitment and selection of participants. From the narratives and interviews, several professors at UPRM were mentioned, providing participants for the questionnaire.

Research Site

The research site consists of classrooms in the Carlos Chardón building (Chardón) at UPRM. The study took place within the confines of the University, primarily classrooms in the Chardón building. The interviews took place in Chardón 225, after a regularly scheduled English Conversation Club meeting. The focus group was performed in Chardón 318, a classroom with air conditioning and soundproof windows to ensure the best sound recording possible.

Data Collection

As mentioned, this case study utilized a triangulation of migration narratives, individual interviews, and focus group interviews to collect qualitative data. Throughout all of these interactions, Spanish was the medium of communication. The researcher had native Spanish-speaking colleagues translate the guide questions before each participant meeting. For the questionnaire, English was used, as it was expected that professors holding a PhD at UPRM are proficient in English.

Migration Narratives. First, migration narratives were solicited from five participants. A series of questions were given to each participant as a guide or prompt, shown in Appendix C. The narratives were submitted electronically to the researcher. The researcher read through all of the narratives, mentally noting the similarities and differences. Then, the researcher wrote a list of questions to ask each participant in the interview for clarification. Each participant was asked a slightly different series of questions, to further explain their migration narrative in detail, as shown in Appendix D. The questions were developed for each participant as a way to clear up doubts and discrepancies written in the narrative. The migration narrative served as the first set of data and as a diagnostic data set, allowing the interviewer to determine which areas or topics needed focus.

Individual Interviews. Four interviews were conducted at UPRM in an informal setting. The interviews were recorded, according to the terms of the participant consent form, shown in Appendix B. Each interview lasted approximately twenty to thirty minutes, allowing enough time for clarifications and detailed answers from each participant. The interviews were made anonymous and uploaded to an online folder shared with two individuals who assisted in transcribing the interviews. The interviews were transcribed using a basic transcription format;

syntactical issues and phonological discrepancies were ignored and only the intended meanings of the interviews were transcribed. A total of four interviews were transcribed.

Focus Group Interview. The focus group questions were created after listening and reading through each interview and were used to uncover more information regarding the use of English at UPRM and to ask the participants to describe how the university can better assist Colombian graduate students in their acclimation to UPRM (See Appendix E). Six Colombian graduate students participated in the focus group interview. The focus group interview was recorded and transcribed using the same methods as the interviews.

Questionnaire. Professors mentioned throughout the data findings were contacted to complete the questionnaire. The questionnaire acted as a piece of data to support how the Colombian graduate students perceive the use of English in the classroom and if their statements match the professed pedagogy and perceptions of their professors at UPRM. The questionnaire utilized fill-in sections, two open-ended questions, three yes-or-no questions, and a three-item likert scale. The questionnaire was sent out to thirteen professors, of which, six replied.

Research Questions and Discussion of Data Collection

1. Why do Colombian students migrate to UPRM for graduate degrees?
 - a. What are their motivations and expectations?

The first research question is an extension of the research performed by Figueroa et al. in 2012, collected from the Office of Graduate Studies at UPRM. After reading the statistical, empirical study by Figueroa et al. (2012) describing trends of graduate student mobility at UPRM, questions arose. As noted in the previous chapter, no qualitative data or methodology was employed to describe reasons for international graduate student migration to UPRM's graduate programs. In an effort to fill the gap in this literature and to better describe the

motivating factors prompting the participants' migration to UPRM, migration narratives were solicited. This research question also aims to describe how this move in their academic career aligns with their future goals, professionally and academically.

A narrative as a data set is a written document that tells a story about the participant. A narrative explores the participants' identity and is guided by a theoretical backgrounds that "...becomes contextualized and theorized and in the process becomes a history rather than a story" (Tedder, 2012, p. 322). The migration narratives act as a medium for the participants to self-reflect and offer introspective diagnostic information for the researcher. In essence, the solicitation of a migration narrative in which the participants can describe their motivations and expectations of migrating and studying at UPRM is a way to explore "...the way that social 'context' permeates the way people construct meaning from their individual experience" (Tedder, 2012, p. 327).

2. What are the linguistic expectations and realizations of Colombian graduate students migrating to UPRM?

Research question two addresses the linguistic views the Colombian graduate students held before and after migrating to UPRM. This question aims to report the participant's perceptions of language use at higher education institutions, specifically, UPRM. For this question, information was collected from the narratives and the individual interviews. Interviews are a way to "...ask participants about related matters and to tell their experiences, share their feelings or thoughts, and reflect on decisions and events" (Mears, 2012, p. 172). The migration narratives served as a diagnostic data set, where the researcher was able to compile common themes and ideas. After compiling these common beliefs from the group of participants, the interview questions were developed to encourage dialogue on the recurring themes (See

Appendix D). The interviews also gave the students an opportunity to have a more fluid conversation and discuss events or beliefs that come to their mind while in a discussion. Due to the rapport previously built between the researcher and participants through UPRM's English Conversation Club, the research participants were in a place of comfort and ease throughout the interview process. In this way, the interviews were a way to open up the discussion and "...set a context and then open avenues for a response" based on the themes and attitudes mentioned in the migration narratives (Mears, 2012, p. 172).

3. How do Colombian graduate students perceive English use in the academic context of UPRM before migration?
 - a. How is English used in the academic context of UPRM from the perspective of Colombian graduate students after migration?
 - b. How do the perceptions of English use at UPRM support ideas of English as a lingua franca and English for academic purposes?

Research question three relates to the secondary purpose of the case study, to describe how English is used within the graduate programs at UPRM. The answers to question 3a will describe how the ambiguous and vague language policy at UPRM is practiced in the classroom. Applying the theoretical framework to the descriptive data offers insight as to how these Colombian graduate student's perceptions relate to the phenomena of English for academic purposes and English as a lingua franca. The migration narratives and interviews served as the first two sets of data collected from the participants. After the researcher read and organized the recurring themes of the two data sets, the discussion questions for the focus group were developed to procure relative information (See Appendix E).

A focus group is "...an organised discussion with a selected group of individuals to gain collective views about a research topic...[with multiple uses, including] gauging opinion...[and] understanding the everyday use of language," as was achieved in this focus group (Gibbs, 2012, p. 186). The focus group cannot serve as a way to generalize a whole population, but it is an interactive way of gathering the opinions of different individuals of the same demographic. In agreement with Gibbs, when she described Toner's point of view, that "...feminist research principles of collaboration and emancipation enable an acceptance of the validity" of the focus group participants (Gibbs, 2012, p. 188). There was a sense of community and solidarity created by the focus group, which encouraged the participants to share their views and experiences at UPRM.

The findings from research questions 3a and 3b were triangulated with a questionnaire with professors who were recommended or mentioned by the case study participants. As a way to describe a population, the questionnaire was developed to support the opinions and perceptions of the Colombian graduate students at UPRM. The questionnaire utilized fill-in sections, two open-ended questions, three yes-or-no questions, and a three-item likert scale. Only four possible answers were available to choose from, forcing the respondent to fall on one side of the spectrum or the other (Tymms, 2012).

4. What types of English language instruction and/or support do Colombian graduate students at UPRM seek?

As a way to call attention to the disparity between these Colombian graduate students and their Puerto Rican peers, this case study provides recommendations for future research and praxis regarding the international graduate student situation at UPRM. By better understanding the needs of these Colombian graduate students, further research can be conducted in order to

expand the study of English use, international graduate student mobility, and perceptions of English for academic purposes and English as a lingua franca at UPRM. This research question was answered through the data collected from the interviews and focus group. In the interviews, the students were able to give personal opinions as to how the university system can better support their transition to UPRM. The focus group interview provided further insights on the collective opinions of the case study participants.

Data Analysis

The transcriptions for the interviews and focus group were saved in Microsoft Word documents. The researcher printed and read through all the documents, making notes and writing a list of recurring themes and topics. As suggested by Mears and Gibbs (2012), the interviews and focus group were listened to while reading through the transcriptions in order to grasp the full meaning expressed by the participants and the dynamics of the group conversations. The researcher created an Excel workbook with eight sheets for the various themes of interest to the case study. In a Microsoft Excel document, one can create 'sheets' which allow one to place information in each sheet, thereby organizing the data. The sheets contained the following thematic headings: 'Reasons for Migration to UPRM', 'Academic Goals', 'Language Ideology-English in PR', 'English Use at UPRM', 'English Contact before PR', 'Language Ideology-Spanish in PR', 'English as a Global Language', and 'University Suggestions'. The researcher read through the migration narratives and interview transcripts, copying and pasting information into the coinciding topic sheet and separating the data by participant (See Appendix F). This provided the researcher with a clear view of the differences and similarities of the Colombian graduate students' perceptions. Printing out the transcription and using a series of color-

coordination with the main themes presented in the data was the method for analyzing the focus group.

After this step, the researcher printed the data in the sheets, keeping the data organized by topic and participant. After reading and thinking critically about the data collected, the researcher chose specific quotes to illustrate the main ideas or themes expressed by the participants.

Limitations of the Study

As a first step, the aim of the case study and the guide questions for the migration narratives, interviews, and focus group were outlined and submitted to the *Comité para la Protección de los Seres Humanos en la Investigación* (International Review Board). On March 4, 2014, the researcher was granted permission to perform the case study following the project in the manner outlined in the research proposal. As suggested by Walker (2012), the researcher remained consistent in reflecting, re-evaluating, self-criticizing, and reading the data sets as they were collected in order to fine-tune interview and focus group questions.

Tedder (2012) refers to biographical research when he states, "No other form of research focuses so explicitly, ...[exploring] the way that social 'context' permeates the way people construct meaning from their individual experience" (p. 327). The manner in which the data was collected allowed the participants to self-reflect and comment on the realities of their situation. It can be said that a study can over-rely on biographical research but this case study effectively uses the migration narrative and interviews triangulated with the focus group and the perspectives of professors at UPRM. In conclusion, the migration narrative can be considered a written document on the self-perceptions of Colombian graduate students at UPRM. An ethical issue associated with focus group data collection is that it takes away the anonymity or confidentiality of the participants, as they are all together discussing the topic. This concern is

assuaged in this particular case study because the participants know each other on a personal level and have already developed levels of trust with each other, either through the English Conversation Club or social interactions. In this sense, the focus group empowered the other members of the focus group, allowing for an in-depth discussion, providing a new level of insight (Gibbs, 2012).

An issue of validity can be found in the collection of questionnaires by the professors, of which, six professors responded. This low number of professors within the science departments at UPRM does not adequately describe the population. Even still, the purpose of a case study is to focus on a group of a population and is not responsible for making demographic generalizations (Ashley, 2012). For the professor questionnaire, some data was excluded from the discussion because the online questionnaire experienced some technological glitches. The professors were not able to input all the responses to one question; therefore, those responses were omitted.

One validity issue is the connection between the researcher's 'thesis work' as a student of the Department of English at UPRM and the fact that the researcher was the creator and facilitator of the English Conversation Club. These participants have been attending an English Conversation Club facilitated by the researcher. Though this club was not directly related to the case study, the participants could feel obligated to respond in a pleasing manner for the researcher instead of giving their honest opinions.

Cohen et al. (2007) argues that "...the notion of triangulation bridges issues of reliability and validity," especially when the research carefully uses two or more participants (p. 143). As a consequence of the holistic nature of qualitative research, "...the notion of reliability is construed as dependability...[that] involves member checks (respondent validation), debriefing by peers,

triangulation, prolonged engagement in the field, [and] persistent observations” (Cohen et al., 2007, p. 149). In this manner, this case study is reliable because it is dependable; in other words, the case study research was carried out by an individual who has been in contact with the participants for over a year and it was triangulated by using a carefully selected group of individuals. At the same time, the participants have built rapport with the researcher, making them more likely to be trustworthy and enthusiastic participants. The participants do not benefit in one way or another from participating in the study, making the data collected uncompromising.

Conclusion

This research project is a naturalistic case study that relies on biographical data, interviews, a focus group, and a questionnaire. The research questions addressed and the corresponding data collection techniques were:

1. Why do Colombian students migrate to UPRM for graduate degrees? a. What are their motivations and expectations?	Biographical Research: Migration Narrative Interviews Focus Group
2. What are the linguistic expectations and realizations of Colombian graduate students migrating to UPRM?	Biographical Research: Migration Narrative Interviews Focus Group
3. How do Colombian graduate students perceive English use in the academic context of UPRM before migration?	Biographical Research: Migration Narrative Interviews Focus Group
a. How is English used in the academic context of UPRM from the perspective of Colombian graduate students after migration?	Interviews Focus Group Questionnaire
b. How do the perceptions of English use at UPRM support ideas of English as a lingua franca and English	Application of the theoretical framework to the data collected

for academic purposes?	
4. What types of English language instruction and/or support do Colombian graduate students at UPRM seek?	Interviews Focus Group

As expressed in the research questions, this case study aims to further describe the motivating factors for Colombian graduate student migration to UPRM. This case study also aims to explain Colombian graduate student perceptions of English before and after migration to UPRM by describing the actual use of English at UPRM. This case study is supported by current research of language studies by using theories of language orientation, English for academic purposes, and English as a lingua franca. Lastly, this case study outlines suggestions for the university to better assist Colombian graduate students with their acclimation to UPRM.

Biographical data such as the migration narrative proved useful as a diagnostic piece of data. It was used to better understand the direction the case study research would take and what aspects of international graduate student mobility and language the Colombian graduate students would focus on. With the information from this set of data, the interviews proved helpful in further describing the perceptions of the Colombian graduate students in regards to the use of English in their courses and the importance of English for their academic and professional development. The focus group further examined these themes, allowing the participants to build off the group and provide the researcher with opinions, concrete evidence, and suggestions. Lastly, the professors' questionnaire served as a technique for triangulation to describe the use of English in the graduate classrooms at UPRM. The triangulation of this case study accounts for the reliability and validity of the participant-reported data. The biographical and humanistic nature of the data allows for a description of a phenomenon present at UPRM.

Chapter 4: Results

The perceptions and opinions of the Colombian graduate students who participated in this case study were the main instruments to understanding and further describing student migration to UPRM and the use of English within the graduate programs at UPRM. For ease of understanding, the statements of the participants are organized by research question.

Research Question 1

1. Why do Colombian students migrate to UPRM for graduate degrees?
 - a. What are their motivations and expectations?

Professional and academic goals. First, the professional and academic goals of the Colombian graduate students will be outlined. This will facilitate ease of making connections between the students' future goals and how their studies at UPRM fit into that scheme. The future goals of these participants range from working in a university to opening their own business. It was found that five out of six participants described hopes of pursuing a doctoral degree in their field of study. To summarize the academic goals described by the research participants, Participant 5 stated,

“El doctorado es la opción más adecuada para desenvolverme como deseo. Planeo trabajar en una universidad.” (Migration Narrative)

“A doctoral degree is the most adequate step to developing myself as I wish. I plan to work in a university.”

Four of the six participants expressed interest in obtaining work experience applicable to their specific emphasis and field of study. In the field of engineering, Participant 2 stated,

“Quiero trabajar, hacer un ‘training’. Preferiblemente el ‘training’ lo quiero hacer en Estados Unidos continental...donde están las grandes compañías que se encargan del área de énfasis en el cual me he estado preparando estos años.” (Interview)

“I want to work, to do a job training. I would prefer to do the job training in the continental United States, where the biggest companies in my field are located, in my area of focus that I have been preparing for all these years.”

It seems the perception is that the continental United States has the best options for training and work experience most closely related to the participants' academic or research interests and specialties. Some participants expressed hopes of using the skills learned in their education, work, and research experiences to bring those skills back to Colombia. For example, Participant 2 said,

“Mis metas académicas son obtener el título de doctorado, aprender inglés y encontrar un mejor trabajo en el futuro dentro de mi país.” (Migration Narrative)

“My academic goals are to obtain a title of PhD, learn English, and find a better job in the future of my country.”

As stated by participant 2, English proficiency is closely related to the achievement of these students' future goals. They either have plans to migrate to the continental United States for a PhD program or for job training or work experience. The next discussion will provide clarity by presenting statements by the participants and making connections between English proficiency and the realization of their future goals.

English as a Limiting Factor. In order to work or attend a doctoral program in the continental United States, a certain level of English proficiency is required. The following statement from Participant 3 effectively guides us to a discussion of how the participants' level

of English proficiency is a determining factor in their journey to accomplish their academic and professional goals. Participant 3 explains,

“El trabajo es una opción para mejorar el inglés (en EE.UU.) pero aún...eso depende del nivel de inglés que alcance.” (Migration Narrative)

“Work in the continental United States is an option to better my English skills, but that still depends on my proficiency level of English that I achieve [before securing work].”

In agreement with second language acquisition theory, English proficiency can be achieved with immersion in an English-speaking context (Ortega, 2008). Although, as Participant 3 stated, their ability to travel to the continental United States for work or job experience depends on their level of English proficiency before applying. Participant 5 stated in their migration narrative,

“El doctorado aún estoy pensándolo, el inglés es la mayor limitante.”

“I am still contemplating a doctoral degree, English proficiency is the main limiting factor.”

This statement by Participant 5 describes the belief that if they can master English, they will have more options to study and work abroad, thereby gaining the experience necessary to achieve their goals.

Reasons for participants' migration to UPRM. As discussed throughout this research project, Figueroa et al. (2012) conducted an empirical, statistical study that described the patterns and trends of international graduate student mobility at UPRM. The findings stated the influential factors for migration to UPRM were the “...recognition, prestige and global ratings from the colleges of UPRM, quality of teaching and research contributions of the professors, diversity of international alliances and programs, [and] costs of higher education” (Figueroa, Morales, & Sharma, 2012, p. 58-59). The research presented in the study's literature review

informed this interpretation, as well as the author's opinions of the UPRM. There was no qualitative data collected to provide evidence as to why international graduate students migrate to UPRM for graduate studies. To this end, this case study aims to fill this gap by addressing these questions throughout the migration narrative and individual and focus group interviews. The findings of this case study inform that Colombian graduate students migrate to UPRM for many reasons, including:

- Economic assistance available at UPRM
- Academic, familial or social connections at UPRM
- Appealing due to bilingualism
- Prestigious academics of UPRM
- Attractive graduate programs
- Relevant research or work experience available at UPRM
- Transitive step to future goals
- Deficient education in Colombia

Of these eight reasons for migration to UPRM, the focus group discussion revealed the most common factors for these Colombian graduate students are: the economic assistance available at UPRM and the academic, familial or social connections at UPRM. For example, when the participants were directly asked in the focus group interview why they migrated to UPRM, the following discussion ensued:

- *“Que ofrecían una ayuda económica.”*
“That they offered economic assistance.”
- *“En mi caso también fue que tenía compañeros acá que me hacían la llegada un poco más fácil. Compañeros de la universidad.”*

“In my case, it was that I had friends here and they made my arrival a little easier.

Friends from my university.”

- “*Yo también pues sí. Tenía compañeros de la universidad y que me garantizaban por lo menos media ayuda.*”

“Well, me too. I had friends from my university and they guaranteed me that I would get at least half of a scholarship.”

The first responses of the participants in the focus group interview were the availability of economic assistance and the fact that these Colombian students had colleagues at UPRM. A concise discussion of all eight reasons for migrating to UPRM will follow.

Economic assistance. At the UPRM, *ayudantía* is available to graduate students through either research or teaching assistantships. Students have the ability to work under their professors, performing their research or teaching entry-level classes. When a student receives *ayudantía*, their tuition can be waived and they receive a monthly stipend correlating with ten to twenty hours of work per week. In the narratives and interviews, three of the five participants stated the availability of *ayudantía* as a factor in migrating to UPRM for graduate studies.

Participant 3 stated,

“*Encontré una posibilidad más económica de realizar la maestría, sin endeudarme tanto en comparación con Colombia.*” (Migration Narrative)

“I found a more economic way of doing a master’s without putting myself into debt like I would in Colombia.”

Participants 1 and 2 stated “*la facilidad de lograr ayudantía*” (the ease of receiving assistance, migration narrative) and “*me asignaron ayudantía de investigación desde el momento que empecé mis estudios*” (they assigned me an investigation assistantship since the moment I started

my studies, migration narrative) as reasons for migration to UPRM for graduate studies.

The availability of economic assistance as a motivating factor was reiterated in the focus group. As shown above, the researcher asked what were the determining factors for migrating to UPRM in the focus group and the first response was “*Que ofrecían una ayuda económica,*” (That they offer economic assistance). The resulting answers coincided with this response, upholding perceptions that UPRM makes graduate studies feasible by offering research and teaching assistantships and a tuition waiver, in the form of *ayudantía*.

The reports by these Colombian graduate students complement the research performed by Figueroa et al. (2012), as they stated the fourth reason international graduate students migrate to UPRM is the cost of education. The purpose of this case study was not to compare the costs of education in Puerto Rico and in Colombia. However, the UPRM offers tuition waivers and living stipends through research or teaching assistantships, making it feasible to sustain oneself while studying at UPRM.

Academic, familial or social connections. Another important factor in migrating to UPRM was the fact that most of the participants had a social, familial, or academic connection at UPRM. Figueroa et al. (2012), identified that 197 of 336 international graduate students were from Colombia. For these students seeking higher education abroad, the connections with colleagues, professors, family or friends who are studying or studied at UPRM help them navigate the Puerto Rican higher education system and society. Three of the six participants acknowledged individuals who had previously studied or lived in Puerto Rico throughout the data collection process. The most common connection was through academics; the Colombian student had a colleague or professor who was studying or studied at UPRM. Participant 1 stated that, while in Colombia:

“Tenía entendido que un profesor que estudió en el Colegio recomendaba y daba información a personas con promedio alto, me presenté antes él y me hizo accesible la información.” (Migration Narrative)

“I knew of a professor that studied in Colegio that recommended and gave information to people with high GPAs. I went to him and he gave me the information.”

In the focus group, the academic connections of the Colombian research participants proved to play a large role in the students' decision to migrate to UPRM, as described by Participant 2.

“Y en mi caso por lo menos, porque mi profesor estudió acá y entonces el regresó a mi universidad allá en Colombia y él nos habló pues de todos los beneficios que tenía el estudiar acá en la Universidad de Puerto Rico, de todas las oportunidades y pues que nosotros si nos arriesgábamos pues no íbamos a tener ningún, o sea no íbamos a perder nada. Que veníamos a algo seguro.” (Focus Group)

“At least in my case, because my professor studied here and then returned to my university in Colombia and he told us of the benefits to studying here in the UPR, of all the opportunities and that if we took a chance to come here, we wouldn't lose anything. I mean, it would be safe to come here.”

Migrating internationally for education can be a difficult decision because one does not know the reality of the place until they arrive and are immersed in the culture. Due to the significant flow of Colombian students to UPRM, they are able to familiarize themselves with the processes and expectations of studying at UPRM. These academic contacts assured the Colombian students that Puerto Rico is secure and to study at UPRM would be worth their time and energy.

The following participant is studying his PhD at UPRM and received information from a

colleague who had just returned to Colombian after finishing his master's degree at UPRM.

“Recordé algo: que antes de venir acá también colocaron un nuevo profesor dentro de la universidad donde yo estaba realizando mi estudio de maestría y él había egresado de esta universidad de hacer la maestría en la misma área de donde yo estoy haciendo el doctorado. El regresó y estaba dando clase y me contó de sus experiencias y que la forma de vivir en Puerto Rico era muy buena, el clima, en general, las personas. Era bien agradable digamos vivir en Puerto Rico para ver en ese aspecto. Eso también contribuyó, que me contó su experiencia.” (Participant 2, Focus Group)

“I remember that before coming here, there was a new professor in the university where I was doing my master's and he graduated with a master's from this university in the same area that I am doing my doctoral degree. He returned and was giving class and told me of his experiences and that the way of life in Puerto Rico was really good. It contributed, that he told me about his experience.”

Another connection to UPRM was family. Participant 4 has an uncle who previously lived in Puerto Rico. Participant 4's uncle explained to him the context of UPRM and what he should expect, encouraging him to complete his Master's degree at Colegio (UPRM) and providing him with valuable information about UPRM and studying in Puerto Rico.

“Mi tío fue el que me referenció a venir acá al Colegio. Entonces él me hablaba...”
(Interview)

“My uncle suggested I come to Colegio. And so he told me...”

As described in the literature review, Colombia sent nearly 7,000 students to the United States for tertiary education in 2008 (Gacel-Ávila 2012). As shown below, if the participants had friends or colleagues in other parts of the world, they could have just as easily migrated to that

region, but the majority has companions at UPRM.

“Yo creo que la razón por la que estemos aquí es por la misma difusión de nuestros compañeros. Porque si, en mi caso, si yo hubiera conocido a alguno otro que estuviera en Estados Unidos o en otro sitio, habría tomado en cuenta la opción de ir a Estados Unidos. Pero en mi caso pues era bien restrictivo porque tenía a mis compañeras, dos compañeras que estaban acá y un profesor que es el encargado pues de hacer las recomendaciones por así decir.” (Participant 1, Focus Group)

“I think the reason we are all here is because our friends and colleagues passed the information along. I mean, in my case, if I had a friend who was in the United States, or some other city, I would have had to option to go there. But in my case, it was restricted because I had two friends here and one professor who recommended it.”

After viewing and examining this data, we can conclude that academic, familial, and social connections at UPRM play a significant role in these Colombian students' decision to migrate to UPRM. It also seems that when one has contact with a graduate from UPRM, they are likely to recommend the university as a great place to study and learn. It is likely the individuals who made the recommendation received the benefits of *ayudantía*, as was described as the most prevalent determining factor among these Colombian graduate students.

Appealing due to bilingualism. English was another motivating factor to migrating to UPRM. As described in the literature review, most student mobility is occurring toward English speaking countries (de Wit, Ferencz & Rumbley, 2012; Lasanowski & Verbik, 2007). At the same time, universities are offering programs and courses in English in order to market their university to international students (Coleman, 2006; Hyland & Hamp-Lyons, 2002; Kirkpatrick, 2014; Tatzl, 2011). As English is becoming the language of science and academia as a whole

(Tonkin, 2011), the bilingual characteristic of Puerto Rico is appealing to these Colombian students, as will be discussed. Four of the six research participants expressed an interest in learning or improving their English skills while in Puerto Rico. Participant 4 expresses the most representative opinion of the Colombian graduate students.

“Cuando yo pisé suelo puertorriqueño fue, quizás, mejorar en todas las habilidades del inglés en donde yo tenía deficiencias, fue como que, unas de mis metas también. Yo no vine a aprender inglés, pero una de mis expectativas era poder mejorar mi inglés aquí en Puerto Rico.” (Interview)

“When I got to Puerto Rico, I hoped I would better my English in in the areas I had deficiencies, it was, like, one of my goals. I didn’t come to Puerto Rico to learn English, but one of my expectations was I could better my English here in Puerto Rico.”

As presented by de Wit et al. (2012), “English-speaking destinations in general, remain the dominant actors in international student mobility” (p. 18). Puerto Rico holds a high value within the international academic community because, as Participant 2 states,

“La facilidad de estudiar en español e ir aprendiendo el idioma inglés fue otra de las motivaciones.” (Migration Narrative)

“The ease of studying in Spanish and to be learning English was another motivation.”

Therefore, the perceived bilingual characteristic contributed to these Colombian students’ migration to UPRM. Recalling the previous discussion regarding the students’ professional and academic goals, we understand these students hope to pursue work experience or a doctoral degree, possibly in the continental United States. The perceived bilingual aspect at UPRM offers those who are not as developed in their English skills the opportunity to improve their skills while also gaining valuable research or teaching experience while studying at UPRM. Therefore,

English acquisition and communicative proficiency have a significant impact on their perception of how they will achieve their future goals. This will be discussed in detail in a later research question. Although, as detailed in the literature review, the options available for international graduate students to better their English skills at UPRM are limited.

Prestigious academics of UPRM. Another motivating factor for migrating to UPRM for graduate studies is the academic prestige of UPRM. Three of the six participants stated UPRM has prestigious academic qualities that would help them reach their future goals. Participant 3 states the UPRM,

“es una universidad americana de prestigio y no exigen el inglés para poder estudiar.”

(Migration Narrative)

“It is a prestigious American university that does not have an English requirement to study.”

More specifically, the colleges of Agriculture and Engineering are so diverse that they offered these Colombian graduate students the option to study a very specific degree that aligned with their goals.

Attractive graduate programs. As can be seen in the comments below, these Colombian students migrated to UPRM because they offered degrees in their area of specialty and interest. They wanted to better their knowledge in their specific fields and UPRM offered those types of degrees, ranging from engineering to animal industries.

“Escogí el programa de estudio por que ofrece una variedad de temáticas que deseaba aprender.” (Participant 2, Migration Narrative)

“I chose this program of study because it offers a variety of topics that I want to learn.”

For Participant 5, the UPRM offered studies in a specialty that she found relevant to her previous studies in Colombia.

“Estudie en Colombia, veterinaria y zootecnia y escogí el programa de Industrias Pecuarias porque quería fortalecerme en el campo de la nutrición animal.” (Migration Narrative)

“I studied in veterinarian and zoo technician school in Colombia, and I chose this program in Animal Industries because I wanted to better my knowledge in the field of animal nutrition.”

Participant 4 also described that the UPRM offered a graduate degree in *“una rama de ingeniería que me apasiona”* (a branch of engineering that I love, migration narrative). The UPRM offers over 37 graduate programs and has many opportunities to perform research. It is clear that for these students in the Agriculture and Engineering colleges, they offer great options for studying the students' specialty.

Relevant research or work experience. As previously discussed, one significant factor for migrating to UPRM was the accessibility to economic assistance through *ayudantía*. *Ayudantía* can be awarded to students in the form of a teaching or research assistantship. The award includes a living stipend and can sometimes include a tuition waiver. This is highly relevant to the Colombian graduate students because it enables them to sustain themselves in Puerto Rico and they can also gain relevant work experience in their field of study. For example, Participant 1 described that,

“Me asignaron ayudantía de investigación desde el momento que empecé mis estudios.”
(Participant 1, Migration Narrative)

“They assigned me economic assistance in investigation since I started my studies.”

Transitive step to future goals. In accordance with Lasanowski and Verbik (2007), most international students "...seem to believe that a US degree is a better investment" (p. 7). As stated above, the added benefit of UPRM is that English is not a prerequisite to study, even though it is a prestigious American university. Recall the statement by Participant 3:

"es una universidad americana de prestigio y no exigen el inglés para poder estudiar."

(Migration Narrative)

"It is a prestigious American university that does not have an English requirement to study."

Participant 4 elaborated this idea, by stating their goal at UPRM was:

"inicialmente prepararme profesionalmente mediante la maestría para luego hacer más fácil la transición hacia un doctorado en USA." (Migration Narrative)

"initially to prepare myself professionally by doing a Master's to make it easier to transition to doing a PhD in the United States."

This theme will be further discussed in a latter research question.

Deficient education in Colombia. Theories of student migration have determined students migrate to foreign countries because it "...is perceived as a most suitable way of getting access to study provisions academically superior to those at home or in areas of specialization hardly available at home" (Rivza & Teichler, 2007, p. 458). This is especially applicable to Colombian students, as they sent almost 7,000 students to the United States for higher education in 2008 (Gacel-Ávila, 2012). We can see this in the description by Participant 5:

"Afortunadamente los gobiernos extranjeros ofrecen al estudiante la seguridad que el gobierno Colombiano no le ofrece a sus ciudadanos académicos: becas, subsidios, ayudantías. Como razón principal los colombianos migran a otros"

países porque al mismo tiempo que estudian reciben dinero para sus gastos de mantenimiento (vivienda, comida, vestuario, útiles escolares) y segundo porque existen clichés, tabús y prejuicios de que obtener un título en el extranjero tiene más peso o relevancia que obtenerlo dentro del mismo país.” (Migration Narrative)

“Unfortunately, foreign governments offer students the security that the Colombian government does not offer: scholarships, subsidies, grants. As expected, Colombians migrate to other countries because at the same time that they study, they receive money for their living expenses and also because there are stigmas, taboos, and prejudices that to obtain a foreign degree has more weight or relevance than to obtain a degree in Colombia.”

As we can see by this thorough description of the perceptions of Participant 5 regarding Colombian and foreign degrees, students are migrating from Colombia to other countries to obtain degrees and work experience because the academic level is perceived to be superior abroad. Participant 1 supported this idea in his migration narrative when he stated, “*La poca afluencia de profesionales en Colombia,*” (The little affluence of Colombian professionals), as another reason for migration to UPRM for graduate studies. These students are migrating to the United States to study and obtain a graduate level degree with a higher perceived value than those degrees from Colombia.

In conclusion, the most influential factors for migrating to UPRM include:

- Economic assistance
- Academic, familial or social connections at UPRM
- Appealing due to bilingualism

- Prestigious academics of UPRM
- Attractive graduate programs
- Relevant research or work experience available at UPRM
- Transitive step to future goals
- Deficient education in Colombia

This data coincides with three of the four reasons identified by Figueroa et al. (2012), specifically for the "...recognition, prestige and global ratings from the Colleges of UPRM, quality of teaching and research contributions of the professors...[and] costs of higher education" (p. 58-59). The accessibility and availability of *ayudantía* and the academic, familial, and social connection with individuals who have migrated to UPRM play a noteworthy role in Colombian graduate student mobility to UPRM, as they can have a better understanding of what to expect. Another reason these graduate students migrate to UPRM is the accessibility to better their English skills, as Puerto Rico is perceived as a bilingual island. This data concurs with previous research regarding English for academic purposes, English as a lingua franca, and student mobility; English is believed to be a determining factor for furthering their academic success while students continue to perceive that an American-accredited degree holds a higher value than a Colombian degree (de Wit, Ferencz, & Rumbley, 2012; Lasanowski & Verbik, 2007; Rivza & Teichler, 2007).

Research Question 2

2. What are the linguistic expectations and realizations of Colombian graduate students migrating to UPRM?

As described in the literature review, Colombia established an educational goal of creating a bilingual society by 2015 (Centro de Estudios Económicos Regionales, 2013; Guerrero, 2009). It

is unclear how this is manifesting within the public education system in Colombia, but the participants of this case study have all sought help with their English in private institutions and claim their English is deficient. Being that Colombia and Puerto Rico share coasts with the Caribbean and have a shared history of colonization by the Spanish with ties to indigenous and African descent, the perceptions of Puerto Rican language use were expected to be similar to that found in Colombia. In regards to Spanish in academia of UPRM, the participants shared similar expectations as Participant 5 in her migration narrative:

“Pensaba que la mayoría de mis clases serían en español y no me equivoqué.”

“I thought that the majority of my classes would be in Spanish and I wasn’t mistaken.”

Participant 1 describes his perceptions of language use at UPRM before migrating to Puerto Rico:

“Que el uso del español iba a ser en todos los campos y con poca influencia del inglés al igual que en Colombia.” (Interview)

“That Spanish was going to be used in all fields and with little influence from English, the same as in Colombia.”

Two of the five participants shared this same view that the language use of Puerto Rico would be mostly in Spanish, a similar situation to that in Colombia. One participant described Spanish as the language he thought would be used in publication.

“Al ser un territorio con español como lengua materna entendía que la influencia del inglés era poca, es decir, que iba a ser similar que en Colombia, que las investigaciones y artículos principales eran en español.” (Participant 1, Migration Narrative)

“As a territory where Spanish is the mother tongue, I understood that the influence of English was going to be slight, that’s to say that it would be something similar to that of

Colombia, that the investigations and principle articles would be in Spanish.”

As for English, the perceptions and realizations varied to the degree of English use within the classroom. Participant 5 stated what the majority of the Colombian students expected:

“Sabía que la mayoría de la población puertorriqueña es bilingüe y que me iba a exponer a recibir algunas charlas, conferencias y clases en inglés, que tendría algunos profesores de otras partes del mundo que hablarían solo en inglés y que los textos estarían en inglés.” (Migration Narrative)

“I knew that the majority of the Puerto Rican population is bilingual and that I would receive some informal talks, conferences, and classes in English. I knew that I could have some professors from other parts of the world that would only speak English and that the texts would be in English.”

Participant 4, whose uncle recommended he migrate to UPRM for his graduate degree, described a slightly different perspective on English use in the university in his migration narrative.

“Tenía conocimiento que los materiales académicos que se manejan en la universidad son en inglés. De hecho, llegué siendo consciente de que había posibilidad de tomar alguna clase 100% en inglés...Mis expectativas eran mejorar mi nivel de inglés debido a que había una alta exposición de este idioma en el país.”

“I knew that the academic materials would be in English. I arrived conscious of the fact that I could take a class that was 100% in English. Anyways, I saw Puerto Rico as the first step of my professional development for a future step towards a PhD in the US: therefore, English was part of my preparation for coming to Puerto Rico. My expectations were to better my level of English because I would have a higher chance of being exposed to the language in Puerto Rico.”

Participant 4 was better prepared for the challenge of English acquisition when he came to Puerto Rico:

“Bueno, en realidad, las expectativas han sido muy satisfechas, en cuanto a lo que yo pensaba y en cuanto a lo que estoy experimentando. Porque, mi tío fue el que me referenció a venir acá al Colegio. Entonces él me hablaba como que aquí era un ambiente donde se podía aprender inglés. Eso era uno de sus comentarios cuando me estaba recomendando la universidad. Entonces...este... me explicó un poco como era la dinámica de... en cuanto al inglés... que el material era en inglés, que unos trabajos eran en inglés, que podía encontrar eventualmente un profesor que la clase fuera solo en inglés y, pues...este... frente a eso entonces como yo vine un poco preparado como iba a ser. Y efectivamente, lo es.” (Interview)

“Well, in reality, the expectations I had were satisfied regarding what I thought and what I am experiencing. Because my uncle was the one who referred me to come here to UPRM. He told me that UPRM was a setting where I could better my English. This was one of his comments when he was recommending I study at UPRM. So, he told me a little of the dynamic...in regards to English...that the material was in English, some of the work was in English...basically that I could potentially take a class that was taught only in English. And so I came here fairly prepared for what it would be like. And essentially, what it is like.”

Participant 4 had insider information; however, for other participants, it was less clear and they arrived at UPRM, surprised and shocked at the not-completely-Spanish/not-completely-English situation both in society and in the university. Participant 5 is performing research throughout the island, studying one type of animal. She travels to different farms, doing tests and taking data

from that specific animal. She described a remarkable linguistic situation in Puerto Rico:

“Yo he visto casos que me sorprenden, visitando fincas en lugares remotos de la isla y me he encontrado con viejitos que me dicen palabras en inglés, algo que en Colombia yo nunca voy a ver, ahora las generaciones jóvenes solo se comunican en inglés entre ellos, veo en las calles a las madres hablándoles a sus hijos en inglés y veo a mis estudiantes salir de mi laboratorio y tan pronto cruzan la puerta empezar a hablar inglés entre ellos.” (Migration Narrative)

“I have seen surprising things, visiting farms in remote locations on the island and I have met older people who use English words or phrases, something I would never see in Colombia. The younger generations only talk in English among themselves. I see mothers talking to their children in English and when my students leave my lab, as soon as they cross the door, they start to talk in English among themselves.”

This data set upholds the reasoning behind English for academic purposes, as the Colombian graduate students knew before arriving in Puerto Rico that English would be used in conferences, seminars, and publications of current scientific research. It is evident the majority of the participants knew English was used as the medium for writing scientific articles and books. On the other hand, one participant expressed Puerto Ricans do not speak English as much as he expected, nor do they expect others to speak in English very often.

“Yo esperaba que se usara más en realidad. Es decir no solo... eh... en la parte escrita, en la redacción, digamos del documento de tesis, de los artículos que tienen que estar redactados en inglés para que tengan una buena difusión. Esperaba que se hablara más el inglés precisamente para tener la oportunidad de... mejorar más rápidamente durante todo el proceso de... que he estado aquí de tomar clases y hacer investigación.”

(Participant 2, Interview)

“I was expecting that they would actually use more English. That is, not only in the writing part, in writing, for example, the thesis, the articles have to be written in English so they can be published in various journals. I wish they spoke English more precisely so that one can have the opportunity to better their English more rapidly during the whole process that I have been here taking classes and doing investigations.”

Participant 2 describes the general feelings of the participants, hoping English was used more frequently to help him with his proficiency. It is now common knowledge that one learns a new language with the most ease when they are immersed in it and forced to speak it on a daily basis (Ortega, 2008). In this manner, it would have helped these Colombian graduate students if they had been more immersed in English so they could meet English proficiency expectations and goals to better their English skills at UPRM in anticipation to migrate to the continental United States for work and study opportunities.

In the focus group, one specific question was directed towards how the participants' perspectives changed regarding the use of language before and after migrating to UPRM. One participant illustrated a perception based on the information he was given in Colombia.

“Yo pensé que iba a ser cincuenta, cincuenta. Entonces, la referencia que yo tenía era que aquí iba a encontrar cincuenta, cincuenta. Perfectamente que iba a encontrar en la calle, puedo ir al supermercado y así como una persona me voy a atender en español igual que una persona me puede atender en inglés. Todo el mundo me decía, ah todo el mundo habla inglés. Ah, pues, yo puedo ir al supermercado y el cajero me puede responder en inglés y tengo que estar preparada para responderlo. Esa era, y también como estaba como mi expectativa de que la mitad de las clases que iba a tomar y van a

ser en ingles. Van a ser profesores de algún país que solamente podían hablar en ingles.” (Participant 4, Focus Group)

“I thought that it would be fifty, fifty. Well, the reference that I had was that I could be somewhere and have a 50% chance that we would speak English. Ideally, I could go to the grocery store and the person would attend me in English. Everyone told me, ohh, everyone speaks English. Well, I could go to the grocery store and the cashier would respond to me in English and I have to be prepared to respond. That was what my expectation was, that half of my classes I would be able to take in Spanish. There would be some professors from some country that they could only speak English.”

When asked to describe the use of English and Spanish in Puerto Rico, one of the focus group respondents said, “El Spanglish.” He was correcting the researcher, clarifying that the language is closer to Spanglish, and not purely Spanish or English. Participant 4 explains this realization:

“La realidad no fue esa. La realidad fue que aquí se habla español. Son mas los jóvenes los que hacen ese cambio entre inglés y español y si ven que tu no hablas inglés tanto como ellos pues te hablan en español.” (Participant 4, Focus Group)

“That isn’t the reality. The reality is that here, they speak Spanish. The younger generation switches between English and Spanish and if they know that you don’t speak English as well as them, they will speak to you in Spanish.”

In conclusion, the expectations of the language use in Puerto Rico was mostly that it was a Spanish-speaking country with English influence due to its’ colonial relationship with the United States. The participants of this case study held varying perceptions of the use of language in Puerto Rico. Some participants were prepared to speak English, as described by Participant 4, whereas others assumed Spanish would be the language of use throughout academia and society

in Puerto Rico. Upon arrival and immersion, it became evident to these Colombian graduate students that English has permeated Spanish on the island, as shown by the old farmers in remote parts of the island and the younger generations using English terms and switching between the two languages with ease.

Research Question 3

3. How do Colombian graduate students perceive English use in the academic context of UPRM before migration?

Before migrating to UPRM, there were two general perceptions regarding the use of English within the academic context. Four of the six participants shared knowledge that writing for publication and the textbooks would be in English. But, it was assumed because the common language of Puerto Rico is Spanish, the classes would be taught completely in Spanish. As described in the literature review, the use of translanguaging in the classroom is normalized in Puerto Rico, as Puerto Ricans are accustomed to navigating documents, discussions, and the Internet in English and Spanish (Carroll, 2008; Mazak, 2008; Vélez-Rendon, 2003). Participant 4, whose uncle suggested they migrate to UPRM for graduate studies, had direct contact with someone who lived in Puerto Rico and was therefore more prepared for the linguistic situation that was demonstrated in the classroom.

“Tenía conocimiento que los materiales académicos que se manejan en la universidad son en inglés. De hecho, llegué siendo consciente de que había posibilidad de tomar alguna clase cien por ciento en inglés.” (Participant 4, Migration Narrative)

“I had knowledge that the academic materials handled in the university were in English. For that reason, I arrived knowing there was a possibility I could take a class that was taught entirely in English.”

Participant 2 relates a slightly different perception.

“Antes de emigrar a Puerto Rico mi percepción era que el inglés solo se usaba para la redacción de artículos científicos y en los libros (en el contexto de clases de UPRM).”

(Migration Narrative)

“Before migrating to Puerto Rico, my perception was that English was only used to write scientific articles and in the textbooks.”

It is safe to say the Colombian graduate students migrated to UPRM with some understanding that English could and would be used throughout their graduate program. However, the perceived level of English proficiency needed is notable because the UPRM is not clear or transparent with the language of instruction in their classrooms, especially among the graduate programs, as discussed in Chapter 2.

Research Question 3a.

3a. How is English used in the academic context of UPRM from the perspective of a Colombian graduate student after migration?

English Texts and Terminology. Throughout the data collection process, the participants reported that English is used for all the readings and key terms of the class. Translanguaging is a standard phenomenon, where the readings are given in English but the class is taught in Spanish, as explained in Chapter 2. Professors and students at UPRM oftentimes do not translate the key terms and important vocabulary, instead using the term in English while speaking Spanish. It was established that translanguaging is considered the norm by previous research and the Colombian graduate students’ migration narratives, interviews, and focus group interview. Participant 4 offers the most concise synthesis on this peculiar phenomenon based on what he experienced in his classes:

“Académicamente, todo el material que se maneja en las clases es en inglés (libros, papers, presentaciones, exámenes). Mucha de la terminología técnica es en inglés a pesar de que se esté tratando el tema en español y los términos tengan una traducción aceptada en español... La clase se dicta en español, pero muchos de los términos son en inglés, y los manejamos en inglés—a pesar de que la clase es en español.” (Participant 4, Migration Narrative)

“Academically, all the material we are dealing with in class is in English (books, papers, presentations, exams). A lot of the technical terms are in English even though we are discussing it the topic in Spanish and the terms have an accepted technical translation in Spanish... The class is given in Spanish, but the terminology is in English, and we say it in English, even though the class is in Spanish.”

Participant 4 restated these ideas in their migration narrative and in the interview, reporting that the classes are in Spanish but terms are used in English.

“Mucha de la terminología técnica es en inglés a pesar de que se esté tratando el tema en español y los términos tengan una traducción aceptada en español.” (Participant 4, Migration Narrative)

“Much of the technical terms are in English even though they are discussing the topic in Spanish and the terms have an accepted translation in Spanish.”

Participant 4 gives a clear description of how English is used in his classes, especially in regards to technical terms and the class texts. For a Colombian migrant to UPRM, this is a new and unfamiliar phenomenon coined translanguaging, where two languages are used interchangeably to negotiate meaning and learn academic material, a phenomenon that is confusing for monolinguals (Mazak & Herbas-Donoso, 2014). Participant 4 continues to describe how some

professors attempt to encourage English production and proficiency by offering extra credit for using the language in presentations or papers.

“Lo único también es que hay una profesora particularmente que ella da bonos, da puntos extra, si los informes se presentan en inglés. Ella no te obliga que lo trabajes en inglés, pero si lo puedes hacer en inglés, ella te da puntos extra.” (Participant 4, Interview)

“There is also one professor who gives extra credit if you present your report in English.

She doesn't require that you work in English, but if you can, she gives you extra credit.”

This professor is supporting the perception that proficiency in English provides students with instrumental orientation, or a pragmatic asset that makes them more marketable for international jobs and higher education institutions. They also place importance on English by keeping the technical terms in English, even though the class and discussion is being handled in Spanish. This supports theories of English for academic purposes and as a lingua franca, where English is becoming the language of science (Kirkpatrick, 2014; Mauranen, Hynninen, & Ranta, 2010; Tardy, 2004). By having one academic language, information spread and the dissemination of research publications become easier because the most recent information can be found in a common language for academia, English.

English Medium Instruction. The participants reported that classroom texts, articles, and key terms are given and discussed in English. As reported by the participants, it is rare to find a class within the science departments completely taught in English, although it is possible. In the focus group, Participant 2 stated one class out of ten of his doctoral study has been given in English. He explains this by stating the professors who teach in English are usually foreigners whose native language is not English or Spanish.

“En el contexto académico, el inglés es usado por algunos profesores para preparar sus clases y la mayoría de estos profesores son extranjeros.” (Participant 2, Migration Narrative)

“In the academic context, English is used by some professors to prepare their classes and the majority of those professors are foreigners [not Puerto Ricans nor from a Spanish-speaking country].”

Participant 4 elaborated on this point and was able to describe the origins of the various professors who teach in English. It was explained that the classes he has taken in English were from an Indian and a Korean professor. As English is the language of science, it is also the language of global understanding (Kirkpatrick, 2014; Ljosland, 2011; Mauranen, Hynninen, & Ranta, 2010; Tardy, 2004).

“Y ahora que estoy hablando me acuerdo que yo, el semestre pasado, tomé una clase en inglés. Si, la tomé con un profesor que es de India en ingeniería mecánica. De hecho, hay varios profesores que son de India y ellos dictan sus clases en inglés. Particularmente en el Departamento de Ingeniería Mecánica, hay dos profesores, que yo entiendo que, dictan las clases en inglés. Un profesor que es del medio oriente, que no sé el país y otro profesor que es de Corea. Entonces ellos dos no hablan español y ellos dos dictan sus clases en inglés. En el Departamento de Ingeniería Civil, nunca tuve la oportunidad de, en el momento claro, de haber tomado una clase en inglés, pero la tomé en mecánica el semestre pasado.” (Participant 4, Interview)

“Now that I am talking, I remember that, last semester, I took a class in English. Yeah, I took it with a professor from India in Mechanical Engineering. There are some professors from India and they give their classes in English. Particularly in the Department of

Mechanical Engineering, there are two professors, from what I understand, that give classes in English. One professor is from the Middle East, I don't know what country, and the other professor is from Korea. Those two don't speak Spanish and so they give their classes in English. But in the Department of Civil Engineering, I've never had the opportunity to take a class in English, but I took one in Mechanical Engineering last semester."

One final elucidation of English medium instruction at UPRM, as reported by Participant 5, is in conferences and contact with colleagues or professors from abroad. Participant 5 elaborates she has encountered English in areas outside of the classroom at UPRM:

"Ahora en la academia creo que lo mencioné anteriormente, he recibido charlas en inglés, conferencias, algunas clases, he estado en contacto con gente de Estados Unidos y de otras partes que solo hablan inglés." (Participant 5, Migration Narrative)

"In academia, I think I mentioned it before, I have received talks in English, conferences, some classes. I have been in contact with people from the United States and other parts that only speak English."

As described and reported by the participants' responses, English is used in all their classes at the master's and doctoral level at UPRM. The participants reported that they have never been given articles or textbooks in Spanish and are encouraged to use English throughout their courses whenever possible. This was reiterated in the focus group in that all the participants described that their texts, articles, presentations, and reports are given in English, except for examinations and classroom discussions. The graduate programs at UPRM truly reflect the vague language of instruction policy of UPRM, where Spanish and English can be the medium of instruction at the discretion of the professor.

In relation to the internationalization of higher education, the UPRM demonstrates how English is being adopted as the language of publication and a medium of teaching. Some classes may be offered in English, as three of the research participants reported taking a course in English, either because the professor was a foreigner to Puerto Rico or the professor wanted to help them better their English skills. However, the situation is different at UPRM from traditional English medium instruction, where the class is given entirely in English. Translanguaging is occurring, where the material is given in English, but discussed in Spanish. At the same time, the technical terms are not translated to Spanish in class discussions; the speakers will translanguage for that technical term, using it in English while speaking Spanish.

One participant of the focus group stated he has no option but to write his thesis project in English, as it is a policy of the Department of Chemical Engineering. He countered that it will be much easier to write the articles in English from a thesis already written in English. Other students of the focus group concurred that the articles they are planning to write with their professors are in English. This supports the pedagogical principles behind English for academic purposes, where it is perceived that English is a better option as the language of publication and the sciences (Cargill & Burgess, 2008; Hyland & Hamp-Lyons, 2002; Tardy, 2004).

This data set was supplemented with a questionnaire designed for the professors of the Agriculture and Engineering departments at UPRM. Five of the six professors stated they give English medium texts in their classes but none of them speak English in class. Some of the materials that are in English include the textbook, class notes, presentations, journal articles, and science reviews. From this data, the perspectives of the use of English in classes at UPRM are validated, providing evidence for the phenomenon of translanguaging occurring at UPRM. In the questionnaire, when asked if they have ever offered extra credit to graduate students for

presenting in English, two of the six professors responded, 'yes'. In relation to the use of English at UPRM, it is used primarily for reading while Spanish is used for all other aspects of a class, validating the practice of translanguaging, a phenomenon of UPRM.

Research Question 3b.

3b. How do the perceptions of English use at UPRM support ideas of English as a lingua franca and English for academic purposes?

Coleman (2006) states, "The need to teach some subjects in English, rather than the national language, is well understood: in the sciences, for example, up-to-date text books and research articles are obtainable much more easily...and most readily...in English" (p. 4). Since the boom of higher education internationalization in the 1990s, English has been growing as the language of academia (Coleman, 2006; Kirkpatrick, 2014; Melles, 2009; Tatzl, 2011). This is evident in the way materials are presented and used at UPRM. It seems to be understood that English is a vital tool in the academic context of UPRM because the professors and students use technical terms in English, even when discussing the topic in Spanish. English being a tool for academic achievement was reinforced in the professor questionnaires when a professor contested,

"International and native graduate students should develop the best possible skills in written and spoken English. It is essential for their success in the international job market."

These professors working with international students at UPRM have acknowledged English is a tool for academic development and future job opportunities. The field of English as a lingua franca asserts English is the language of global communication and the opinions of these professors support that phenomenon.

Due to the rapid spread of information in the digital age, the best way to stay up-to-date with current research publications is to read it in the language it is written in—English (Cargill & Burgess, 2008; Coleman, 2006; Mauranen, Hynnenin, & Ranta, 2010; Tonkin, 2011). Professors are requiring their students to read the material in English and internalize technical terms in English, disregarding the formal Spanish translation even though the discussions occur in Spanish. It is unclear in this study if this method of teaching through translanguaging is a conscious or purposeful tactic to have students learn English, but it supports the idea that English is spreading throughout the sciences and academia as a *lingua franca*.

Instrumental language orientation. As described in the literature review, language orientations stem from research in language motivation. Language orientations can best be described as the reasons why an individual is studying a particular language. Throughout this case study, the participants professed similar beliefs that English is the language of science and an important and valuable tool for professional and academic development. In the focus group, all the participants agreed English is crucial for reaching their future goals. When prompted if English acquisition was necessary in the focus group, each participant in this focus group responded promptly:

-Definitivo.

-Definitivo.

-Sí.

-Obligado.

-Sí.

-No hay otra salida. Hay que aprenderlo.

“There is no other way. You have to learn it.”

The participants of this case study expressed various reasons for their motivation to better their English skills. Even though each participant has different academic and professional goals, the reasons for learning English fall under the description of an instrumental orientation. An instrumental orientation in second language acquisition “...involves an interest in acquiring language directed towards the achievement of practical objectives, particularly regarding higher employment, higher education, or other external incentives” (Shenk, 2012, p. 157). These goals, such as employment, higher education, or other practical or external incentives will be shown in the participants’ responses below:

“Busco opciones de cursos conversacionales ya que entiendo que es necesario para mi desarrollo personal y profesional, que la práctica y la exposición frecuente al idioma es necesario para lograr un nivel adecuado. Además es de importancia para comunicarme y continuar con el proceso de investigación a niveles mundiales.” (Participant 1, Migration Narrative)

“I looked for conversational English courses because I understand that it is necessary for my personal and professional development, the practice and frequent exposure to the language is necessary to achieve an adequate level. Also, it is important to communicate and continue with the process of investigation at a global level.”

According to Participant 1, improving conversational English is necessary for their professional and personal development. As was stated above, their academic goals are to obtain a PhD, for which they view English as a necessity in order to achieve that goal. Participant 1 also aims to continue with their field of research and in order to do this, English is seen as the medium to be able to reach a worldwide audience and collaborate globally. This data relates to English for academic purposes and English as a lingua franca, as the participant’s perception is

that in order for their research to reach a global audience, they must have a high level of English proficiency for publication purposes.

“Mis metas académicas son obtener el título de doctorado, aprender inglés.” (Participant 2, Migration Narrative)

“My academic goals are to obtain a PhD, to learn English.”

Participant 2 has future academic goals of finishing their PhD and to learn English. His professional goals include pursuing work or training in the United States because that is where the biggest companies in his field of engineering are located. He expressed this desire to work in the United States under these prestigious engineering companies because he has been preparing for this type of work for many years. As is expected, in order to work or attend a practical training in the United States, one must have a high level of proficiency in English. Therefore, English has a pragmatic incentive for Participant 2, to expand their professional future.

With the increase in student mobility and research distribution, proficiency in English is a critical step towards obtaining a job or furthering their academic future. A similar opinion was shared by the professors of these graduate students, as one professor stated that “International and native graduate students should develop the best possible skills in written and spoken English. It is essential for their success in the international job market.” English has an instrumental orientation for academics aiming to obtain a higher-ranking degree in another country or to continue their professional experience.

Puerto Rico as a Stepping Stone. The move to migrate to UPRM demonstrates how Puerto Rico acts as a transitional space for Colombian students to further their work or academic experience in the United States. It was previously mentioned that some participants perceived English and Spanish to be used equally in Puerto Rico, with the main language being Spanish.

Participant 5 described theories of international student mobility, where the majority of mobile students migrate to English-speaking countries because it is perceived that a US degree is a better investment. But, for these participants, their perceived level of English proficiency prevented them from migrating to the United States for a tertiary degree.

“No escogí otra universidad por ejemplo en Estados Unidos, creo que el factor limitante fue el idioma. En Colombia en las escuelas públicas la enseñanza del inglés es básica, y no se veía la necesidad de aprender inglés, pero debido a la globalización y a la competitividad laboral dentro del mismo país la situación ha ido cambiando y se está observando tal falencia.” (Participant 5, Migration Narrative)

“I didn’t look for another university, for example, in the US, I think the limiting factor was the language. In Colombia, the public schools teach basic English and I didn’t see the necessity to learn English. But, through globalization and the competitive labor market in my country, the situation has changed and I am observing that fallacy [that English isn’t necessary].”

While examining responses by other participants, we can see that tertiary education is not the only reason to travel to the United States, but also to obtain more work experience.

“De cierta manera, ahora que estoy terminando, quiero trabajar, hacer un ‘training’. Preferiblemente el ‘training’ lo quiero hacer en Estados Unidos continental...eh... donde están las grandes compañías que se encargan del área de énfasis en el cual me he estado preparando estos años.” (Participant 2, Interview)

“Now that I am finishing, I want to work, get training. Preferably I want to do the training in the continental United States, where the biggest companies that work in my field of study are located.”

Participant 3 expands on this idea but also expresses the limiting factors, that it is an option to study a PhD in the United States but it all ultimately depends on the level of English proficiency that one acquires.

“Hay varias posibilidades de realizar PhD pero eso depende del nivel de inglés que alcance. El trabajo es una opción para mejorar el inglés (en EU).” (Participant 3, Migration Narrative)

“There are a few options to do a PhD but that depends on the level of English that I achieve. Work is an option to better my English in the United States.”

Participant 5 demonstrates how Puerto Rico and the Master's degree at UPRM relates to the scheme of their future development:

“Si bien, había visto a Puerto Rico como una primera etapa de formación profesional para un posterior paso a un doctorado a USA, el inglés también hacía parte de mi preparación aquí.” (Participant 4, Migration Narrative)

“Well, I see Puerto Rico like a first step in my professional development, a step towards a PhD in the USA. English is part of that preparation here.”

Given the evidence from the participants, Puerto Rico is a transitional space where students can obtain the level of English language proficiency they need in order to achieve their future academic and professional goals to meet admission or work requirements in the continental United States. The American accreditation of UPRM and the exposure to English and Spanish within the academic context provides these graduate students with the experience and exposure they desire to fulfill global requirements for English knowledge and proficiency. UPRM is viewed as a context where students can better their English skills although the

phenomenon of translanguaging poses itself as a difficulty while they are studying their graduate degrees.

English for academic purposes and as a lingua franca. From the interactions with these Colombian graduate students, their perceptions of English having an instrumental orientation supports theories of English for academic purposes and as a lingua franca. Participant 1 stated the general beliefs of English as a lingua franca by the Colombian graduate students participating in this case study.

“Gracias a mi estadía en Puerto Rico entendí que este idioma es necesario para la comunicación en la ciencia, dado que es un idioma mundial.” (Migration Narrative)

“Thanks to my stay in Puerto Rico, I understand that English is necessary for scientific communication, given that it is a world language.”

Participant 3 also provided support for English as a lingua franca theories in his migration narrative:

“El inglés se ha convertido en una herramienta para ser más competitivo en áreas laborales y académicas. Deseo mejorar mi nivel de inglés para cumplir con esos requisitos.” (Participant 3, Migration Narrative)

“English has become a tool to be more competitive in work and academia. I hope to better my English to fulfill these requirements.”

For Participant 3, English is the means to a better work or academic situation, again providing support for theories of English for academic purposes and English as a lingua franca.

“Es una de las razones por la cual estoy haciendo la tesis en inglés. Porque mi advisor, también me dijo: ‘es opcional’, o sea, él no me obligó a hacerlo en inglés o en español. Él me decía: ‘pues, tú tienes la opción, pero recuerda que lo puedes hacer también en

español si quieres, pero recuerda si lo haces en inglés pues excelente.’” (Participant 4, Interview)

“It is one of the reasons I am writing my thesis in English. Because my advisor told me it was optional, like, he didn’t require me to write it in English or in Spanish. He said, ‘well, you have the option, but remember that you can do it in Spanish if you want, but know that if you write it in English, even better.’”

As we can tell, Participant 4 has a clear perception that the knowledge of English will help disseminate his research. The student’s advisor reiterates this perception, stating that it would be even better for him if he could write his thesis in English, as it will be easier to write articles in English from a thesis project already written in English.

In conclusion, the research participants asserted:

“Porque vamos a tener que escribir en inglés los artículos que hagamos de nuestras tesis e investigaciones y además pues para dictar clase en algún momento. Entonces, si existiese esa opción al menos de dos cursos, uno a nivel básico y uno mas avanzado uno podría decir, bueno pues entonces yo tomo mis dos electivas en inglés y que sea algo global que no sólo digamos de ingeniería, empresas, biología, lo que sea.” (Participant 6, Focus Group)

“Because we are going to have to write the articles of our thesis in English and at some point in time, give class in English. Therefore, if there was an option of at least two elective classes in English, on at a basic level and the other more advanced, well then, I would take my electives in English and it would be something global I could learn that isn’t just engineering, business, or biology, or whatever.”

The perspective of these Colombian graduate students is that English has a pragmatic function in the scheme of their academic and professional lives because at some point or another, they will be required to produce work, written or verbal, in English. As demonstrated in the literature review and supported by the participants descriptions, English is the language of academic communication and publication, a necessity for their development as scholars to reach their future goals of working or studying in the continental United States. It is their perception that a course offering to improve their English skills would provide them with practical knowledge that they will be required to use throughout their academic and professional future.

Research Question 4

4. What types of English language instruction and/or support do Colombian graduate students seek?

Difficulties with translanguaging. Mazak and Herbas-Donoso (2014) described the practice of translanguaging as jarring or confusing for monolinguals. As was identified in the literature review, Puerto Rican students, who have exposure to and learn English throughout their education, begin studying at UPRM prepared to read texts in English and discuss them in Spanish. At the same time, they expect this translingual pedagogical practice and can navigate studying and learning with the two languages due to their extensive contact with English (Carroll, 2008; Holmquist, 2013; Mazak, 2008; Rivera, 2011). But for Colombia graduate students, migrating from an English as a foreign language context that focuses mostly on grammar, they become lost among the texts. To begin, Participant 4 describes how English is used within the classrooms of graduate courses at UPRM.

“Cien por ciento del material que yo estuve leyendo, todo el primer año fue en inglés.

Cien por ciento, ningún material que se me suministró durante la maestría fue en

español. Las presentaciones eran en inglés, con la excepción de una clase donde las presentaciones eran en español, pero el material del libro, de bibliografía, era en inglés. De hecho, la profesora, (name excluded), los exámenes, los da en inglés, pero se contestan en español.” (Participant 4, Interview)

“One hundred percent of the material that I was reading, the whole first year, was in English. One hundred percent. Nothing was given to me during the Master’s that was in Spanish. The presentations were in English, with the exception of one class where the presentations were in Spanish. But the book, the bibliography, was in English. Also, (name excluded), the exams, she gives them in English, but you can respond in Spanish.”

With all the material being given in English, these Spanish-dominant students are faced with a challenge of navigating the two languages and the new academic context. According to Participant 1, the use of English texts and technical terms was difficult for them to get used to. Initially, it took them much longer than their classmates to read the texts and fully understand them. As argued by Mazak and Herbas-Donoso (2014), translanguaging is a confusing and jarring phenomenon for Spanish monolinguals at UPRM. Participant 1 expressed their frustrations:

“La mayoría del material está en inglés. Entonces, pues al principio fue bien traumático porque leía una página en dos días. Entonces, mi proceso era bien lento. Entonces, eso me costó, también es que no estaba acostumbrada. Eso fue el principal inconveniente. Pero una vez fui avanzando pues es más sencillo.” (Participant 1, Interview)

“The majority of the material is in English. At first, it was traumatic because I would read one page in two days. My process was slow. It shocked me, I wasn’t used to it. That was

the first inconvenience. But, with time, I got better and now it is easier [to read in English].”

UPRM suggestions. It is evident that translanguaging is present within the graduate courses at UPRM. These translanguaging practices are confusing and difficult for international students who are not accustomed to discussing academic literature in this manner and it can take them significantly longer than it takes translingual speakers and readers to complete the same readings or assignments. Due to the specific manner that classroom learning and discussion is maneuvered at UPRM, the fourth research question arose as to how the UPRM can better assist this population of graduate students.

Throughout the interview process and focus group, a major theme was what the university could do to help them with the unfamiliar linguistic situation in their classes. Within the English department, there is a class, INTD 6007, titled English for International Students. This course was closed for six years, due to financial cuts, until the semester after the creation of the English Conversation Club in Fall 2013. The participants of the focus group explained that when this course was first offered in Spring 2014, it was given on days that students were working on their research projects. For these students, they are often working in the field to complete research for their theses. Their work requires them to dedicate two full days to traveling to the field or farm to collect data and check on their experiments. This semester, this class is given on Fridays and Saturdays in order to accommodate the schedules of the graduate students. Students stated the class has high enrollment numbers, taking away from the success rate of the class as a conversational course. Participant 2, who took the course in Spring 2014 stated,

“Ese curso se abrió como para 26 personas. Pero igual es un grupo grande para hablar

y eso.” (Focus Group)

“The course opened and there were 26 people. But, it was such a large group to talk and everything.”

The majority of the feedback given by the Colombian graduate students regarding assistance for English acquisition was a suggestion for a series of one-credit courses they can take throughout their graduate studies, something to be incorporated into their program of study, as deficiencies or pre-requisites. Another suggestion was to have an intensive summer program to acclimate students to the realities of the graduate program at UPRM before they begin taking classes. The general consensus was there should be some type of orientation given to the international graduate students, similar to the orientations given to first-year college students, describing how to find housing, go to the immigration office, the actual use of English in the classes, etc. The students shared feelings of being left to figure out the process on their own, in a bilingual country that can be very difficult to navigate. One participant added:

“Si existiese esa opción al menos de dos cursos, uno a nivel básico y uno más avanzado uno podría decir, bueno pues, entonces yo tomo mis dos electivas en inglés y que sea algo global que no sólo digamos de ingeniería, empresas, biología, lo que sea.” (Focus Group)

“If two course options for graduate students in English existed, one at a basic level and one at a more advanced level, well, I would take my two electives in English and it would be something global [and personally applicable] that wouldn't just be in engineering, business, biology, etc.”

The participant supported this statement by detailing that at one point, they are going to have to write in English and do their thesis or investigations in English, or even discuss a topic in class in

English. There was consensus among the participants that there should be a required English course at the graduate level to better their academic and professional standing.

Chapter 5: Conclusion

This case study effectively described the motivations for seeking a graduate degree at UPRM and the use of English in the graduate programs by utilizing a naturalistic case study with qualitative methodology. The participants and researcher collaboratively developed this project with a commitment to the production of knowledge and understanding of student migration to UPRM and English use in UPRM's graduate programs. Due to these research methods, the Colombian graduate student participants reported why they chose to study at UPRM and therefore elaborated and described the why and how reasons for Colombian student migration to UPRM. These research methods also facilitated a conversation where the participants and researcher participated in an extended conversation that allowed the participants to confidently describe and report their motivations, perceptions, and realizations in regards to their migration to UPRM for graduate studies.

Figuerola, Morales, and Sharma (2012) inferred that international graduate students migrate to UPRM due to the "...recognition, prestige and global ratings from the colleges of UPRM, quality of teaching and research contributions of the professors, diversity of international alliances and programs, and the costs of higher education" (p. 58-59). The participants of this case study reported they migrated to UPRM for the following reasons:

- Economic assistance available at UPRM
- Academic, familial or social connections at UPRM
- Appealing due to bilingualism
- Prestigious academics of UPRM
- Attractive graduate programs
- Relevant research or work experience available at UPRM

- Transitive step to future goals
- Deficient education in Colombia

These reasons support the descriptive research performed by Figueroa et al. (2012) regarding incentives for student migration to graduate programs at UPRM. Within the scope of international student mobility studies, the participants agree that "...a US degree is a better investment" and that it is a transitional space for future studies or work experience in the continental United States (Lasanowski & Verbik, 2007, p. 7). The participants stated that UPRM is a prestigious American university, as the Middle States Association of Colleges and Schools accredit it. The majority of the participants have future goals that include obtaining a PhD, learning English, and travelling to the continental United States for work or research experience. Graduate studies at UPRM offer these Colombian students a space where they can obtain a prestigious degree from an American institution while they continue to study in their native language of Spanish.

Translanguaging is the act of negotiating meaning and learning material in more than one language (Baker, 2011; Canagarajah, 2011; Ceñoz & Gorter, 2013), a present phenomenon at UPRM (Mazak & Herbas-Donoso, 2014). These participants reported the practice of translanguaging in the classroom similarly to the findings by Mazak and Herbas-Donoso (2014), where English is used for the course texts and major terminology while the class is taught in Spanish. Research contends that contact with English occurs in Puerto Rico, making translanguaging a social norm (Carroll, 2008; Holmquist, 2013; Mazak, 2008; Pousada, 1999; Rivera, 2011). However, for Colombian students from an English as a foreign language context, translanguaging is challenging (Centro de Estudios Económicos Regionales, 2013; Guerrero, 2009; Vélez-Rendon, 2003). The UPRM's language of instruction policy is vague and states

students should have a working knowledge of English and Spanish, although the statements by these Colombian graduate students describe a lack of support systems to improve their English skills to meet the university's expectations.

The research participants also described their motivation for learning English with an instrumental orientation, meaning they are motivated to learn English for pragmatic reasons (Gardner & Lambert, 1972; Ortega, 2008; Shenk, 2012; Woolard & Schieffelin, 1994; Yashima, 2000). They sought conversational English classes because they perceive English is a necessary tool for their academic and professional success, a perception that was supported with the triangulation of the professor questionnaires.

English is documented as a language of higher education, especially in the sciences (Hyland & Hamp-Lyons, 2002; Kirkpatrick, 2014; Ljosland, 2011). These participants concurred with Cargill and Burgess (2008) and Mauranen et al. (2010) that English is the language of publication in the sciences. This supports Tonkin's (2011) claim that "...scientific advancement circumscribed by the English language can be equated with scientific advancement in general" (p. 109) and is supported by the declarations of these Colombian graduate students. These Colombian graduate students at UPRM described English as the language for academic publication and presentations, contributing to the ever-growing field of student mobility and English for academic purposes and as a lingua franca (Altbach & Knight, 2007; de Wit, Ferencz & Rumbley, 2012; Figueroa, Morales, & Sharma, 2012; Gacel-Ávila, 2012). The participants' responses inform that English is transforming higher education and scientific fields of research by facilitating mobility and sharing through a mutually understandable language; through the knowledge of English, one can obtain a better degree or work or research experience in relation to their fields of study while their research publications can reach a more global audience if it is

published in English.

University Recommendations

The administration of UPRM should re-evaluate their language of instruction policy in order to make it more transparent and representative of what occurs in the classroom. It would be beneficial if the UPRM would create an institutional body to help students with English proficiency for academic purposes at UPRM. For example, these Colombian students are at a disadvantage due to their lack of English acquisition but it can be assumed that a proportion of Puerto Rican students are also marginalized due to their deficiencies in the English language as well.

As described in detail in the results section, an orientation for international graduate students, similar to a first-year student orientation, would prove useful to students at UPRM to assist them in their transition. This orientation would prepare students for the reality of language use in the classroom at the graduate level so students can come prepared for the extra work while dealing with translanguaging.

Another suggestion for UPRM is to create a summer intensive English program for international or national students entering graduate studies at UPRM. This summer program would include intensive English courses that focus on reading and writing in English, in preparation to meet the expectations of their respective graduate programs. These classes could be content-based classes that relate to their degrees of study to teach them how to critically read and write in the English language and to set these students up for success in their classes at UPRM.

Lastly, a series of one credit courses at the graduate level that focus on English acquisition would be beneficial to incoming international graduate students. As the participants

reported, they would take English courses at the graduate level, as it would provide them with a global skill by improving their English skills to assist them to reach their future goals of obtaining a PhD or work experience in the continental United States. As it currently stands, there is only one course available to international students to improve their English skills. Also, their professors disregard their desire to improve their English skills because professors do not want students to use their elective credit allowance for English courses in their programs of study. If there was a series of one-credit courses, students would be able to gradually improve their English skills while staying on track for graduation in their respective program of graduate study.

Pedagogical Implications

First, this case study emphasizes the perceptions of the spread of English for academic purposes and as a lingua franca. For non-English-speaking communities that are teaching or learning English as a second language, this case study demonstrates the importance of speaking, writing, and listening skills to be able to communicate internationally, especially with the increase in student mobility and globalization. The importance of writing, speaking, and listening is especially applicable to English as a foreign language teaching in Colombia, as the research participants stated the focus of their English classes was reading and grammar. Within the context of UPRM, the already existing support systems for English acquisition should be re-evaluated to determine if they can find ways to better assist students with their English acquisition, especially in speaking and listening. Lastly, due to the fact that translanguaging is a set of practices being used in the classroom at UPRM, it would prove beneficial for all professors at the UPRM to study ways to *effectively* use translanguaging as a pedagogical tool (Mazak & Herbas-Donoso, 2014; Ceñoz & Gorter, 2013).

Currently, there is a proposed extension of the UPRM's English Writing Center to be included into the library's resources. This extension would provide international graduate students a space for them to work on their English skills while they are studying at UPRM instead of waiting until the last minute to edit an entire thesis. As a previous Peer Tutor in the English Writing Center, I know many international graduate students wait until their entire thesis is written to bring it to a tutoring session. Although, I have witnessed great improvement in students' writing when they bring in each piece of the thesis as they write. The UPRM should expedite this extension of the English Writing Center for graduate students and market it to encourage students to attend tutoring sessions throughout their entire writing process in order to improve their skills gradually as they write.

Plurilingual Approach. A relevant pedagogical strategy for UPRM to address the realistic situation in Puerto Rico could be through a plurilingual approach, which stems from translingual pedagogical approaches. Ceñoz and Gorter (2013) described the plurilingual approach as one that

allows for maximum exposure to the target language and for work on communicative and academic skills in English, but at the same time plurilingual teaching practices draw on learners' metalinguistic awareness and experiences as plurilingual speakers so as to learn English in a more efficient way (p. 596).

Ceñoz and Gorter (2013) created a list of implications for future plurilingual approaches to education in a bilingual context that would be helpful for the administration of UPRM to consider. These implications are the following:

1. Set attainable goals. In the context of education, policy and programming should reflect English as a second language acquisition theories (Ortega, 2008; Vélez, 1996).

2. Use plurilingual competence. Students in Puerto Rico already translanguage from English to Spanish, especially in higher education (Mazak & Herbas-Donoso, 2014). Educators should take this into consideration and utilize translanguaging as a teaching practice to draw on knowledge in Spanish and correlate it with English knowledge by providing technical definitions in both English and Spanish.
3. Integrate syllabi. Integrating syllabi amongst the academic disciplines, therefore relating the learning of English and Spanish with each other or offering content-based courses in English for international students to better their English while improving their reading or writing skills necessary to meet the expectations of their graduate departments.
4. Creation of resources. This is the last step to a plurilingual approach, in that, specific resources need to be made in order to create a more transparent and clear approach that defines the methods and techniques that one will utilize within the classroom (Ceñoz & Gorter, 2013).

In recent literature, Schmidt (2014) has made the associations between language politics and it's educational policies. In order to reap the benefits of bilingualism, we must attempt to validate the whole linguistic repertoire of an English language learner, a goal of a plurilingual approach to English education. This could include practical and pragmatic study of the second language with a goal of communicative proficiency and literacy, such as a content-based course in English where students can learn valuable skills in English and continue learning the necessary content related to their graduate study.

Implications for Future Research

This case study adds to the motivation for student migration by investigating the reasons for graduate student motivation to UPRM and soliciting descriptions directly from international

graduate students. For future research, a larger proportion of international graduate students at UPRM could be surveyed. This would provide first-hand information for the Office of Graduate Studies to more effectively promote UPRM's graduate programs.

Due to the reports and descriptions of these Colombian graduate students, it can be stated that translanguaging occurs at all levels of study at UPRM, adding to the literature by Mazak and Herbas-Donoso (2014). Due to the translanguaging phenomenon at UPRM, these Colombian graduate students felt more pressure to improve their English proficiency and achieve their next goals, whether it is publishing their research or migrating to the continental United States for work or doctoral study.

Throughout this qualitative research project, several topics for future research surfaced. In relation to this research project, further research regarding English medium instruction at UPRM and in Puerto Rico should be performed. This can be studied by tasking researchers to sit in graduate classes at UPRM and collecting documents such as the course texts, exams, project instructions, etc. By collecting different pieces of classroom resources, the UPRM administration can better understand the reality of the linguistic situation in graduate programs to create more transparent language of instruction expectations and descriptions.

At the same time, it would be beneficial to the graduate departments at UPRM to look at descriptive or statistical data regarding the language of publication for graduate theses at UPRM and in Puerto Rico. This could be done by examining and tallying the language used in the thesis publications of UPRM's graduate programs. By performing this research, the professors in the graduate departments at UPRM will be able to witness the use of language at UPRM and determine how the pressure to write in English is being realized in UPRM's graduate programs.

Another area of research could be a study of non-native professors in Puerto Rico who teach their classes in their second language, English. This would add to literature regarding student and professor mobility while also adding to the field of English as a medium of instruction. Previous research asserts English as the language of science and academia and this study would contribute to this literature while also placing UPRM and Puerto Rico within the context of English medium instruction and academic mobility phenomena.

Throughout the collection of qualitative data, the Colombian graduate students effectively utilized code-switching, a peculiar phenomenon where individuals insert English words or phrases while speaking Spanish. After acclimating to the use of language in Puerto Rico, it seems that foreigners begin to use Anglicisms, or English words, when speaking in Spanish. It would prove a significant contribution to the studies of code-switching to examine how foreigners adapt to code-switching after migrating to Puerto Rico.

Puerto Rico is a linguistically diverse and peculiar context for studies on the use of language. The list of pertinent studies and research to be performed in Puerto Rico are countless, especially in regards to the perceptions and orientations of English within UPRM, among other Puerto Rican contexts. This study shed light on the translanguaging situation present in the graduate programs of UPRM and how this phenomenon is perceived by international graduate students in relation to English for academic purposes and English as a lingua franca, outlining ways that institutions can better assist international graduate students in their second language acquisition. It also provides a critique on the language of instruction policy in place at UPRM, highlighting how this policy is problematic for international students migrating to UPRM.

References

- Algrén de Gutiérrez, E. (1987). *The movement against teaching English in schools of Puerto Rico*. Lanham, MD: University Press of America.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.
- Ashley, L. D. (2012). Case Study Research. Arthur, James et al. (Eds.), *Research Methods and Methodologies in Education* (102-106). Los Angeles: Sage.
- Baker, C. (2011). Foundations of bilingual education and bilingualism (5th ed.). Clevedon, UK: Multilingual Matters.
- Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401-417.
- Cargill, M., & Burgess, S. (2008). Introduction to the special issue: English for research publication purposes. *Journal of English for Academic Purposes*, 7(2), 75-76.
- Carroll, K. S. (2008). Puerto Rican language use on MySpace. com. *Centro Journal*, 20(1), 96-111.
- Centro de Estudios Económicos Regionales. (2013). *Bilingüismo en Colombia*. Cartagena, Colombia: Banco de la República.
- Ceñoz, J., & Gorter, D. (2013). Towards a Plurilingual Approach in English Language Teaching: Softening the Boundaries Between Languages. *TESOL Quarterly*, 47(3), 591-599.
- Ceñoz, J., & Lindsay, D. (1994). Teaching English in primary school: A project to introduce a third language to eight year olds. *Language and Education*, 8(4), 201-210.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language learning*, 44(3), 417-448.

- Cohen, L., Manion, L., Morrison, K. (2007). *Research Methods in Education*. New York: Routledge.
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language teaching*, 39(01), 1-14.
- de Wit, H., Ferencz, I., & Rumbley, L. E. (2012). International student mobility: European and US perspectives. *Perspectives: Policy and Practice in Higher Education*, 17(1), 17-23.
- Estado Libre Asociado De Puerto Rico. Departamento de Educación. Oficina del Secretario. *Carta Circular Numero: 8-2013-2014, Política Pública Sobre el Contenido Curricular del Programa de Inglés Para Todas Las Escuelas Públicas Elementales, Intermedias y Superiores*. (2013). San Juan: Puerto Rico Department of Education.
- Figuerola, C. I., Morales, B., & Sharma, A. D. (2012). International Student Mobility: Trends in First-Time Graduate Enrollment. *Journal Of Academic Administration In Higher Education* 8(2), 55-63.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum International Publishing Group.
- Gacel-Ávila, J. (2012). Comprehensive Internationalisation in Latin America. *Higher Education Policy*, 25(4), 493-510.
- Garcia, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95(3), 385-400.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*. Rowley, MA: Newbury House.

- Gardner, R. C. & Masgoret, A. M. (2003). Attitudes, motivation and second language learning: A Meta-analysis conducted by Gardner and associates. *Language Learning*, 53(2), 167-210.
- Gibbs, A. (2012). Focus groups and group interviews. Arthur, James, et al. (Eds.), *Research Methods and Methodologies in Education* (186-191). Los Angeles: Sage.
- Guerrero, C. H. (2009). Language Policies in Colombia: The Inherited Disdain for our Native Languages. *HOW: A Colombian Journal for Teachers of English*, 16, 11-24.
- Holmquist, J. (2013). Spanish/English contact in rural Puerto Rico: Sociolinguistic variation, context, and text. *Spanish In Context*, 10(3), 390-409.
- Hyland, K., & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for academic purposes*, 1(1), 1-12.
- Kirkpatrick, A. (2014). The language (s) of HE: EMI and/or ELF and/or Multilingualism?. *The Asian Journal of Applied Linguistics*, 1(1), 4-15.
- Lasanowski, V. & Verbik, L. (2007). International student mobility: Patterns and trends. *World Education News and Reviews*, 20(10), 1-16.
- Ljosland, R. (2011). English as an Academic Lingua Franca: Language policies and multilingual practices in a Norwegian university. *Journal of Pragmatics*, 43(4), 991-1004.
- Mauranen, A., Hynninen, N., & Ranta, E. (2010). English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29(3), 183-190.
- Mazak, C. M. (2008). Negotiating el Difícil: Uses of English text in a rural Puerto Rican community. *Centro Journal*, 20(1), 50-71.

- Mazak, C. M., & Herbas-Donoso, C. (2014). Translanguaging practices at a bilingual university: a case study of a science classroom. *International Journal of Bilingual Education and Bilingualism*, (ahead-of-print), 1-17.
- Mears, C. L. (2012). In-depth interviews. Arthur, James, et al. (Eds.), *Research Methods and Methodologies in Education* (170-175). Los Angeles: Sage.
- Melles, Gavin. (2009). Teaching and evaluation of critical appraisal skills to postgraduate ESL engineering students. *Innovations in Education and Teaching International*, 46(2), 161-170.
- Navarro-Rivera, P. (2006). Acculturation under duress: The Puerto Rican Experience at the Carlisle Indian Industrial School 1898-1918. *Centro Journal*, 18(1), 223-259.
- Nickels, E. L. (2005). English in Puerto Rico. *World Englishes*, 24(2), 227-238.
- Ortega, L. (2008). Chapter 8: Motivation. *Understanding Second Language Acquisition* (168-191). London: Hodder Education.
- Pousada, A. (1999). The singularly strange story of the English language in Puerto Rico. *Milenio*, 3, 33-60.
- Rivera, C. (2011). Facebook, Twitter, YouTube y My Space: Autenticación y admisibilidad de la evidencia electrónica obtenida de perfiles de redes sociales, correos electrónicos y "SMS" mensajes de texto, ante un nuevo alcance del descubrimiento de... (Spanish). *Revista De Derecho Puertorriqueño*, 51(1), 133-186.
- Rivza, B., & Teichler, U. (2007). The changing role of student mobility. *Higher Education Policy*, 20(4), 457-475.
- Rodríguez-Bou, I. (1966). *Significant Factors in the Development of Education in Puerto Rico*. United States-Puerto Rican Commission on the Status of Puerto Rico.

Schmidt, J. R. 2014. *The Politics of English in Puerto Rico's Public Schools*. Boulder, CO:

FirstForumPress.

Shenk, E. M. (2012). Instrumental, Integrative, and Intrinsic Orientations Towards Language:

Deconstructing the Dichotomy in a Puerto Rican Community. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 14(1), 155-176.

Tardy, C. (2004). The role of English in scientific communication: lingua franca or

Tyrannosaurus rex?. *Journal of English for Academic Purposes* 3(3), 247-269.

Tatzl, D. (2011). English-medium masters' programmes at an Austrian university of applied

sciences: Attitudes, experiences and challenges. *Journal of English for Academic purposes*, 10(4), 252-270.

Tedder, M. (2012). Biographical Research Methods. Arthur, James, et al. (Eds.), *Research*

Methods and Methodologies in Education (322-329). Los Angeles: Sage.

Tonkin, H. (2011). Language and the ingenuity gap in science. *Critical Inquiry in Language*

Studies, 8(1), 105-116.

Tymms, P. (2012). Questionnaires. Arthur, James, et al. (Eds.), *Research Methods and*

Methodologies in Education (231-239). Los Angeles: Sage.

University of Puerto Rico, Mayagüez Campus. (2014). *Graduate Catalogue*. Mayagüez, Puerto

Rico: Office of the Dean of Academic Affairs.

University of Puerto Rico, Mayagüez Campus. (2014). *Undergraduate Catalogue*. Mayagüez,

Puerto Rico: Office of the Dean of Academic Affairs.

Vélez, J. A. (1996). Toward a language policy that addresses Puerto Rican reality. *Rethinking*

English in Puerto Rico: exploring language myths and realities, 74-83.

- Vélez, J. A. (2000). Understanding Spanish-language maintenance in Puerto Rico: Political will meets the demographic imperative. *International journal of the sociology of language*, 142(1), 5-24.
- Vélez-Rendon, G. (2003). English in Colombia: A Sociolinguistic Profile. *World Englishes*, 22(2), 185-98.
- Walker, R. (2012). Naturalistic Research. Arthur, James, et al. (Eds.), *Research Methods and Methodologies in Education* (76-79). Los Angeles: Sage.
- Woolard, K. A., & Schieffelin, B. B. (1994). Language ideology. *Annual review of anthropology*, 55-82.
- Yashima, T. (2000). Orientations and motivation in foreign language learning: A study of Japanese college students. *The Japanese Association of College English Teachers* (121-133).

Appendix A

TABLE 1 INTERNATIONAL STUDENT MOBILITY OF FIRST-TIME GRADUATE ENROLLMENT UNIVERSITY OF PUERTO RICO AT MAYAGÜEZ (2005-2011)										
Country	n	%	College of Agriculture Sciences n = 36 %		College of Arts and Sciences n = 134 %		College of Engineering n = 169 %		College of Business Administration n = 5 %	
Argentina	6	1.74	-	-	-	-	6	3.55	-	-
Bangladesh (India)	1	0.29	-	-	-	-	1	0.59	-	-
Bolivia	2	0.58	1	2.77	-	-	1	0.59	-	-
Brazil	1	0.29	-	-	-	-	1	0.59	-	-
Chile	1	0.29	-	-	1	0.74	-	-	-	-
China	3	0.87	-	-	-	-	3	1.77	-	-
Colombia	197	57.3	17	47.2	90	67.2	90	53.2	-	-
Costa Rica	2	0.58	-	-	-	-	1	0.59	1	20
Cuba	1	0.29	-	-	1	0.74	-	-	-	-
Dominican Republic	38	11.0	8	22.2	2	1.49	28	16.6	-	-
Ecuador	1	0.29	1	2.77	-	-	-	-	-	-
France	1	0.29	-	-	1	0.74	-	-	-	-
Germany	1	0.29	-	-	-	-	-	-	1	20
Haiti	5	1.45	4	11.1	-	-	1	0.59	-	20
Honduras	1	0.29	-	-	1	0.74	-	-	-	-
Israel	1	0.29	-	-	-	-	-	-	1	20
Italy	1	0.29	-	-	1	0.74	-	-	-	-
Mexico	5	1.45	-	-	-	-	4	2.37	1	20
Nicaragua	1	0.29	1	2.77	-	-	-	-	-	-
Nigeria	2	0.58	-	-	1	0.74	1	0.59	-	-
Peru	59	17.1	1	2.77	32	18.9	26	15.3	-	-
Russia	1	0.29	-	-	1	0.74	-	-	-	-
Syria	1	0.29	-	-	-	-	1	0.59	-	-
Spain	1	0.29	-	-	1	0.74	-	-	-	-
Uruguay	1	0.29	-	-	1	0.74	-	-	-	-
Venezuela	1	0.29	-	-	-	-	1	0.59	-	-

Appendix B: Participant Consent Forms

University of Puerto Rico at Mayagüez**Consentimiento para participar en un estudio de investigación****Participantes adultos (estudiantes)****Formulario de conducta social****Título del estudio: International Graduate Student Mobility in Puerto Rico: A Case Study****Investigador principal:** Christine Buchanan, MAEE Candidate**Departamento de Inglés****Dirección de correo electrónico:** christine.buchanan@upr.edu**Co-Investigadores:** n/a**Número telefónico del contacto del estudio:** 939-292-9185

¿Cuáles son algunas de las cuestiones generales que usted debe saber sobre los estudios de investigación?

Se le solicita que participe en un estudio de investigación. La participación en este estudio es voluntaria. Puede negarse a participar, o puede retirar su consentimiento para participar en el estudio, por cualquier motivo, sin sufrir sanciones.

Los estudios de investigación están diseñados para obtener nueva información. Es posible que esta nueva información ayude a las personas en el futuro. Es posible que no reciba ningún beneficio directo por participar en este estudio de investigación. También pueden existir riesgos asociados con la participación en estudios de investigación.

Los detalles sobre este estudio se analizan a continuación. Es importante que entienda esta información de modo que pueda decidir en forma fundamentada acerca de la participación en este estudio de investigación.

Se le entregará una copia de este formulario de consentimiento. Debe preguntar a los investigadores mencionados anteriormente, o a los miembros del personal que los asisten, cualquier consulta que tenga acerca de este estudio en cualquier momento.

¿Cuál es el objetivo de este estudio?

El objetivo de este estudio de investigación es descubrir y entender por que los estudiantes internacionales vienen a Puerto Rico para los estudios graduados y explicar si hay una necesidad a hablar Inglés en los estudios graduados.

¿Cuánto tiempo participará en este estudio?

El estudio se llevará acabo desde 1 de marzo hasta 13 de mayo de 2014. Su participación fuera del salon de clases de ingles conversacional sería diez horas maximo.

¿Qué ocurrirá si participa en este estudio?

Durante su clase de ingles conversacional, un investigador observará la actividades usadas en el salón por usted y por sus estudiantes (incluyendo los materiales, libros de texto, PowerPoints, etc.). Es posible que el investigador le pida sacar copias de los materiales que usted usó en la

clase. También participará en un entrevista (30 minutos cada uno), dos focus groups (30 minutos cada uno) y solicitará una narrativa personal.

Su identidad se mantendrá anónima en caso de publicación o presentación de los resultados.

¿Cuáles son los posibles beneficios por participar en este estudio?

Vamos a hacer una reunión en que comprara una cena para compartir con ustedes.

¿Cuáles son los posibles riesgos que implica la participación en este estudio?

Los riesgos de participar en este estudio son iguales que los riesgos de participar en su clase de ingles conversacional.

¿De qué manera se protegerá su privacidad?

Los participantes no serán identificados en informes o publicaciones sobre este estudio.

• **Grabación de audio:**

Las cintas serán guardadas bajo llave.

Se podrá solicitar que se interrumpan las grabaciones de audio si ello es necesario para el estudio.

¿Le costará algo la participación en este estudio?

No existirá ningún costo por participar en este estudio.

¿Qué sucede si desea formular preguntas sobre este estudio?

Tiene el derecho de preguntar, y que le respondan, cualquier duda que tenga acerca de esta investigación. Si tienen preguntas o inquietudes, deben ponerse en contacto con los investigadores mencionados en la primera página de este formulario.

Acuerdo del participante:

He leído la información proporcionada más arriba. He realizado todas las preguntas que tengo en este momento. Acepto voluntariamente participar en este estudio de investigación.

- ☐ Acepto estar grabado en entrevistas y focus groups.
☐ No acepto estar grabado, pero si quiero participar.

Firma del participante de la investigación

Fecha

Nombre del participante de la investigación en imprenta

Firma de la persona que obtiene el consentimiento

Fecha

Nombre de la persona que obtiene el consentimiento en imprenta

Appendix C: Migration Narrative Guide Questions

Please write a narrative regarding your move to Puerto Rico and decision-making process of attending UPRM. There is no maximum to the narrative, but I ask that you write enough to give a detailed description. The more information you give me, the better. Thank you so much for everything and I ask that you give me the narrative by the 24th of March, 2014.

1. Why did you migrate to Puerto Rico?
 - a. What are/were your goals or hopes for moving to Puerto Rico?
 - b. Why did you choose the program you are studying?
2. What are your academic goals? (higher degree? Future career goals? Future academic goals?)
3. What was your perception of English use within Puerto Rican academic context, before migration?
4. What was your perception of Spanish within the Puerto Rican academic context, before migration?
5. Describe your history with English.
 - a. Did you study the language? If so, for how long?
 - b. Was it used in your universities in undergraduate programs?
6. Why have you decided to seek Conversational English classes?
7. Describe the observations you have made regarding English use in Puerto Rico's academic and social context.

Migration Narrative Guide Questions: Translated

Favor de escribir una narrativa con relación a su mudanza a Puerto Rico y el proceso de tomar de decisiones al escoger estudiar en la UPRM. No hay límite máximo a la narrativa, pero le pido que escriba lo suficiente como para dar una descripción detallada. Mientras más información ofrezca, mejor. Muchas gracias por todo, además le pido que me entregue la narrativa en o antes del 24 de marzo de 2014.

1. ¿Por qué emigró a Puerto Rico?
 - a. ¿Cuáles fueron/son sus metas o esperanzas con respecto a tu mudanza a Puerto Rico?
 - b. ¿Por qué escogió el programa en el cual estás estudiando?
2. ¿Cuáles son sus metas académicas? (¿Un grado de educación más alto? ¿Futuras metas de trabajo? ¿Futuras metas académicas?)
3. ¿Cuál era su percepción del uso del inglés en el contexto académico en Puerto Rico antes de emigrar?
4. ¿Cuál era su percepción del uso del español en el contexto académico en Puerto Rico antes de emigrar?
5. Describe su historia con el inglés.
 - a. ¿Estudió el lenguaje? De ser así, ¿por cuánto tiempo?
 - b. ¿Fue utilizado en programas subgraduados en sus universidades?
6. ¿Por qué ha decidido buscar cursos de inglés conversacional?
7. Describe las observaciones que ha realizado con relación al uso del inglés en el contexto académico y social en Puerto Rico.

Appendix D: Interview Questions

1. ¿Un profesor surgió mejorar sus habilidades en el inglés?
 - a. ¿Quién era?
 - b. ¿Puedo tener contacto con él/ella para una entrevista?
2. ¿Has tomado un curso en el Colegio en que el profesor se dictó en inglés solamente?
3. ¿Puedes describir el uso de inglés en Puerto Rico?
 - a. ¿Cuáles son las diferencias entre el uso del ingles en Puerto Rico contra el uso de inglés in Colombia?
4. ¿Cuáles son los diferencias entre tus expectativas del uso de ingles en Puerto Rico y la realidad del uso de ingles in Puerto Rico?
5. ¿Crees que tu inglés ha mejorado desde tu llegada a Puerto Rico?
 - a. ¿En que habilidades o maneras? ¿Leer, escribir, hablar?
 - b. ¿Por cuál razones crees que ha mejorado?
6. ¿Qué crees que la Universidad puede hacer para apoyar a los estudiantes internacionales en la transición al uso del inglés académico?
 - a. ¿Qué tipo de instrucción del inglés quieres?
 - i. Hablar, leer, escribir?
 - ii. ¿Qué enfoque crees es el mejor para los estudiantes internacionales graduados que mudan a Puerto Rico?
 - iii. Hablar profesionalmente? Leer mejor?

Appendix E: Guide Questions for the Focus Group

1. ¿Si pudieran describir en cinco palabras las razones por las cuáles vinieron al Colegio a estudiar, cuáles serían?
2. ¿Cuáles fueron los factores que les ayudaron en la decisión de venir aquí?
3. ¿Dirían que ustedes sabían bien el inglés antes de venir a Puerto Rico?
4. ¿Describan el uso del inglés en Puerto Rico, aquí en el Colegio, con los profesores y con otros colegiales?
5. ¿Han tomado alguna clase en el Colegio que el profesor enseñe la clase solamente en inglés?
6. ¿En algún momento les han ofrecido “extra credit” por hacer un trabajo o presentación en inglés?
7. So, el inglés es una necesidad en el futuro de ustedes. Definitivo. Para el trabajo, para lo académico, como hablar, escribir. ¿Cuál?
8. ¿Qué tipo de sistema de apoyo creen que necesita el Colegio para ayudar a sus estudiantes en relación al uso del inglés?
9. ¿Cómo cambio tu perspectiva sobre el uso del inglés antes de venir a Puerto Rico y después de vivir aquí por un tiempo?
10. Puerto Rico es un punto de distanciación para hacer un doctorado en Estados Unidos. ¿Sí o no? ¿Una área de transición?
11. ¿Si fueras a tomar una clase de inglés en Puerto Rico, en que “lesson” enfocarías la clase?

Appendix F: Excel Workbook

Thesis Data Spreadsheet.xlsx

Search In Sheet

	A	B	C	D	E	F	G	H
1	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5			
2	Narrative	Narrative	Narrative	Narrative	Narrative			
3	Tenía entendido que un profesor que estudió en el Colegio recomendaba y daba información a personas con promedio alto, me presenté ante el y me hizo accesible la información.	realizar estudios de doctorado, aprender más acerca de mi área de especialización, aprender inglés, vivir el cambio cultural y aprender sobre la forma de vida en Puerto Rico	Encontre una posibilidad mas economica de realizar la maestria, sin endeudarme tanto en comparacion con colombia, ademas, es una universidad americana de prestigio y no exigen el ingles para poder estudiar.	Yo emigré a Puerto Rico para hacer una maestrías en ingeniería ambiental.	Afortunadamente los gobiernos extranjeros ofrecen al estudiante la seguridad que el gobierno Colombiano no le ofrece a sus ciudadanos académicos: Becas, subsidios, ayudas. Como razón principal. Los colombianos migran a otros países porque al mismo tiempo que estudian reciben dinero para sus gastos de mantenimiento (vivienda, comida, vestuario, útiles escolares) y segundo porque existen clichés, tabús y prejuicios de que obtener un título en el extranjero tiene mas peso o relevancia que obtenerlo dentro del mismo país.			
4	El objetivo principal era obtener una maestría y regresar a Colombia a trabajar como profesor. El panorama cambió al entender la necesidad de doctorado para lograr ser profesor universitario.	Escogí el programa de estudio por que ofrece una variedad de temáticas que deseaba aprender	Finalizar la maestría, mejorar el nivel de inglés y posiblemente adquirir experiencia laboral.	Inicialmente prepararme profesionalmente mediante la maestría para luego hacer más facil la transición hacia un doctorado en USA.	Dentro de las opciones que tuve para realizar mi maestría pensé en primer lugar en Brasil, pero quería ir con una beca, y como no la conseguí apliqué a la UPRM, y el acceso fue muy fácil, porque no escogí otra universidad por ejemplo en Estados Unidos, creo que el factor limitante fue el idioma, en Colombia en las escuelas públicas la enseñanza del inglés es básica, y no se veía la necesidad de aprender inglés, pero debido a la globalización y a la competitividad laboral dentro del mismo país la situación ha ido cambiando y se esta observando tal falencia			
5	Seleccione el programa graduado (en Puerto Rico) por dos factores: La poca afluencia de profesionales en Colombia dado que es necesario el conocimiento de estadística y la facilidad de lograr ayuda.	La facilidad de estudiar en español e ir aprendiendo el idioma inglés fue otra de las motivaciones	Hay varias posibilidades de realizar Ph.D pero eso depende del nivel de ingles que alcance. El trabajo es una opción para mejorar el ingles (en EU) pero aun no he buscado porque actualmente la prioridad es terminar la tesis.	Porque es un rama de la ingeniería civil que me apasiona.	Estudie en Colombia, Veterinaria y zootecnia y escogí el programa de Industrias Pecuarias porque quería fortalecerme en el campo de la nutrición animal.			
6		me asignaron ayuda de investigación desde el momento que empecé mis estudios						
7	Interview	Interview	Interview	Interview	Interview			
				mi tio fue el que me				

Reasons for Migration to UPRM Academic Goals Language Ideology-English in PR English Use at UPRM English Contact before PR Language Ideology-Spanish in PR English as a Global Language