

Characterization of the results of the English proficiency of the Saber Pro exam in Speech Therapy programs in Colombia in the years 2016–2022.

Caracterización de los resultados de la competencia en inglés del examen Saber Pro en los programas de Fonoaudiología en Colombia en los años 2016–2022

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Characterization of the results of the English proficiency of the Saber Pro exam in Speech Therapy programs in Colombia in the years 2016–2022.

Abstract

Background: The inclusion of English proficiency in higher education is based on the demands of globalization and contributes to national development; This demands changes in the training processes carried out in universities. **Objective:** To characterize the results in the English proficiency of the Saber Pro Exam in Speech Therapy programs in Colombia in the years between 2016 and 2022. **Methods:** Quantitative research of descriptive scope; An analysis was carried out of the results of the Saber Pro Exam of the English proficiency of the Speech Therapy programs in the years 2016 to 2022 published by the Colombian Institute for the Evaluation of Education (ICFES). **Results:** The English proficiency in the period from 2016 to 2022 of the 15 Speech Therapy Programs presented an average of 151.06, with a maximum score of 190.00 and minimum of 129.00; The universities have an average of 154.84, with a maximum score of 200.00 and a minimum of 124.00. In the case of the reference group, the average is 149.18, with a maximum score of 154.00 and a minimum of 143.00. The Saber Pro exam becomes a metric that evolves over time and is used to examine the rise or fall in quality; English proficiency in Speech Therapy programs yielded an average that is slightly below that of the university. **Conclusions:** Speech therapy programs are, for the most part, according to the Common European Framework, at levels A1-A2. Therefore, the need to give greater importance to second language learning in educational institutions becomes evident.

Keywords: Characterization, Competence, Speech Therapy, ICFES, English, Saber Pro Tests

Caracterización de los resultados de la competencia en inglés del examen Saber Pro en los programas de Fonoaudiología en Colombia en los años 2016-2022

Resumen

Antecedentes: La inclusión de la competencia en el dominio del inglés en la educación superior se fundamenta en las exigencias de la globalización y contribuye con el desarrollo nacional; esto demanda cambios en los procesos de formación que se llevan a cabo en las universidades. **Objetivo:** Caracterizar los resultados en la competencia en inglés del Examen Saber Pro en los programas de Fonoaudiología en Colombia en los años comprendidos entre 2016 y 2022. **Métodos:** Investigación de tipo cuantitativo de alcance descriptivo; se realizó un análisis de los resultados del Examen Saber Pro de la competencia en inglés de los programas de Fonoaudiología en los años 2016 al 2022 publicados por el Instituto Colombiano para la Evaluación de la Educación (ICFES). **Resultados:** La competencia en inglés en el período de 2016 a 2022 de los 15 Programas de Fonoaudiología presentaron un promedio de 151,06, con puntaje máximo de 190,00 y mínimo de 129,00; las universidades tienen un promedio de 154.84, con una calificación máxima de 200,00 y una mínima de 124,00. En el caso del grupo de referencia, el promedio es de 149,18, con un puntaje máximo de 154,00 y un mínimo de 143,00. El examen Saber Pro se transforma en una métrica que evoluciona con el tiempo y se utiliza para examinar el ascenso o descenso en la calidad, la competencia en inglés de los programas de Fonoaudiología arrojó un promedio que se encuentra ligeramente por debajo de la universidad. **Conclusiones:** Los programas de fonoaudiología se encuentran, en su mayoría, Según el Marco Común Europeo, en los niveles A1-A2. Por lo tanto, se hace evidente la necesidad de otorgar mayor importancia al aprendizaje del segundo idioma en las instituciones educativas.

Palabras clave: Caracterización, Competencia, Fonoaudiología, ICFES, Ingles, Pruebas Saber Pro

Introduction

The inclusion of the English proficiency in higher education is based on the demands of globalization and contributes to national development; This demands changes in the training processes carried out in universities, leading each of the academic programs to configure new teaching strategies that favor learning, which implies changes in the curriculum.[1]. In this way, the need to acquire another language has become fundamental to obtain more job opportunities inside and outside the country.[2]. In this sense, English has been the language with the greatest demand throughout the world, expanding the possibility of generating better possibilities within the labor market.[3].

Over the years, technology has increased and the importance of knowing a foreign language has also been created. The benefits range from leisure activities, such as having the ability to have a successful job or business, and thus the importance of learning. within the university or college[4]. The use of a foreign language, more than being a privilege, has become a necessity in the productive sectors, this being the reason why it has gained the most strength and has also generated the process of generalization, in which many of business closings are carried out in the English language, approximately in the year 2023 there will be 1,400 million speakers of the English language, organizations have found themselves in the need to hire personnel with proficiency in said language and can also have the international labor mobility opportunity[5]

Second language acquisition is not just requirement within the curriculum as many institutions make it seem; Beyond that, it relates to the best opportunities that people who have a second language have to access teaching plans around the world, better jobs, remote work opportunities, access to comprehensive information or living in another country[2].

In Colombia, according to the National Planning Department (DNP), 1.2 million people speak English, of which only 54% are certified[6]. Therefore, the importance of language has become of great interest to various groups, including professionals and future graduates of speech therapy programs, assuming that academic and professional training is more complementary for future professionals, greatly supporting training. continuous, establishing contacts, collaborating with various professionals and providing the best patient care at national and international levels.[7].

According to Freire Latorre, the importance of learning English as a second language lies in its usefulness when carrying out international business, since the growth of the

economy is increasingly evolving with companies that have ideas of internationalization. But in reality, this goes far beyond having more job opportunities. Mastery of this language can greatly help continuous training, as it provides access to a wide variety of resources and high-quality bibliography, given that English is the predominant language in scientific and academic literature worldwide.[8]

Most studies, not only in the field of speech therapy, but in various fields, are published in English, therefore, having a command of this language allows you to be at the forefront of scientific advances.[9]. Another aspect to take into account in continuing education and in the professional field is that it allows and facilitates communication with international colleagues, with whom contacts and collaborations are generally established through congresses, forums, conferences or international events.[10].

Once competence in this language has been developed, the care of English-speaking foreign patients can be considered without the language being a barrier, which allows us to clearly understand their needs and thus improve the care and treatment provided to them.[eleven]. In this way, care will improve not only for these patients, but also for native speakers of the Spanish language. In this sense, speech therapists will increase their knowledge in their field of action, constantly updating themselves on the scientific advances in speech therapy.[12].

The foundation of the field of study in sources of a foreign language such as English, favors theoretical development in the fields of knowledge such as linguistics and morphophysiology, which are approached from speech therapy. Support in English-speaking sources helps speech therapy professionals to promote language acquisition, especially by strengthening knowledge about the phonetics, semantics, syntax and pragmatics of the language and its learning process for correct production and understanding of speech.; This justifies the support and teaching of a foreign language (7).

In Colombia, although the teaching of a second language, especially English, has been implemented within higher education institutions, there still persists the existence of a large number of students who fail to acquire these skills successfully; Among the possible reasons, professionals in training have stated that they do not see the point of knowing or applying it, and they also call it boring and without relevance within their training process.; In the case of speech therapy professionals, apart from the need or convenience of knowing a second language, English allows them to act as providers since the skills they acquire during their study stage can be combined with this language, providing thus better patient care in communicative health care[7].

The Saber Pro exam is a requirement for all students pursuing university studies at higher education institutions, therefore, the student who has satisfactorily completed more than 75% of the required credits can take this exam. But beyond being a requirement, it is an evaluation of the skills that a professional should have to successfully enter the labor market. This test qualifies five skills: quantitative reasoning, critical reading, written communication, English and citizenship skills[13] In this study, English proficiency will be addressed, therefore, in correspondence with the above, the purpose of this study has been to characterize the results in said proficiency of the Saber Pro Exam in the Speech Therapy programs in Colombia in the years between 2016 and 2022.

Materials and methods

This research is of a quantitative type with a descriptive scope, an analysis was carried out of the results published by the Colombian Institute for the Evaluation of Education (ICFES) of the Saber Pro Exam in the English competition from the years 2016 to 2022, the mean scores, standard deviations and performance levels of 15 speech therapy programs in Colombia that presented the test in this period [14]

The Manuela Beltrán University of Bucaramanga was excluded from the review in 2016 because there was no public data on the ICFES page, in 2021 the Valle Del Cali University, because only one person took the test this year, therefore, the average obtained is invalidated and no deviation of the values is generated that can be compared with other results. Regarding the Saber Pro Exam in the English competition, an adjustment was made, because before 2020, the results in English were graded at 5 performance levels: level 1 (-A1), level 2 (A1), level 3 (A2), level 4 (B1) and level 5 (B2), following the Common European Framework. However, due to low performance in English at the national level, in 2021 and 2022 levels 1 (-A1) and level 2 (A1) were integrated as a single level 1 (A1). This was done to allow comparison of results with later years, when 4 performance levels were used again.[13].

Three variables consulted in the National Higher Education Information System (SNIES) were included; Firstly, the high-quality accreditation of the programs, which is a temporary recognition granted by the Ministry of National Education to certify academic excellence. [fifteen]. Secondly, the geographical locations of the programs were considered, where nine programs are located in the Andean region, three in the Caribbean region and three in the Pacific region. Finally, the type of university to which the programs belong, where they are located, was taken into account. Official universities, organized as autonomous entities linked to the Ministry of National Education, or, Private universities that operate as legal entities of common utility and non-profit according to the regulations of the Ministry of Education in 2019[16]. These data are reflected in Table 1, which shows the programs studied along with their regional classification, university sector, and accreditation status.

Table I. Classification of Speech Therapy programs by geographic location, sector and accreditation.

Name	Acronym	Campus	Region	Sector	Accreditation
National university of Colombia	AN I	Bogotá DC	Andean	Official	No
Santander University	YOU ARE	Bucaramanga	Andean	Private	No
Colegio Mayor de Nuestra Señora Del Rosario	CNSR	Bogotá DC	Andean	Private	Yeah
Colombian School of Rehabilitation Foundation	ECR	Bogotá DC	Andean	Private	Yeah
Manuela Beltrán University -UMB	UMB-BUC	Bucaramanga	Andean	Private	No
University of Pamplona	U.P.	Pamplona	Andean	Official	No
Valley University	UNIVALLE	Cali	Peaceful	Official	Yeah
Manuela Beltrán University-UMB	UMB-BOG	Bogotá DC	Andean	Private	Yeah
University of Saint Bonaventure	USB	Cartagena	Caribbean	Private	No
Santiago De Cali University	USC	Cali	Peaceful	Private	No
University of Cauca	UNI-CAUCA	Popayan	Peaceful	Official	Yeah
María Cano University Foundation	FUM	Medellin	Andean	Private	No
Metropolitan University	UNIMET	Barranquilla	Caribbean	Private	No
Ibero-American University Corporation	IBERIAN	Bogotá DC	Andean	Private	No
University of Sucre	YOU	Sincelejo	Caribbean	Official	Yeah

Source: SNIES

In the analysis of the information, the statistical program SPSS v.25.0 in Spanish was used, which allowed a descriptive statistical analysis to be carried out.

Outcomes and discussion

In the Saber Pro Exam in the English competition in the period from 2016 to 2022, the 15 Speech Therapy Programs present an average of 151.06, with a maximum score of 190.00 and a minimum of 129.00. On the other hand, Universities have an average of 154.84, with a maximum score of 200.00 and a minimum of 124.00. In the case of the reference group, the average is 149.18, with a maximum score of 154.00 and a minimum of 143.00, therefore, the Speech Therapy programs are located slightly below the Universities and, in turn, the Speech Therapy Program surpasses the reference group (See Table II)

Table II. Comparison of averages in the English proficiency

English proficiency	Half	Standard deviation	Maximum	Minimum
Speech therapy programs	151.06	23.01	190.00	129.00
Universities	154.84	27.80	200.00	124.00
Reference group	149.18	26.72	154.00	143.00

Source: ICFES

The averages of the highest English skills of the Speech Therapy programs are from the National University with an average of 180.71, with a maximum of 190.00 and a minimum

of 174.00; followed by the Colegio Mayor de Nuestra Señora del Rosario with an average of 176.71, with a maximum of 186.00 and a minimum of 173.00; Next was Universidad del Valle with an average of 166.67, with a maximum of 175.00 and a minimum of 158.00; For its part, the lowest averages were the University of Pamplona 138.86, with a maximum of 148.00 and a minimum of 129.00, followed by the University of San Buenaventura with 138.71 with a maximum of 148.00 and a minimum of 131.00, followed by the University of Santander with 151.14, with a maximum of 182.00 and a minimum of 143.00. The averages of the Saber Pro Exam in the English proficiency of the Universities were above the averages of the Speech Therapy Programs, while the average of the Universities and Speech Therapy Programs is above the average of the Reference Group. (see Table III).

Table III. Comparison of Speech Therapy programs, with average of the Universities and reference group.

University	Program				Institution				Reference group			
	Avg.	Dev.E	Min2	Max1	Avg.	Dev.E	Min2	Max1	Avg.	Dev.E	Min2	Max1
CNSR	176.71	20.14	173.00	186.00	197.71	26.71	196.00	200.00	149.14	26.71	143.00	154.00
IBERIAN	140.57	22.00	137.00	146.00	132.00	25.14	124.00	139.00	149.14	26.71	143.00	154.00
ECR	149.57	23.29	137.00	156.00	150.29	23.86	145.00	157.00	149.14	26.71	143.00	154.00
FUM	147.53	24.71	142.00	155.00	142.86	24.57	138.00	148.00	149.14	26.71	143.00	154.00
U.P.	138.86	22.14	129.00	148.00	139.86	26.86	135.00	147.00	149.14	26.71	143.00	154.00
USB	138.71	22.86	131.00	148.00	157.71	31.00	154.00	162.00	149.14	26.71	143.00	154.00
YOU ARE	151.14	20.43	143.00	182.00	147.43	27.57	141.00	156.00	149.14	26.71	143.00	154.00
YOU	142.43	19.00	138.00	150.00	146.86	26.57	143.00	149.00	149.14	26.71	143.00	154.00
UNI-CAUCA	149.00	24.29	139.00	154.00	154.86	30.86	151.00	159.00	149.14	26.71	143.00	154.00
UNIVALLE	166.67	25.83	158.00	175.00	161.33	35.33	159.00	165.00	148.83	26.83	143.00	154.00
UMB-BUC.	147.17	21.83	132.00	163.00	158.50	26.17	155.00	162.00	150.17	26.67	144.00	154.00
UMB-BOG.	150.29	24.43	142.00	158.00	158.00	26.43	155.00	162.00	149.14	26.71	143.00	154.00
UNIMET	139.86	22.86	136.00	147.00	142.71	25.43	135.00	155.00	149.14	26.71	143.00	154.00
AN I	180.71	30.57	174.00	190.00	185.43	32.29	182.00	190.00	149.14	26.71	143.00	154.00
USC	148.43	21.00	132.00	157.00	148.43	29.00	143.00	153.00	149.14	197.71	143.00	154.00

Avg= Average, Dev.E= Standard Deviation, 1 Maximum, 2 Minimum

Source: ICFES

The highest average in the Saber Pro Exam in the English competition between the years 2016 to 2022 in the Speech Therapy Program was the year 2022 with an average of 155.20, and an average of 159.07 in the Universities. Finally, the reference group presented an average of 154.00 in the years 2020 and 2022, which compared to the average of the University and Reference Group is not a significant difference, it is slightly higher. (see Table IV)

Table IV. Comparison of performance by year in Speech Therapy Programs, Universities and reference group.

English Proficiency	Years	Half	Standard deviation
Speech Therapy Programs	2016	147.71	22.79
	2017	146.93	22.53
	2018	152.00	21.07
	2019	149.93	19.93
	2020	153.33	24.33
	2021	152.14	24.71
	2022	155.20	25.80
Universities	2016	150.71	25.71
	2017	151.53	26.13
	2018	153.20	27.53
	2019	154.93	27.20
	2020	157.33	28.33
	2021	156.93	29.57
	2022	159.07	30.07
Reference Group	2016	143.00	27.00
	2017	144.00	28.00
	2018	148.00	26.00
	2019	150.00	25.00
	2020	154.00	27.00
	2021	151.00	26.00
	2022	154.00	28.00

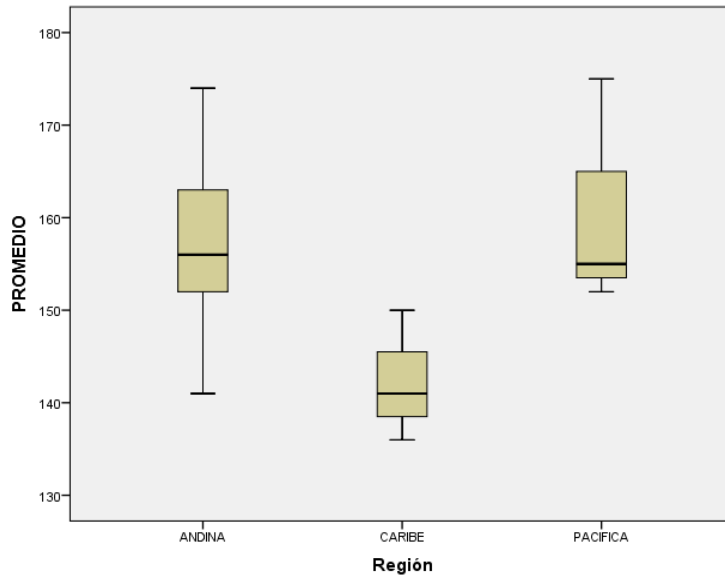
Source: ICFES

In relation to the comparison of the English proficiency of Speech Therapy programs in the regions; It is evident that the highest is the Pacific with an average of 160.67 with a maximum of 175.00 and a minimum of 152.00. For its part, according to the sector (public or private) with the highest average is the public, with 158.40 with a maximum of 175.00 and minimum of 141.00. Finally, according to the accreditation of the programs, it was found that the highest average is for the accredited programs with an average of 161.80, with a maximum of 175.00 and a minimum of 150.00 (see Table V, Graph 1 ,2,3)

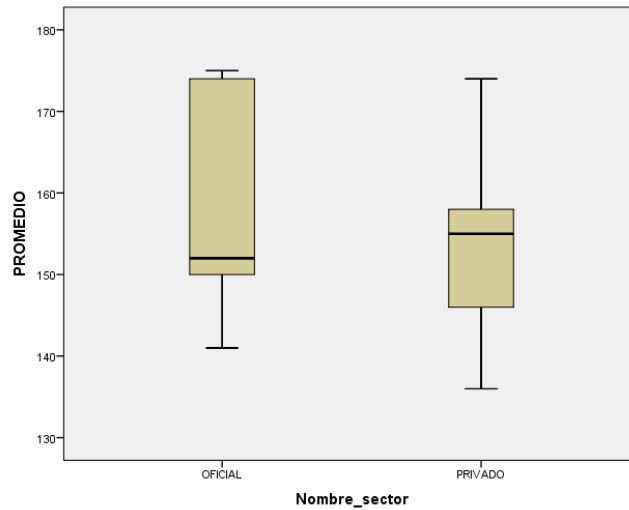
Table V. Comparison of averages in English proficiency by region, sector, accreditation.

Variable		Half	Dev.E	Maximum	Minimum
Region	Andean	157.67	26.44	174.00	141.00
	Peaceful	160.67	24.00	175.00	152.00
Sector	Caribbean	142.33	25.67	150.00	136.00
	Public	158.40	30.60	175.00	141.00
Accreditation	Private	153.60	23.40	174.00	136.00
	Yeah	161.80	22.80	175.00	150.00
	No	151.90	27.30	174.00	136.00

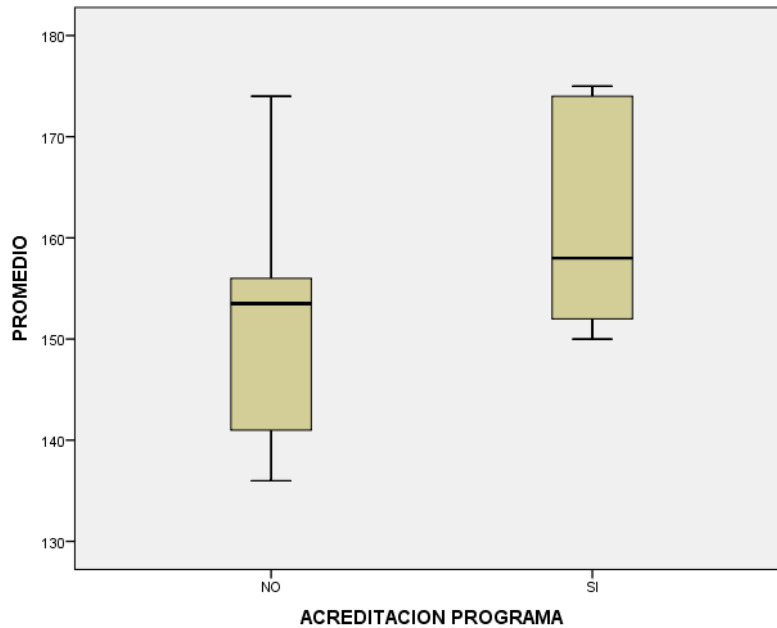
Source: ICFES



Graph 1: Numerical indicators of English proficiency in the region to which the programs belong.



Graph 2: Numerical indicators of the English proficiency to which the programs belong.



Graph 3: Numerical indicators of English proficiency in the accreditation of the Speech Therapy program

The competition in English of the Speech Therapy programs is at level A2 39.45% with a maximum of 92.00 and a minimum of 0.00, followed by level A1 with 35.96%, with a maximum of 90.00 and a minimum of 0.00, level B1 with 20.96% with a maximum of 67.00 and a minimum of 0.00, the lowest percentage is level B2 with 3.96%, with a maximum of 29.00 and a minimum of 0.00. (see Table VI).

Table VI. Level of English proficiency according to the Common European Framework.

English Proficiency	Levels	Half	Dev.E	Maximum	Minimum
Speech Therapy Programs	A1	35.96	26.96	90.00	0.00
	A2	39.45	19.36	92.00	0.00
	B1	20.96	17.47	67.00	0.00
	B2	3.96	6.89	29.00	0.00

Source: ICFES

In reference to English proficiency according to the Common European Framework at level B2, the National University of Colombia achieves 22.13%, at level B1 44.13%, level A2 28.38%, level A1 with 5.63%, followed by the Colegio Mayor de Nuestra Señora del Rosario at level B2 with 10.71%, level B1 with 59.4%, level A2 with 23.14%, level A1 with 7.14%, followed by the Universidad del Valle at level B2 with 10.67%, level B1 with 34.67%, level A2 with 36.17%, level A1 with 18.33% (see Table VII).

Table VII. Individual percentage of Speech Therapy Programs in English levels According to the Common European Framework.

Speech Therapy Programs percentage	A1%	A2%	B1%	B2%
Colegio Mayor de Nuestra Señora del Rosario	7.14	23.14	59.14	10.71
Ibero-American University Corporation	50.29	41.00	8.14	0.57
Colombian Rehabilitation School Foundation	37.57	39.00	20.43	3.14
María Cano University Foundation	41.00	38.43	18.43	2.29
University of Pamplona	50.86	39.43	9.00	0.43
Saint Bonaventure University	53.14	37.00	9.00	1.00
Santander University	28.86	50.29	23.43	0.71
University of Sucre	47.43	43.86	8.00	0.86
University of Cauca	28.43	54.00	16.57	1.29
Valley University	18.33	36.17	34.67	10.67
Manuela Beltrán University- Bucaramanga	42.83	42.33	11.00	3.33
Manuela Beltrán University-Bogotá	34.57	42.14	21.43	1.86
Metropolitan University	51.29	36.00	12.86	0.00
National university of Colombia	5.63	28.38	44.13	22.13
Santiago de Cali University	40.57	42.71	16.43	1.29

Source: Own elaboration with secondary source.

The Saber Pro exam is a standardized test that measures the skills of university students who are close to graduating. This evaluation examines the skills and knowledge acquired throughout the training process, and is used to assess the excellence of higher education. Likewise, it becomes a metric that evolves over time and is used to examine the rise or fall in the quality of development of competencies in Speech Therapy programs in the English competency in the Saber Pro Exam in Colombia during the period between 2016 and 2022.

The English proficiency of the speech therapy programs showed an average that is slightly below the university, however, the speech therapy programs were slightly above the reference group. In relation to this finding, a study developed by the Pedagogical and Technological University of Colombia in 2020 provides similar data, where it is evident that in students of a bachelor's degree, performance in English proficiency is below the averages of the reference groups and the institutional average[17]. Likewise, the Pedagogical and Technological University of Colombia in 2021 confirmed that the students of the bachelor's degree in basic education, the English module, are below the averages of the reference groups, and below the averages of the headquarters. and the institution[3].

During the period from 2016 to 2022, Progress in English proficiency is observed in speech therapy programs, especially between 2020 and 2022, where an improvement is recorded in the average that remains aligned with the reference group. However, it is important to highlight that the average of the speech therapy programs and the reference group are below the university average, which indicates a difference in terms of language performance.

On the other hand, the geographical location of the speech therapy programs influenced their results; there, the Pacific region in particular achieved the highest average, while the Caribbean region obtained the lowest average. In a study that was carried out in the years 2018 to 2022, it tells us that the Pacific region obtained the highest average in English[18]. When analyzing the performance between programs belonging to public or private universities, it was observed that speech therapy programs in the official sector maintained higher performance compared to those in the private sector, suggesting important differences in academic results. The University of Pamplona in the speech therapy program in 2021 tells us that in the official sector in the English competition they maintain the best results[18]. In the Faculty of Health of the University of Pamplona, students stand out in the English proficiency with a score of 148.88, contrasted with the Faculty of Agricultural Sciences, which obtained the lowest score in said test of 134.94. [19].

Accredited Speech Therapy programs managed to achieve the highest averages in English proficiency. This agrees with the results obtained in the degree programs in the area of Natural Sciences and Environmental Education. The results indicate that the relationship between high quality accreditation and the average obtained by the program was positive, although of reduced magnitude and not particularly significant. Although still present, [20] results in Industrial Engineering programs that have high-quality accreditation, this reflects in higher average scores, which means that accredited programs surpass programs that have qualified registration[21]. This suggests that accreditation played a fundamental role in the excellence of the academic results of these programs.

According to the Common European Framework of Reference for languages, the English level qualification in speech therapy programs shows that the majority are located at levels A2 with a percentage of 39.45 followed by level A1 of 35.92, at level B1 with a percentage of 20.96, the lowest level being level B2 with a percentage of 3.96. This indicates that speech therapy students present limited performance in terms of their English language skills. In 2020, the University of Pamplona tells us that they tend to have the lowest scores in English, with the exception of the Faculty of Education Sciences, which has an average of 151.4 points." When comparing the averages in English in the rest of the faculties, the Faculty of Basic Sciences stands out with 156.2, the foreign languages program has the highest average score in the university, with 202 points". At other faculties, music, geology and medicine programs also have high English scores. Haga clic o pulse aquí para escribir texto. (Zambrano-Medina et al., 2022). In 2020 at the University of the Atlantic, English language proficiency shows an initial average that can be strengthened through various pedagogical strategies and approaches that motivate students to dedicate themselves to learning this competency with greater dedication. The results indicate an average of (152.14) in 2016, (151.73) in 2017 and, finally, (155.32) in 2018. These findings support the claim raised by Chan[22], who maintain that possessing bilingual skills allows students to align themselves with theoretical advances in their disciplinary fields, which are developing internationally, and at the same time, provides additional value to professional practice. [23]. The Pedagogical and Technological University of Colombia, in terms of competence

in foreign language communication, at the institutional level, programs were identified whose average scores ranged between 8.9 and 12.71. These programs correspond to the Bachelor's Degree in Philosophy in 2013 and the Bachelor's Degree in Foreign Languages in 2015, respectively. It should be noted that the Faculty of Health Sciences obtained the highest average scores during the evaluated period, although the difference with the other faculties was minimal.[25].

Conclusions

Regarding English proficiency, the averages of the speech therapy programs are similar to both the reference group and those of the university.

Speech therapy programs are, for the most part, according to the common European framework, at levels A1-A2. Therefore, the need to give greater importance to second language learning in educational institutions becomes evident.

In the Pacific region, the highest averages were achieved in English proficiency in the Saber Pro exam.

The speech therapy programs achieved the highest score in the English language competition in the official sector.

Accredited Speech Therapy programs managed to achieve the highest averages. This suggests that accreditation played a fundamental role in the excellence of the academic results of these programs.

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