

THE INCIDENCE OF SOCIOECONOMIC FACTORS ON THE DEVELOPMENT OF
COMMUNICATIVE COMPETENCE

By

Ana Cristina Riascos Guerrero
Darling Viviana Delgado Albán

Faculty of Human Sciences
Linguistics and Languages Department
English and French Program
University of Nariño

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ABSTRACT

This study was carried out to analyze the opinion of students of second semester of the University of Nariño in relation to the probable influence of the socioeconomic factors on the development of the communicative competence in English. The aspects analyzed were students' socio-economic factors as well as students' family factors such as the participation of students in activities or events, which allow them to interact and put into practice the language, labor situation of students, professional situation of students' parents, and social level of them. Among the economic factors, the ones depicted were investment on education, above all on English materials, resources available in the university and in students' house, additionally the family's monthly incomes. For this purpose, some surveys allowed to analyze the judgments of students about their socioeconomic conditions and in this way to know if there is an influence of those factors on the development of the communicative competence in English. A number of interviews were also applied in order to pull out the information collected by the surveys, and to have a plainer vision about the possible problem. Finally, a classroom observation was pertained in order to face up to the opinion of students about the teacher's methodology, the activities to get better a communicative competence, and the resources and materials used in the classroom.

The results let see that there is a moderate influence of the socioeconomic factors on the development of the communicative competence of students in English. Socioeconomic aspects limit students learning in many aspects included: acquirement of learning materials, imbursement of the career, participation in social activities; nevertheless, students find out options to avoid those limitations, for instance, they use the resources and the materials offered in the university, they work et cetera.

As well, the results showed that the resources in the university from time to time were not accessible in support of students; more to the point, there is no easy access to significant materials akin to computers or Internet in favor of the development of the communicative competence. To conclude with the socioeconomic situation of students in English-French and English-Spanish programs, the results did not show huge differences between both programs, because in keeping with them their socioeconomic condition does not consent to them to have an excellent level in the communicative competence; and students try to do their unsurpassed effort for attaining a good level. In view of the fact that along with them the good or bad level of a student does not depend too much on the socioeconomic aspects of students; furthermore, they depend on the quality, behavior, strength of character, and the willpower to pull off a meaningful learning.

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INTRODUCTION

This project endeavors to analyze the opinion of students with reference to some socioeconomic factors that can concern in the development of the communicative competence in English in students of second semester of English - French and English – Spanish programs from the University of Nariño, in the A period 2007.

The socio-economic factors are a matter, which has followed a line of investigation by many authors. The results of those studies have displayed different points of view. In keeping with Bastidas (2002, p.142) there are loads of negative consequences due to the low socioeconomic level in high schools in our city, for the reason that teachers and students can not be motivated, the teaching plans are not completed, the low level of the English performance of students increase, especially in rural zones. In this fashion, a strong influence about the socioeconomic factors on the English performance in high schools has been presented in those institutions. However, Sirin (2005) found that there is only a weak relationship between socioeconomic status and academic achievement in those institutions.

With regard to the last research, the rationale of this research is to analyze and interpret in a comparative manner the socioeconomic position of students in a different environment from the high school, this context is the University of Nariño, a public institution of higher education, and its possible effect on the development of the communicative competence of students in English

CHAPTER I

The Research Problem

Students and their learning are related with many factors like the role of English teachers, syllabus design, teacher's methodology, teaching materials and others like socio-economic aspects which were chosen to analyze in this project; those factors sometimes can represent serious problems, which can affect them in many aspects. Equally, the socioeconomic factors considered were educational level of student's parents, students' stratum, parents' incomes, and so on. Alternatively, the academic factors considered were educational resources or materials of students learning, English activities, and prior students' knowledge of English.

The socioeconomic factors and its incidence on students learning has been a important topic since the prevalence in the results obtained in high schools has been significant. What this project has attempted is to study that situation in a different context from high schools; this context is the institution of higher education where can be found diverse and interesting results.

Herein the problem description has been selected as well as the problem statement, the objectives, the significance of the study, and a quantity of delimitations and limitations that have been needed to mention in order to carry out this research.

Problem Description

The learning of a foreign language involves a variety of psychological, methodological and academic conditions; it means that students achieve further significant, motivating and useful language learning. Numerous educational institutions in Colombia cannot be sure of a

sufficient amount of elements intended for language learning, from the teaching preparation and the methodologies, to the sources that they use to learn a language.

Those situations have been researched previously showing a disagreement in their results in relation to the ones found in this research, because the contexts studied have been different. Public and private high schools have shown a strong influence of socioeconomic factors on students learning, caused by the variety of socioeconomic conditions of those institutions, and that due to this explanation it has been motivating and useful to study this situation in a context of an institution of higher education.

In this way, there is an analysis in the manner how the socioeconomic aspects can origin problems in the classroom learning, and possibly, in the development of the communicative competence, because of according to students, they have not an exceptional level in English learning.

Additionally, the socioeconomic factors are applicable on linguistic and behaviorist aspects of students. In line with this statement and in keeping with an investigation carried out by Bastidas (2002), the lack of teaching materials in the institutions is an important variable that affect the typical learning process of an individual. Accordingly, the deficiency in economic resources to acquire educational materials is off-putting the English learning process. Public schools has a disadvantage in relation to private schools since the first ones can not have as much as necessary teaching resources such as textbooks, audiovisual aids, laboratory of languages along with others; therefore, it must be complicated to work in these conditions (p142). What's more, it can be remarkable to affirm that harms like the named before can cause serious consequences such as students' desertion, low grades, and

deficiency in the English learning and conceivably bad level in the communicative competence.

In relation to this topic, Ruiz (2004) found that the influence of the socio-economic and cultural aspects in the process of teaching and learning English in public schools could be pessimistic, because their real social contexts have an effect on students in their academic performance. not counting it, in these schools, the teachers do not encourage the communicative competence which is relevant for second language learning, because it refers to the development of all the language skills such as: reading, speaking, writing, and listening; quite the opposite, they merely use a traditional methods of teaching restraining their learning. The influence of this factor in the private schools can be positive, for the reason that their social contexts and their economic resources can be a high-quality point in learning and can generate a positive attitude surrounded by teachers and students (p. 55).

Then again, Strevens (1977) affirms that a practical requirement for the language learning/ language teaching process is that learners should have ease use of an extensive assortment of different materials, resources among others. This author putted in the last affirmation an intricate situation in countries which educational budgets are very small, and students cannot use many sorts of materials. Like this, it is not simply important the economic resources of the institutions wherever students learn but as well it is relevant for a good learning process (p. 39).

To put it briefly, this research project efforts to analyze the estimations of students of second semester in English - French program and English - Spanish program, with respect to

the positive or negative incidence of the socioeconomic factors on the development of the communicative competence in English in the context of an institution of higher education.

Problem Statement

What is the opinion of students of second semester of English- French program and English-Spanish program of the University of Nariño with respect to the incidence of socioeconomic factors on the development of the communicative competence in English?

Objectives

General Objective

To analyze the opinions of students relating to the incidence of socioeconomic factors in the development of their communicative competence.

Specific Objectives

1. To determine the academic and economic level of students' family
2. To recognize students' practices for learning in relation to their socioeconomic resources
3. To establish students' views in relation to the teaching materials available in their educative and familiar environments
4. To interpret in a comparative way the results found in two populations studied: English French and English Spanish programs and to plan recommendations.

Significance of the Study

This research has been motivating to carry out for the reason that it allowed to know if there is an incidence of the socioeconomic factors of students on their communicative competence in the context of an institution of higher education taking into account students' view. This research can clearly contribute to the University of Nariño and to the members of it, since they can become conscious that one of the factors, which can be significant to keep in mind in the teaching and learning process, is the socioeconomic aspect. That aspect turn to a number of situations presented at home or in the classroom; they consider the teaching and learning methods, materials, social strata, and economic resources of students in their educative and familiar background. For those reasons, this project can confer a quantity of recommendations consistent with the influence of socioeconomic factors on the development of the communicative competence studied in the context of an institution of higher education.

Delimitations and Limitations

Delimitations

Conceptual delimitations

1. Socioeconomic factor: It is the gathering of characteristics of human behaviors, resources, social activities carried out in a particular society.
2. Communicative competence: It is a concept introduced by Hymes, (1971) and discussed and redefined by many authors. Hymes' original idea was that Communicative competence is the ability that speakers of a language have to be able to communicate effectively in a language; to achieve it; Hymes (1971) says that students also need to know how language is used by members of a speech community to accomplish their purposes. According to Canale and Swain (1980,

p.29) Communicative competence encompasses "knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology."

3. Social status: Maiese (2004, p.113) states that a social status is the level or class of a society. It is the gathering of a number of characteristics in economic, social and physical environments in which individuals live and work, as well as demographic and genetic aspects.

4. *The communicative approach*: In accordance with Calvache (2003, p.9), the communicative approach "was a reaction against structural methods such as the Audio Lingual Method and the Grammar Translation Method. The foundations of this approach come from the researches and works of interdisciplinary proponents, which include Canale and Swain, 1980, Hymes (1971), and Savignon (1972) and others. These authors suggested analyzing languages from a communicative and functional point of view. This research also implies that the final goal of learning should be the communicative competence opposed to the linguistic competence supported by Chomsky (1998)".

Population delimitation

This research has been accomplished in the second semester of English – French and English- Spanish programs of the University of Nariño. The population was around forty students per classroom. The population belongs to different socio economic strata; what's more, they can present a number of explanations, which put in plain words their level on the communicative competence in relation to their socioeconomic factors. Alternatively, students have been exposed to different academic materials and their use can too be different; furthermore, they have been studying in a different schedule and this can influence on their language learning. To end with this assertion, they can have different points of view on the subject of their communicative competence.

Geographical delimitation

The project was completed in the University of Nariño, which is located in the northeast of Pasto, near the Pan-American Highway. This is an institution of higher education where it can be found students of different ages, dissimilar academic levels, and diverse socioeconomic situations.

Limitations

In all research projects, there are some limitations such as lack of collaboration of students, teachers, institutions, economical problems and company. In this investigation have been presented some of them, conversely, it has been considered that they were not grave impediments to succeed this project.

CHAPTER II

Theoretical Framework

The socioeconomic factor has been a researchable theme in keeping with different authors, for the reason that those factors can influence on students learning. In this section some information as regards to the second language learning and teaching processes has been considered with the aim of contextualize this research development. After that, various studies and theories concerning the socioeconomic factors and communicative competence have been collected to hold up this research project.

Strevens model

This model has been allowed for the reason that it is important to know all the different factors which contribute and influence the teaching and learning processes; besides it is important to contextualize our research topic according to those processes and the elements which influence on them in order to know in which of them are located the socioeconomic factors.

According to Strevens (1977, p.14) the language learning / language teaching is a process that should be seen as a set of closely related elements for education. He also makes a difference among factors that influence learners, teachers, teaching- learning conditions, and goals proposed about learning a language.

As any process, the language learning /language teaching process takes into consideration some elements such as:

1. Policy and aims
2. Administration and organization
3. Relevant professional disciplines
4. Choice of language learning/ language teaching types

5. Teacher training
6. Approach
7. Pedagogy, methodology, instruction, teaching
8. Syllabus design
9. Resources and materials construction
10. Constraints on language learning process/ language teaching achievement
11. The learner
12. Assessment

In relation to the elements above, the socioeconomic factors are related to the resources and materials construction because if students or the educative institutions do not have an adequate amount materials and resources to learn a second language they can not develop an excellent learning process, and it can be due to socioeconomic aspects. Strevens (1977) states that a teacher should dispose of a great deal of resources like materials and other tools which help to provide learners with relevant actions for language learning / language teaching process. These resources and materials need to be realistic, that is, they should be usable and understandable; relevant, that is, resources and materials should be created according to learners´ characteristics; interesting and encouraging, that is, they should make learners feel their progress; and finally, compatible with the methodology that teachers use in the classroom.

Although, materials are important for the language learning/ language teaching process, some countries do not have enough educational budgets to access to a wide range of materials.

A General Model for Second Language Teaching Theory

This model is a tool for teachers to develop their own theory or philosophy, besides it helps a teacher in analyzing, interpreting and evaluating commonly held theories, views or philosophies on the teaching of languages, it should assist a teacher in analyzing a given teaching/learning situation in order to cope with this situation through an adequate way. This method must be comprehensive enough to integrate all the situations of language teaching. In the same way that previous theories, this model allows the relationship between theory and practice and the cooperation of other sciences in this process of language learning teaching. The aims of this model are to serve as a framework for theory development, to allow the interpretation and evaluation of existing theories, to give essential conceptualizations for planning the practice and to permit doing further researches.

Characteristics of the model

This model suggests a base for testing the relevant factors like some materials and resources construction in language pedagogy (socioeconomic factors) which help to make judgments, to define more clearly areas of knowledge in order to make better policy decisions, and to guide practice more effectively.

1. Comprehensiveness

The model intends to represent all the second language teaching and learning situations in all the places that English is learned as a second language.

2. Principle of interaction

The principle of interaction further implies that the initiative in theory development does not flow only from the disciplines upwards but may come from any of the positions indicated. The teacher has to take the ideas to improve the teaching from his experience and apply it in his work.

3. Multifactor view

The knowledge of the previous methods helps to offer a general solution to most language learning problems.

4. Multidisciplinary approach

The central issue for this model is the flow of thought from theoretical disciplines to practice and from practice to theory. The study of different models allows having a wide view of language learning teaching.

The teaching process, described by Strevens is expressed through a diagram of the conceptual framework, which can be represented in levels of abstraction. The level 1 as the most abstract and level 3 as the most concrete of the representations of language teaching theory.

In this model we can see four key aspects, we can begin to formulate, probe interpret, or evaluate a language teaching theory.

In the first place, we can say that language teaching requires a concept of the nature of language, in which the teacher uses a theory of language.

Another important aspect is that language teaching demands a view of learner and the nature of language learning, with the help of disciplines such as educational psychology, psycholinguistics, sociology for language learning and language use.

Beyond, language teaching implies a view of the language teacher and language teaching, with the aid of study of education.

To end with language teaching, it occurs in a given context, for instance in this research project, the university or students house are the contexts where language teaching and language practice must always be viewed and analyzed according to several elements like the socioeconomic factors.

Taken into account the Strevens model with reference to every one aspect and factor which influences and contributes in the learning and teaching processes it is essential to mention that

hooked on those factors are found the socioeconomic factors as relevant elements in the English teaching and learning processes and probably in the development of the communicative competence in English.

Socio-economic status

Consistent with Garcia (2001) socio- economic status passes on to the features of economic, racial, and physical environment in which individuals live and work, as well as demographic and genetic characteristics. In our country, there is an open social division, and the education is the most adequate way to “ascent socially”. Student’s academic performance can be related to the familiar circumstances of students.

As a result of a low socio economic condition of students’ family can limit students learning, for instance students can not acquire the academic resources to study; more to the point, the socioeconomic aspects are part of people’s lives, and therefore these aspects influence on the usual activities people are likely to do. They can influence the familiar environment or other contexts where the individual acts.

The socioeconomic condition of an individual is determined by the society where he/she lives, for the political and socioeconomic situation of the community, which involves him/her. The individual is interacting with other individuals on top of with countless environments; each one of them restructured their personal lives as well as their social conditions. The interpersonal relationships with other people play an important role in the achievement of a socioeconomic condition; the professional situation of a person sets the bases for the future socioeconomic condition of a whole family.

When an individual grows up in an environment where he/she can develop his/her personality and interests freely, this person usually has an advantage over a person who has had limitations and restrictions to develop his personality. (pp5- 8)

Socioeconomic factor: education and poverty.

In conformity with Zaiter, Vargas, Santelises and Carela (2003) the educational community has been interested in the influence of the socioeconomic condition of students in their learning. This situation has increased through the years, as now the role of education is one of the most important aspects for the society.

These authors found that in Dominican Republic the government assigned economic resources only for feeding of the poorest students of that country so, the academic and technologic aspects were forgotten. Even though, the good feeding of students allowed them to achieve better results in their academic performance, it was not sufficient, since they needed access to other kinds of resources like computers, Internet, books, audiovisual aids and others. These writers concluded that all these resources could assist them to improve their intrinsic and extrinsic motivation, and thus, they could have better expectations in their future.

What's more, this research has been focal pointed on the influence of the socioeconomic condition of the students on their English learning and probably on the development of the communicative competence; it means that the personal and professional condition of students and their parents, and the class of institution where they studied can have an incidence on students' success.

In proportion to Ricardo and Del Orbe (2000), the socioeconomic situation of students and the educational institutions can influence on their academic performance; even though education is not acquired only with money, the poverty and the social stratum of students and their families limit their learning but in a moderate way.

In the same way, Ausubel (1981, p.13) asserted that: “when students belong to a specific social stratum it affects motivational and academic aspects for their learning, because it is not easy to concentrate in an activity without the satisfaction of the basic needs”. The last statement means that as students have not enough resources to satisfy basic needs in their learning such as: to pay the career, to buy learning materials, to get academic resources to study, etc., they can find troubles and limitations in their learning in a moderate way. For the reason that students are able to avoid those limitations and they achieve good purposes in their learning.

Communicative competence

It is a concept introduced by Dell Hymes and discussed by many authors. According to Hymes the speakers of a language need to have more than grammatical competence in order to be able to communicate effectively in a language. He identifies eight aspects of communicative competence and they are grouped together in two groups of four:

Linguistic aspects

1. Phonology and orthography.
2. Grammar
3. Vocabulary
4. Discourse(textual)

Pragmatic aspects

1. Functions
2. Variations
3. International skills.

4. Cultural framework.

In line with the most recent aspects of the communicative competence, it is defined as a linguistic term, which refers to the learner's second language ability. It not only refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and not how to use these utterances appropriately.

Dell Hymes thought up the term communicative competence in 1966, acting in response against Chomsky's view of linguistic competence, which just focused on cognitive aspects of humans' language acquisition and learning. He distinguished between *competence* "ones underlying knowledge of the language" and *performance* "the realization of language of specific situations" (Chomsky, 1965, pp12-14). On the other hand, Hymes (1971) emphasizes social, interactive and negotiating process of language. Hymes expanded Chomsky's idea of competence into communicative competence by including both grammatical rules and rules for language use.

On the other side, Canale and Swain (1980) defined communicative competence in terms of four competences:

1. Grammatical competence: It refers to the words and rules; it includes ones' knowledge of lexical terms, morphology, syntax, semantics, and phonology in a language.
2. Sociolinguistic competence: It encompasses the knowledge of rules governing the production and interpretation of language in different sociolinguistic contexts.
3. Discourse competence: It refers to the cohesion and coherence in the discourse.

4. Strategy competence: It is the appropriate use of communication strategies; it is defined also as one's capability to sustain communication using various verbal or nonverbal strategies when communication breakdowns occur. This model was updated by Canale in 1983. He proposed a four-dimensional model of communicative competence: grammatical, sociolinguistic, discourse, and strategy competence.

Canale and Swain definition of communicative competence has become an important base for applied linguistics, for instance Bachman (1990) divides it in "organizational context", which includes both grammatical and discourse competence, and "pragmatic competence" which includes both sociolinguistic and "illocutionary competence". Bachman in his view of "language competence" bear in mind the role of strategy competence that Canale and Swain work with. Bachman separates strategy competence from what he calls language competence.

Along with Savignon (1998) through the influence of communicative language teaching, it has become accepted that communicative competence should be the goal of language education, central to two good classroom practices. Savignon(1998) in her definition of communicative competence included the term "communication", which is defined as "a process of expression of interpretation and negotiation of meaning", which emphasis in the "negotiation of meaning" because according to her, the basic function of the language is to communicate an idea. It means that the language should be speak in a level that is functional, for instance, if students can get in a foreign language place being capable of asking for directions, looking for a bathroom, opening the window, or saying that they have some diseases, this is successful communicative competence.

In the field of second language teaching Savignon (1998) says that formal grammar instruction should follow communicative instruction, for example the dialogues and textbooks activities should be used towards communicative purposes.

Savignon (1998) added the use of textbooks because according to her it limits students learning, because they do not encourage authentic activities. This is because high schools do not prepare students to learn a second language in real environments, especially since early levels of learning.

The communicative competence theory has had a major influence on Savignon (1998). She stated that the previous views in competence only supported every traditional methods, new perspectives about competence are really directed towards useful purposes since they can establish and evaluate the goals of the teachers and their role in the teaching process, to get students speaking the second language and using it on a functional level.

On the other side, regarding that communicative competence unites the view of language learning implicit in the communicative approach, the latter has been considered too.

Communicative approach to language teaching

In relation to Littlewood (1981, p.1, 12), the communicative ability in language teaching focuses on “ functional aspects of the language as well as structural ones”. He adds the relationship between the language and the social context. Students should be in constant interaction with other people and with environments where they can practice the language. It is important that in the classroom, teachers and students are able to exchange their English knowledge towards the communicative purposes, there are many ways of practicing the language

interaction, for instance, the interaction in pairs can allow learners realize about their strengths and moderateness.

Littlewood(1981, p. 12, 44-45) as well asserted that not only the classroom is a special environment to practice the language, he said that the familiar context is also important for learning and using a foreign language, the classroom, according to this author is an'' artificial environment for learning''; the family is the'' real context''. It is outside of the classroom where learners can put in practice their real ability for communicating in the second language, and transfer it to other situations.

Furthermore, Littlewood (1981, p. 85) states about "the pre-communicative activities" and "the communicative activities"; the first ones are those activities that require a previous preparation, they should be guided and prompted by a teacher and students pays more attention to the form of the language rather than the meanings used for communicating. Secondly, "the communicative activities" integrate the pre- activities and other skills in order to use them in a communicative context, in addition to it, he presented two types of "communicative activities" such as: a.) Functional communicative ability that focus on the use of the language in social contexts but with specific objectives and b.) Social and interactive activities, which refer to the use of a language in general contexts.

Finally, he asserted that the purpose of those activities improves motivation, they allow natural learning and they generate a context, which supports learning because they provide opportunities. The association between teacher- teacher and teacher- student, and these relationships can facilitate to create an environment that supports the individual in his efforts to learn.

Learner and teacher role in the communicative approach

As said by Calvache (2003) the language teachers are “facilitators of learning”, it means that teachers should be a guide, a person who helps the learners to discover the knowledge. The teacher will address the learner towards a communicative orientation, in addition, he has to allow to the learners take in about their errors, which are considered as “natural products of communications”. Finally, teachers have to find ways of assessing the learners using communicative tasks, for example interviews, oral and writing reports, portfolios, jigsaw activities and others.

The learner should be active in activities that require their participation; they should discover the knowledge in order to put it in practice into social contexts.

Research projects and Authors who support the influence of socioeconomic factors on students learning

In the subsequent part has been found some authors and some researches which have thought about the influence of socioeconomic factors on students learning; some of them assert that there is a strong influence of these factors, others state that there is not such an influence. Different judgments and results about this theme have been considered, and what this effort has attempted is to investigate what come about in our own context.

Bastidas Research

In proportion to Bastidas (2002) in the major part of public high schools in our city, particularly those located in small towns, there are students who belong to a low socioeconomic condition, moreover along with teachers this is one of the most difficult problems they face; some consequences of this problem are:

1. Students do not use textbooks as important materials for second language learning
2. Teachers look demotivated because those kinds of public institutions do not count on enough resources for second language teaching.
3. Methodology is affected because public institutions do not offer good materials, some audio-visual aids are inadequate or insufficient, English lab is not used, native speakers do not exist, teachers are not good prepared to second language learning.
4. Syllabi are incomplete because the time spending to second language teaching is insufficient.
5. Teachers limit just to use the chalk- board as the exclusive and principal visual material.
6. Students get demotivated because studying English is not useful for their lives.

In conformity with Bastidas (2002) “ for poor people English is not important because students can not leave the country and go to the United States” (p. 142). The author also mentioned that socioeconomic factors are relevant factors which affect students who come from low socioeconomic conditions and public high schools because those institutions have not availability of appropriate resources for a successful second language teaching.

Ruiz research

Along with Ruiz (2004) the influence of the socio economic factor on the process of the English learning in the public high schools can be negative, since the real social contexts of these institutions can affect students' academic performance, and it can produce many problems when they go to the university. Nonetheless, the influence of this factor in the private high schools is positive, for the reason that their social context motivate and increase the positive attitude in teachers and students, and they are more prepared to the context of the university.

In conclusion, students in high schools must have access to different kinds of resources to develop all their abilities, in order to enter an institution of higher education with enough devices for a good learning.

For this reason, it has been deemed as a central part of this project to compare the opinions of students of the University of Nariño who belong to the second semester of English - French and English – Spanish programs.

The influence of students' socio-economic background on achievements in reading and writing skills

Consistent with Jariene and Razmantiene (2002) a national research program called "Evaluation of Students' Achievements" it was launched in 2002 and continues now. The main aims of this research are to scrutinize students' achievements, identify problems and discover the main factors that influence students' results and achievements, and to estimate the increase in results and achievements so that the quality of education may be improved. One of the areas in

which this research is being conducted is the Spanish language as L1, with particular regard to reading and writing skills.

One of the premises in this program attempts to identify what influences students' reading and writing skills was that the socio-economical status (or background) of the student's family could determine his or her achievements.

A socio-economic status construct was devised and the variables chosen were: the number of books at home; the number of books at home which belong to the student; home educational resources (encyclopedias, dictionaries, computers, Internet access) the amount of pocket-money parents give to the student each week; free breakfast at school (available for students from poor and socially disadvantaged families); parents' employment situation and educational background.

The general conclusion is that there is a rather strong relationship between a student's socio-economic background and his or her achievements in reading and writing skills: students with higher socio-economic status achieve better results.

Every two years, a representative sample of 4th, 6th, 8th and 10th grade students is tested (the sample is taken from each age group on a rotating basis: 4th and 8th grade students one year and 6th and 10th grade students the next).

This study is based on the data obtained from the performance of 8th grade students' in the 2005 national research on students' achievements. The sample used for this research was 2,118 students aged 14 years old from 149 schools (165 classes).

Special materials were prepared for the research: task notebooks and detailed questionnaires for students and teachers. All the information on students' best performance and all the

information from the questionnaires was carefully collected and added to the database so that a full-scale statistical analysis could be carried out. This involved analyzing the data and results for a certain year and evaluating education conditions, variations in education quality and equal opportunities for acquiring education.

An appropriate balance in language skills is one of the preconditions for the successful development of communicative competence, which is extremely important in L1. Nevertheless, it is impossible to test all linguistic skills and abilities in pencil/paper tests, so in this context two main fields were chosen – reading and writing skills.

Two types of text were chosen to test students' reading skills for research purposes: fiction and non-fiction. Students were asked to answer questions, which required different levels of skills and abilities in reading comprehension. They had to find direct information in the text, draw simple conclusions from fragments of the text, interpret the text and make summary conclusions from the whole text, and reflect on the content and form of the text. In order to demonstrate their writing skills students were asked to write an essay – to produce a reasoned text. Students were thus given three types of questions: multiple choice, full answer and essay. Both reproductive and productive skills were covered in designing the tests.

Special questionnaires were prepared for students and teachers separately. The first part of the questionnaire for students consisted of general questions designed to obtain information on the student's character, home background, family 'education', educational background and conditions of schooling. The 'Special Subject' section of the questionnaire for teachers contained questions on the kinds of activities teachers organize to develop reading skills, the methods they use to develop reading and writing skills, and the evaluation methods and practice used in

teaching process. The data collected from students and teachers' questionnaires were added to the database and used to compare and evaluate different teaching methods.

The main aim of this study is to highlight the influence of the socio-economic status (SES) of a student's family on his or her results and achievements. The premise for the research was that the higher the student's family socio-economic status (or background) is, the higher his or her reading and writing achievements will be. Accordingly, a special construct was formed to measure this factor.

Variables of the socio-economic status construct were

- The number of books at home;
- The number of books at home which belong to the student;
- Home educational resources (encyclopedia, dictionaries, computer, internet);
- Amount of pocket-money parents give to the student each week;
- Free breakfast at school (such breakfast is provided for students from poor and socially disadvantaged families, i.e. families with an income of less than US\$ 100 per person per month);
- Employment of parents (parents working full time with a high salary; parents not working full time; parents with no earned income);
- Parents' level of education (university degree, post-upper secondary education (college), professional education or vocational education, upper secondary education, lower secondary education, primary education, did not complete primary education).

It should be pointed out that a direct relation between the mother's education and the student's results and achievements was established: the higher the mother's education, the higher the student's chances of achieving better results. The answers to the questionnaire showed that only some parents of Low SES group students work full time.

Comparing the home educational resources of all three SES groups, the conclusion could be drawn that Low SES group students have quite disadvantageous home educational resources. This conclusion was supported by an analysis of the answers to one further question. Students were asked if anyone had read books to them or told those fairytales in their early childhood. This question had not been included in the SES construct, but it was essential to characterize the home educational environment. An analysis of the research data revealed a direct correlation between the student's results and the parents' activities: where a student's parents often read him or her stories or fairytales during early childhood, the student achieved better results. Students' answers showed that 39.2 % in the Low SES group were often read or told stories in their childhood (High SES group 67.9 %), 49.3 % were sometimes told stories (High SES 29.1 %); and 11,5 % had never had such an experience (High SES group 2.9 %). This example is statistically significant.

A comparison of the results of the achievements of students from all three SES groups with the differences of students' average points is eloquent. The highest average marks are achieved by students in the High SES group and the lowest by those in the Low SES group.

Sirin research

Sirin (2005) analyzed the literature about the socio-economic and students academic achievement published between 1990 and 2000 achievement in journal articles. The sample included 101.157 students, 6,871 schools and 128 school districts gathered from 74 independent samples. The results showed from a medium to a strong socio-economic status relation. This relation, however, is moderated by the unit, the source, the range of socioeconomic status variable, and the type of socioeconomic status achievement measure. The relation is also contingent upon school level, minority status, and school location. The author conducted a replica of White's (1982) meta- analysis to see whether the socioeconomic status achievement correlation had changed since White's (1982) quoted by Sirin (2005) initial review was published. The results showed a slight decrease in the average correlation. Practical implications for future research and policy are discussed. In conclusion, it is important to say that this meta-analysis provides several important challenges for the future research education. Author ideas conclude that there is a moderate relation between socioeconomic status and academic achievement among minority students, besides, the strata is a possible important contextual indicator of school success for minority students.

Arcia, Porta, and Laguna research

This is another interesting research made by Arcia, Porta, and Laguna (2004) carried out in Nicaragua about the incidence of socioeconomic factors on the performance of students of 3rd and 6th grades of the elementary school in linguistic subjects. In this research it was found that private schools obtained the best results in their tests without taking into account the socioeconomic factors of students. These authors also found that students of private schools obtained better results in their learning than students that belong to public schools.

In brief, this research has analyzed the internal and the external factors, which explain the academic performance of students of 3rd and 6th grade of elementary school in Nicaragua, based on the results of the national tests of Spanish 2002. This investigation was applied to 15,000 students whose scores were around 250 points, and the scores were divided in three categories: elementary, intermediate, and advanced level and which the objective was to determine the influence of familiar and educational factors on the academic performance of students.

The results showed that the socioeconomic factors had a moderate incidence on low scores in Spanish language, but they were caused specially by the methodology and knowledge in the subject by the teacher. At this point of the research, the results also proved that the national test was an important indicator to measure students' capacities, abilities of teachers, and the role of the educational institution.

The indicators were: (a) the efficiency in the management of pedagogical resources, (b) the correct administration in the educational institutions, and (c) the socioeconomic condition of students and their families. An aspect associated directly with the academic performance of students was the poverty, because poor students assist schools where there are not pedagogical resources such as computers, books, and others, and teachers who do not have an appropriate education to teach. Therefore, poverty does not represent a strong influence on the academic aspect of students, but it is related with the familiar resources.

Daniel and Schleicher study

Daniel and Schleicher (2001) carried out a research where participated 43 countries, five of them were from Latin- America, the sample was chosen with a specific criterion, and presented some interviews in order to measure their socioeconomic level. The objective of this investigation was to explain the differences among students' performance taking into account their opinion and their socioeconomic condition. The results of the interviews carried out in the countries of low incomes were compared with those that belong to high incomes.

This research has given interesting results to Latin America, for instance, in the genre variable was found that women obtained better results in reading than men. However, this part of the population is better in writing. This project asserted that the education of students' parents can have influence on students' learning as well. The results of this research has attempted to establish a guide of evaluating the educational system of each country where the results were the worst: Peru with 80% of students in the level 1; Brazil with 50% of students in the level 1; Chile with 50% of students in the level 1.

In addition, the results also shown that there is not a strong relation between students performance and the socioeconomic level of their countries. These results are demonstrated by Canada, China, Japan, Hong- Kong, Korea, and Finland.

As a wrapping up, this research was useful in order to know the educational level of students in each country to establish new strategies for contributing to the educational performance in equal economic conditions.

The information given before shows some relevant results about the influence of the socioeconomic factors on students' learning and for this reason it has been interesting to investigate what is the situation in our context taking the university as our unique and principal context

CHAPTER 111

The Research Method

The participants and the sample of this research have been settled on in this chapter, moreover the tools such as the surveys, interviews and observations that have been specified to get the appropriate information as well as the design of the project and other important aspects.

The Design

A number of aspects of the quantitative research have been taken into account for instance graphics and percentages that have been used in order to give a clearer vision of the results. On the other side, the participants have been studied in their actual context that is the institution of higher education environment. Taking into consideration the objective and the problem of this research, the project has been also based on qualitative research, since it efforts to focal point on the interpretation of the real context of students, and on their holistic reference related to their development of the communicative competence., and the information has been interpreted in the social frame of the situation studied.

For the qualitative research, the following stages have been considered:

- (a) Definition of the research topic and approximation to the study field, (topic delimitation, conceptual approximation, observation of the setting and the population, and informal talks).
- (b) Request of instruments of collecting information (semi-structural and focused interview, direct and participative observation, structured surveys).
- (c) Analysis and interpretation of information (transcription of the interviews, elaboration of categories and matrixes, critical- hermeneutic interpretation).
- (d) Socialization of the results (meeting with the judges of this research project, questions, comments, and suggestions).

With the intention of attain the objectives of this research, that is, to find out the influence of socio- economic factors on the development of the communicative competence in English of students that belong to the second semester of both English - French and English - Spanish programs of the University of Nariño. The use of a qualitative research has been suitable since this kind of research is useful to determine characteristics of the variables analyzed. More to the point, a qualitative research identifies the meanings or phenomena of life, it organizes the information collected and finally the researcher presents the interpretation of the results.

Types of Research

This research has been achieved based on the quantitative descriptive approach have been taken into consideration for the reason that as said by Bloland (1992) this research tries to find causes and relationships demonstrated statistically, and graphics and percentages have been used to shed light on the results found.

The qualitative descriptive approach also has been considered since it attempts to identify some characteristics of the participants, as well some elements related to their learning. In addition, this research attempts to propose recommendations, which can contribute to the development of the communicative competence in relation with the socioeconomic factors.

Population, Setting and Sample

Population

This research has been succeeding with the contribution of students from second semester of both English- French and English- Spanish programs in the University of Nariño. The semesters are integrated by 40 students per classroom; the population has been chosen according to different criteria: (a) different social strata presented by the participants, (b) the population is exposed to different learning materials in their studies, (c) different schedules, and (d) different levels in the communicative competence.

Setting

The setting was The University of Nariño is a public institution of higher education. It is located in an urban zone of the north of Pasto, specifically in the Pan-American avenue. This institution belongs to the middle social class where there are students from different social strata. The institution is bounded by buildings, schools, supermarkets, cars, among others; there is much traffic, pollution, noisy et cetera.

In view of the English teaching and the physical environment are appropriated to develop this process successfully. English is taught as a foreign language to both female and male university students. In this place can be found a language lab, a resources center where students can practice the second language with native speakers, in each classroom there are different audiovisual aids: TV sets, VCRs are used by teachers to make available a meaningful learning.

The physical establishments of the University sets aside students feel comfortable and this makes easier for them to learn English.

Sample

Has been decided the amount of the sample on relation to a specific criterion, which has been made according to the will of some students (probabilistic sample); however, the application of the instruments has been focused and intentional. The classroom observation was applied to the whole population; the survey was applied to the half of the populace of students (20 taken from 40 students) who were available to collaborate with the study; and finally, the interview was applied to quite a lot of students who were more interested in this research (3 students per classroom).

Data Collection Techniques and Materials

As considering the topic, the population, and the qualitative research and some aspects of the quantitative research, it has been practical the use of a semi-structured, focused interview, moreover a direct and participative observation, structured surveys and graphics, percentages and tables to analyze the information and to interpret the results.

Validation Criteria (Triangulation)

Has been validated the data, using the theoretical triangulation and the opinion of the participants as the unit of analysis. The triangulation is the application of different and varied information sources about an object of knowledge with the intention of comparing the information collected in order to display the validity of the results.

Procedure

To perform this research, primary, the authors of it have presented some informal talks about the importance of this project to the population studied. Additionally, it has effected the plan of work which passes on the collection of data, the next stage has been the valuation of the results, and as a final point, some recommendations have been determined.

Data analysis

Have been collected the data tagging on the techniques as follows: a) organization of data, (b) codification with categories or sub categories if it is necessary, (c) interpretation of data, (d) elaboration of an interpretative report.

Ethical Issues

Negative consequences were not presented in the educational community where this project was accomplished, moreover students have participated voluntarily in this study, and their identities have been respected. At last, have been regarded the principles and the necessary confidentiality too.

CHAPTER IV

Analysis and Interpretation of the results

The succeeding chapter is concerning the analysis of interpretation of the results obtained from the application of instruments in second semester of both English - French and English - Spanish programs of the University of Nariño.

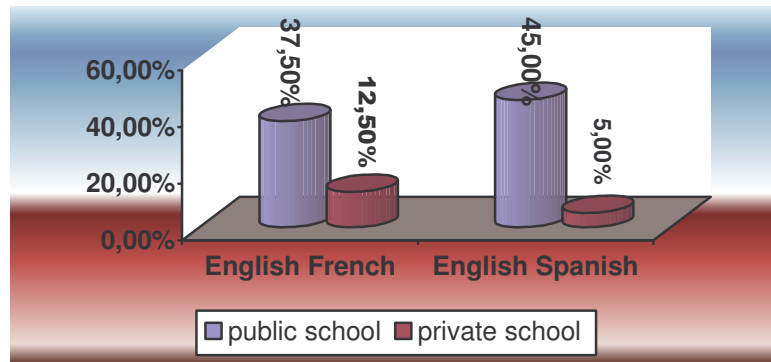
Thus categories and tables have been made to analyze and interpret the results according to two variables established which were socioeconomic factors and communicative competence in English.

Academic situation of students

The sample constituted of 20 students of English - French and English - Spanish programs, 6 men 15 % and 14 women 35% formed the sample of English - French, and 8 men 20% and 12 women 30% formed the sample in the English - Spanish program.

On the subject of the academic situation that students present about the studies made by them or the academic success of them, to *the type of school* where students finished their high school, and to *the English levels studied* those were the aspects analyzed in this category.

Table 1

Type of school*The type of school*

It refers to the public or private institutions where students come from. A public school is a school supported by public funds and a private school is an independent school supported mainly by the payment of fees by students.

Knowing the definitions about types of high schools, it has been remarkable to make out this situation in students of second semesters of English - French and English - Spanish because they can give appealing results. Considering that, students belong to a university where there is a large number of students with different socioeconomic situations and for that reason graduated from different varieties of schools.

Consistent with Table 1 about Kind of school, the foremost part of students in both programs come from public institutions. In the English - French program 15 students (37,50%) and in English - Spanish 18 students (45,00%). The results stand for the university of Nariño where there is a big part of students who come from public high schools, probably because the major part of them do not have enough economic resources to afford studies in a private institution. Further, in our city, private institutions are very expensive, and in relation to the English learning, they

demand many expensive resources like materials, payment of English teachers, payment of social events like conferences, and others. For developing the communicative competence they require a big range of materials like computers with Internet, tape recorders of high technology, payment for language lab, etc.; those materials allow students to carry out and progress in all the language skills like speaking, reading, writing, listening and others like vocabulary, pronunciation and grammar.

By and large of students who come from public institutions present low levels in English learning in link with students who come from private high schools. This difference can be due partly because private institutions consider English important for students' future; a clear example of this affirmation is in the language center of the university of Nariño, where the major part or the total part of this population come from private high schools, so they have advantages in English learning. On the contrary, public schools usually do not count on materials or other resources, which allow students to learn English and to develop the communicative competence, teachers in those institutions, think that English has not the same importance that other subjects like math, physique, religion and others.

The previous announcement about the advantages that students who are from private schools have facing those students who come from public schools in relation to English learning can be supported by the opinion of second semester' students of English -French and English – Spanish programs as follows:

Student 1 (E1): “En las instituciones privadas tu puedes encontrar mejores recursos, además estas están preocupadas por el futuro de los estudiantes y por esta razón los profesores influncian en el estudio del Inglés. En el colegio donde yo terminé la secundaria hay muchos materiales y los profesores nos enseñan la importancia de estudiar inglés”

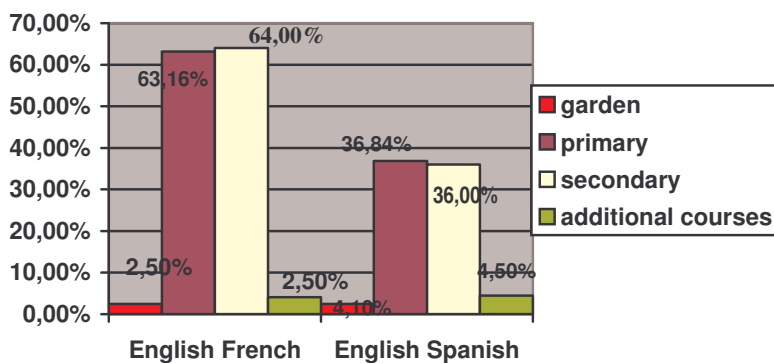
E 2: “Hay diferencias porque en un colegio público hay más materiales para aprender, por ejemplo vengo de un colegio público y la enseñanza del Inglés era muy débil.”

E 3: “Hay una gran diferencia porque en los colegios públicos tu puedes encontrar solo gente pobre, y los recursos que el gobierno da a este tipo de gente es mínima, así las condiciones en los colegios públicos, especialmente con la enseñanza del Inglés no es tan buena como en los colegios privados. Por ejemplo, mis compañeros que vienen de un colegio privado tienen un mayor nivel que yo y que mis compañeros que vienen de un colegio público”

Discussing the differences between public and private high schools in our city, it has been significant to know the levels in which students have learnt English.

Table 2

Levels of English Study



Levels of English Study

It brings up the levels in high school in which students have learnt English; the levels are garden, primary, secondary and additional courses.

In accordance with Table 2, students in both programs have studied English since the primary, nonetheless, a high number of students from English – French program have made these

school works in association with students from English - Spanish; the garden level is minimal in both programs and a little portion of students have made additional courses of English.

Within the interviews, students regard as follows:

E1: “Es importante estudiar Ingles desde la primaria porque en el futuro podemos tener bases en este idioma. Yo estudié Inglés en secundaria y primaria”.

E2: “Esto es muy importante porque una parte de los estudiantes en los colegios escogerá estudiar Inglés, así cuando ellos lleguen a la Universidad como en mi caso, ellos no encontrarán grandes problemas, Personalmente no he tenido problemas con mi Inglés porque en mi colegio estudié Inglés desde la primaria”.

E3: “En el futuro nosotros podemos necesitar este idioma y si nosotros lo aprendemos desde la primaria la tarea del aprendizaje del idioma será más fácil. Yo estudié Inglés desde la secundaria”.

It denotes that public institutions as private institutions teach English since early years, but the difference between both is the way in which they train the English language, the materials and resources used, and the methodology applied.

This affirmation is supported by Bastidas (2002) who said that one of the major problems that teachers face about teaching English in public high schools is that in those institutions students do not use textbooks, methodology is affected, and the chalk board is the exclusive visual aids.

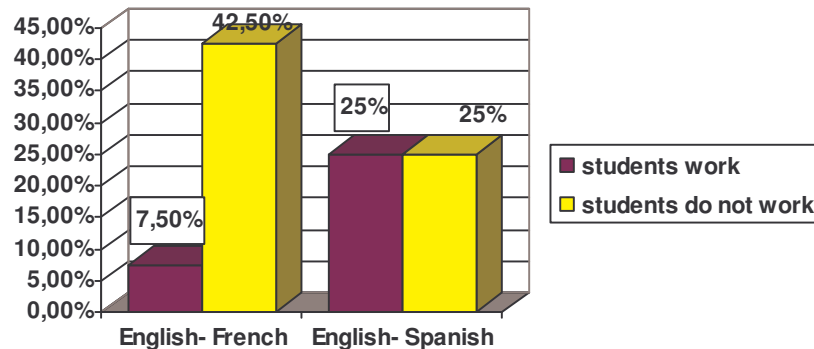
Therefore, the development of the communicative competence in public high schools is very difficult owing to the lack of socioeconomic conditions to do it well. Moreover, students in the university who come from public high schools can have troubles in their learning due to the disadvantages they have had in their English learning in high schools.

Social situation of students

The social situation refers to the gathering of characteristics of individuals and the environment in which they live, act, and work. For this reason, the labor situation of students and the attendance of them in English activities and events have been taken into account in order to analyze the social situation of students as probable factors, which can influence on students' English learning and possibly on the development of the communicative competence.

Table 3

Labor Situation of Students



Labor situation of students

It submits to the actual situation of students in terms of whether they work to get sources to develop the communicative competence in English. According to Table 3 in the English - French program a small part of the population works 3 students meaning 7,50%, while in the English - Spanish program the half of the population works 10 students meaning 25,00%. The differences between the two populations can be due to students from English Spanish have lower socioeconomic resources to study English, and possibly, to develop the communicative competence and to satisfy other needs.

In accordance with students' opinion the fact that they have to work means that this is as an additional aid for them to be able to study and to have a good level in the communicative competence as with the resources they get with their jobs they can actually buy some essential materials and perform some English skills. Some opinions are described below:

E 1: “Hay una influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés, sin embargo cuando tu quieres estudiar y mejorar tu propia vida, este tipo de factores son muy importantes porque tu puedes buscar la manera de mejorar esta situación y tratar de evitar que los problemas socioeconómicos influyan en el aprendizaje para lograr nuestras metas, en mi caso a pesar de mi situación económica, trato de trabajar para estudiar y mejorar mi competencia comunicativa tanto como puedo”.

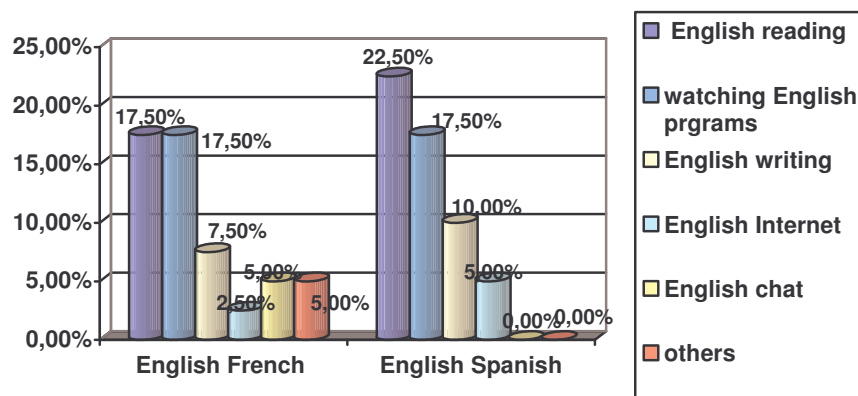
E 2: “Como lo dije antes, tengo que trabajar para pagar mi carrera y ayudar a mi familia con los gastos porque el salario de mi padre no es suficiente para pagar todas las cosas, por eso no tengo dinero para comprar materiales caros en Inglés, tengo libros y diccionarios y desearía tener otros materiales en casa como computador e Internet”.

E 3: “Tengo que trabajar para pagar mi carrera y ayudar a mi familia con los gastos, porque el salario de mi padre no es suficiente para pagar todas las cosas, por eso, no tengo dinero para comprar materiales caros de inglés, como computadores. Yo solo cuento con libros, pero trato de aprovechar los materiales del centro de recursos y estudiar ahí”.

In line with students' believes, their socioeconomic situation is not a strong obstacle to develop the communicative competence in English because they look for other options to satisfy the needs in their studies and in this way to have a good level in the communicative competence in English.

Table 4

Students' participation in English activities and events



Students' Participation in English Activities and events

This refers to a number of different events used by students to learn and practice their English knowledge. Table four shows that students in English - French and English - Spanish practice different activities to develop the communicative competence. In both programs, the activities with higher participation by students are: in the English - French program English readings with 7 significating students 17, 50%, watching English programs 7 students meaning 17,50%, English writings 3 students implicating 7,50%. In the English - Spanish program the activities with higher percentages are: English readings with 9 students meaning 22,50%, watching English programs 7 students implicating 12,50%, and English writings 4 students meaning 10,00%. The participation in activities such as English chat, English Internet surfing and others are minimal.

Those proportions stand for English activities such as: watching TV in English, working with English readings and English writings are very common ones among students, students can practice skills like reading, listening, writing, besides they do not need a large amount of money to put into practice them. However, activities like using a computer to chat or using Internet to look for information require more money and they are not so accessible for all students.

The inferences of students can sustain the last affirmation:

E1: “Es importante practicar algunas actividades las cuales te permiten interactuar en Inglés. Esto puede ayudarte a mejorar tu competencia comunicativa, porque nosotros podemos aprender más y conseguir un mejor nivel en la competencia comunicativa del Inglés, por ejemplo yo miro programas en Inglés, videos, películas, escucho música en Inglés, etc.”.

E 2: “La interacción con el lenguaje es fundamental para desarrollar todas las habilidades, por ejemplo es bueno interactuar con hablantes nativos, hacer lecturas en Inglés, también chateo por Internet pero muy poco porque esto es costoso; yo veo programas en Inglés y asisto a conferencias”.

E3: “Porque chatear en Inglés me ayuda a mejorar el lenguaje, sin embargo esta actividad no es tan común para mí debido a los costos; además yo leo en Inglés y miro programas en Inglés, escucho música en Inglés”.

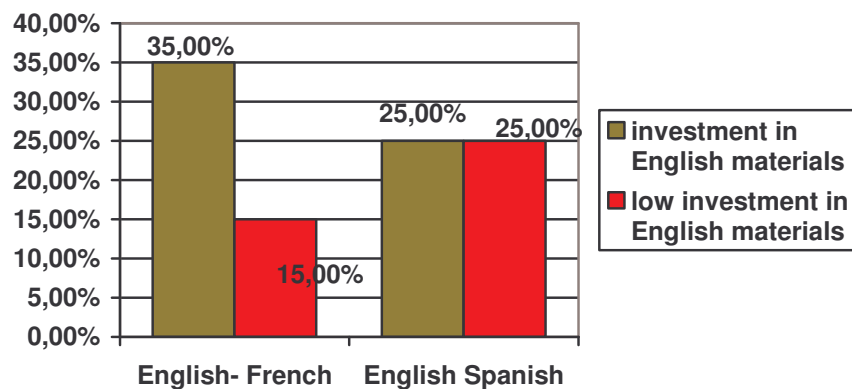
Students’ opinions mean that the lack of socioeconomic resources limit the practice of activities like the use of Internet or chatting by computer which are useful to practice and to improve important skills like communication by computer, developing of interactive tests, listening, and others. Ruiz (2004) who said that a low down socioeconomic situation affects students’ performance particularly at the present time of using the necessary resources to develop and to look up English skills can also support that statement.

Economic situation of students

The economic situation passes on to the satisfaction of man’s material needs. In this category, students’ investment of money on language materials belong to economic position of them, which can influence on their English learning and perhaps on the development of the communicative competence.

Table 5

Students’ investment of money on language materials



Students’ investment of money on language materials

It refers to outlay money for buying English materials. Table 5 indicates that in the English - French program 14 students 35, 00% invest money to buy materials, in the English - Spanish program 10 students 25,00% do the same thing; as it can be seen in both programs the main part of students devote money to buy materials to develop the communicative competence in spite of their socioeconomic situation. Students assume that although they are short of money to buy expensive materials is a fact, they rummage around for possible alternatives, which can help

them to satisfy their needs in their study of English, then they work, they use the materials in the university, and other equipment to acquire a good level in the communicative competence in English.

Students' outlooks as follows shore up the last affirmation:

E1: "Yo invierto algo de dinero para comprar algunos materiales, sin embargo creo que no son suficientes para mejorar las habilidades en las cuales estoy débil o tengo dificultades".

E2: : "Para estudiar Ingles debo tener dinero para comprar las cosas que necesito, como materiales, viajar a los congresos que la Universidad organiza en otras ciudades para interactuar con gente que habla Inglés".

Social situation of students' parents

The social factor refers as the gathering of characteristics about human behaviors and style of life in a particular society. This sort has been important to analyze because the professional situation of students' parents and their families' strata bring round consideration to know the likely influence of the socioeconomic factors on the English learning and possibly on the development of the communicative competence in English.

Table 6

Father Studies

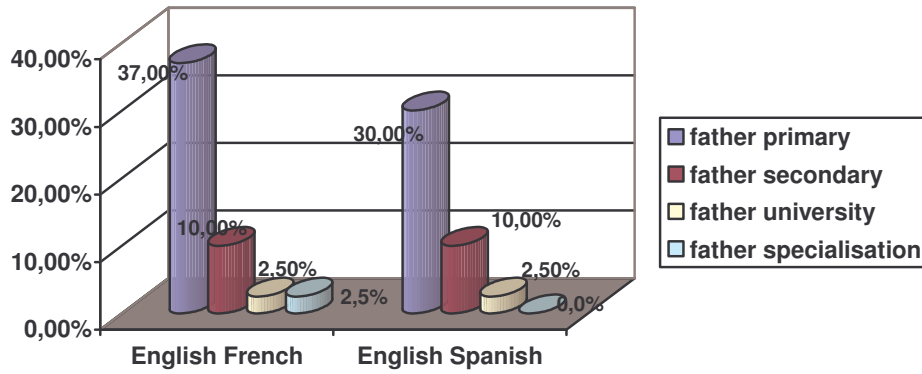
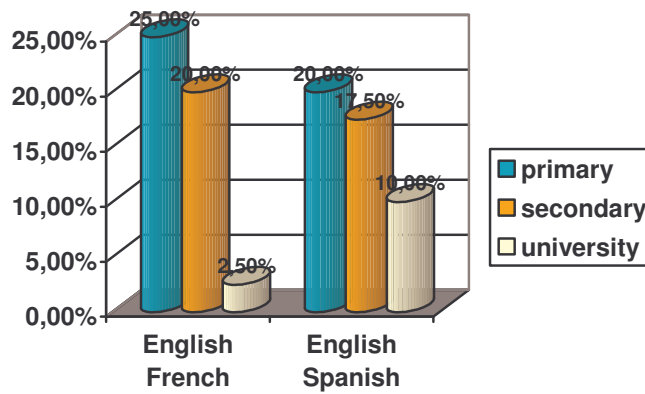


Table 7

Mother Studies



Professional situation of students' parents

It turns to the studies made by students' parents, who put them in a determined professional situation, and it can persuade barely on students' learning but indirectly on the development of the communicative competence in English. In line with Table 6, in the English - French program

there are a high percentage of fathers who have finished their elementary and secondary studies, 14 fathers 37,00% have completed elementary school, and 4 fathers 10,00% have finished the secondary school. In the English – Spanish program, 12 fathers 30, 00% finished the elementary school, and 4 fathers 10, 00% finished the secondary school; from those percentages in both programs the number of fathers who have continued the university studies is almost null.

In the case of students' mothers, according to Table 7 in the English - French program 10 mothers 25, 00% made elementary studies, and 8 mothers 20, 00% finished the secondary studies, while in the English - Spanish program 8 mothers 20, 00% finished the elementary studies, and 7 mothers 17, 50% finished the secondary studies.

Those results reveal that students' parents in both programs have a low down professional preparation because the university studies are almost absent.

In our society, socioeconomic situation of people has a relation with the professional level of them. The incomes vary in proportion to the kind of professional career, it can influence on students' learning since a family with low socioeconomic conditions can not afford the spending of their sons like buying enough materials, disbursing for a good university, and acquiring different sources to study. On the other hand, if students do not count on enough resources to study they cannot develop the communicative competence successfully. Students' estimations depicted below support this idea:

E1: “Mi padre piensa que no es útil para mi futuro estudiar Ingles, el solo terminó la primaria y quizás esta es la razón por la cual el piensa en esta forma. Además, sobre mi madre pienso que cuando una madre conoce la importancia de estudiar Inglés, ella ayuda a sus hijos. Mí madre solo terminó la primaria, pero ella me apoya, me ayuda en todo lo que ella puede, Pienso que el buen o mal nivel en Ingles depende del carácter de los estudiantes porque si nosotros queremos

estudiar, nosotros lo hacemos, sin importar si tenemos dinero o materiales para hacerlo, porque hay muchas formas de estudiar con bajos recursos económicos”.

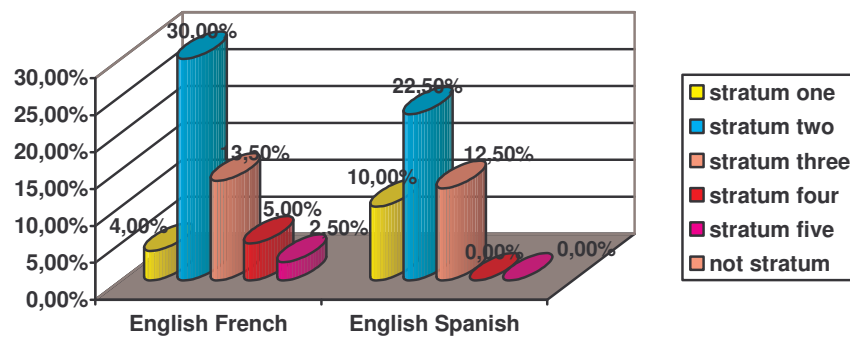
E2: “Si tu padre tiene una profesión, él puede enseñarte muchas cosas y él puede comprarte materiales necesarios o puede darte dinero suficiente para sacar copias, en mi caso, la situación económica es un poco difícil porque mi padre solo terminó la primaria, así que él no tiene un trabajo formal. Mi madre trabaja en un restaurante y por eso ella no gana mucho dinero, y no puede comprarme lo que necesito”.

E3: “La situación familiar económica y profesional puede determinar el futuro de una persona, en mi caso como mi padre es abogado, él quería que estudie leyes pero afortunadamente mi madre me ayudó y pude entrar a estudiar Inglés, además cuando los estudiantes tienen una madre profesional ella puede ayudarlos en su carrera y en todas las cosas que su hijo necesite”.

Social situation of students' parents

An added factor in the social situation of students' parents is the social stratum; it refers to the level of culture of a group of people representing one stage in cultural development. This aspect has been remarkable to analyze as it can be evidence of how the social stratum is an indicator of the socioeconomic situation of students.

Table 8

Family strata

Consistent with Table 8 about family strata, in English – French and English – Spanish programs, most families belong to the low-mid-class, this is stratum two; in the English - French program 2 students 30% and in English - Spanish 9 students 22.50%. In our society, the social stratum of people depends on the socioeconomic condition of them. For instance if a person has a squat socioeconomic state, this person belongs to a low social strata like stratum 1 and stratum 2. as said by the results, the major part of students of second semester of English - French and English - Spanish programs have low socioeconomic conditions because the major part of them belong to the second stratum.

The last circumstance can be a problem in the education of sons who fit in families with low social stratum. In the case of second language learning, students can have restrictions owing to the kind of schools where they come from, materials, academic resources, the use of language in the schools, etc.

With respect to Chartrand (2002) has been documented the effects of the family and its socio-economic status on the achievement of children, by innumerable studies. Parents with a higher

socio-economic status may influence their children to aim for more education. Being well educated them, they may be better able to monitor, supervise, and if necessary, personally assist the progress of their offspring. They may be able to afford to hire tutors to improve their children's results.

Conversely, in keeping with the opinion of students, the social stratum plus the economic situation of their family do not limit them in their English language learning, for the reason that they turnover the university resources and in this fashion they can develop the communicative competence getting a good level in it. It can be maintained the last assertion with the judgments of students like the follows:

E1: "Hablando acerca de recursos económicos, considero que estos son muy importantes para el aprendizaje del Inglés para desarrollar todas las habilidades, tal vez los hablantes nativos, nuestros padres y amigos son gente que nos pueden ayudar a desarrollar nuestra competencia comunicativa".

E2: "Es importante tener recursos socioeconómicos, por ejemplo materiales de aprendizaje, como computadores, grabadoras, libros, y gente con quien interactuar usando el idioma, en esta forma podemos encontrar un excelente nivel en Inglés, pero hay personas como yo quien no tengo estos materiales, sin embargo, tratamos de lograr el mejor aprendizaje".

Economic situation of students' parents

Is related the economic situation to the satisfaction of men's materials needs and with all the resources, which man has. Taking into account the last definition we have considered the familiar monthly incomes, the monthly investment for education to have a plain vision of the socioeconomic situation of students and the probable influence of those issues on students learning and probably on the development of the communicative competence in English.

Table 9

Familiar monthly incomes

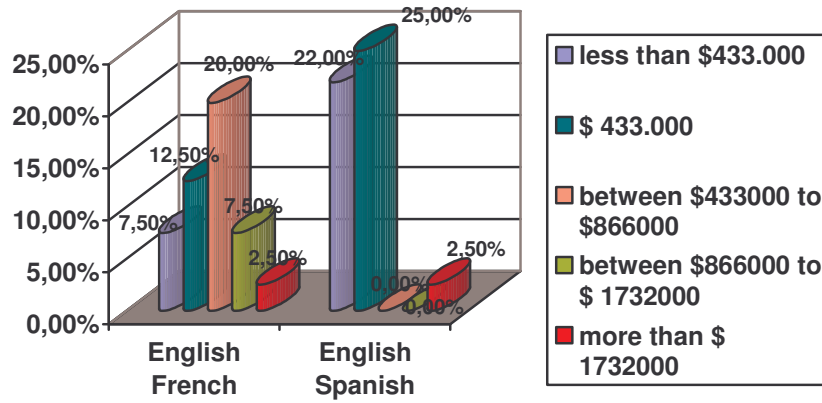


Table 10

Familiar Monthly Investment for Education

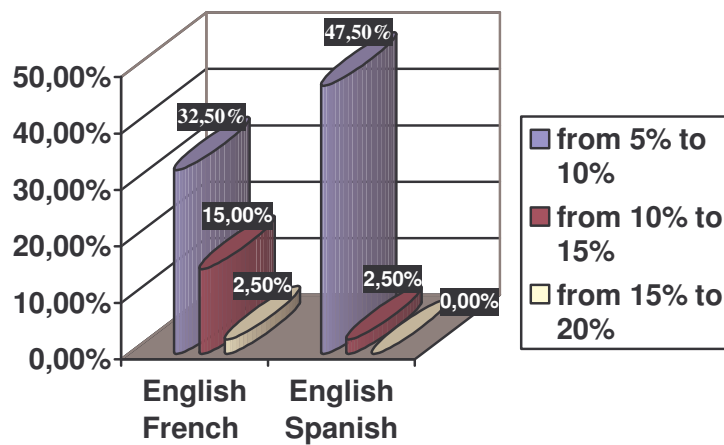


Table 9 points out the familiar monthly incomes, which is termed as a monthly gain usually measured in money that derives from labor, business or property in the English - French program a high part of the populace have incomes between \$433000 to \$ 866000. Table 10, there are 13 families meaning 32,50% invest from 5% to 10% in education, a moderate part of this population 6 families meaning 15% invest from 10% to 15%.

Then again , in the English - Spanish program 8 families meaning 22,00%, the incomes are less than \$433000 along with 10 students' family (25%) earn \$433.000, from this quantity 19 students' family meaning 47.50% spend from 5% to 10% and a minimal part of them, 1 student's family meaning 2.5%, spend from 10% to 15%.

The last results mean that in both programs the families of students use up on education a little part of their incomes, this can be down to that families do not count on sufficient economic resources to invest money on education, because there are other basic important needs, like feeding, housing, public services and others.

The low down incomes in families and specially the low outlay on education can cause problems on students' learning; Students have some restrictions to acquire and assure the learning needs in their study.

In the development of the communicative competence, students cannot cover access to materials, activities, social events and other resources that help them to have an outstanding level in English particularly in the communicative competence. As said by Arcia, Porta and Laguna (2004) the socioeconomic position of students as well as their families is a part associated directly in a restrained way with the academic performance of them.

Students' views depicted below support this idea:

E1: "Cuando los padres cuentan con los recursos para apoyar a sus hijos, ellos tratan de ayudarlos en las cosas que ellos pueden, sin embargo, algunas veces su situación económica y profesional no se los permite".

E2: "En mi caso, la situación económica es un poco difícil porque mi padre solo terminó la primaria, así que el no tiene un trabajo formal, el es la persona quien trabaja y solo gana el salario mínimo, así es muy difícil para mi comprar lo que necesito para desarrollar la competencia

comunicativa, sin embargo, trato de utilizar los recursos de la Universidad tanto como es posible, pero el problema en mi caso es el tiempo porque tengo que trabajar para ayudar a mi familia y para pagar mi carrera, porque con el salario que mi padre gana no es suficiente y mi madre no tiene una profesión. Ella trabaja en un restaurante y por eso ella no gana mucho dinero, y no puede comprarme lo que necesito en esta carrera, además, ella algunas veces dice que tengo que trabajar y no estudiar, y pienso que su situación profesional sería diferente si tuviera una profesión”.

Available materials in students’ environments

This aspect has been appealing to analyze because it refers to the different tools that students use in familiar and educational settings in order to learn English language and to develop the communicative competence.

Additionally, it submits to the tools that students have at home to learn and put into practice English.

Table 11

Using Books and Dictionaries at home to improve the communicative competence in English

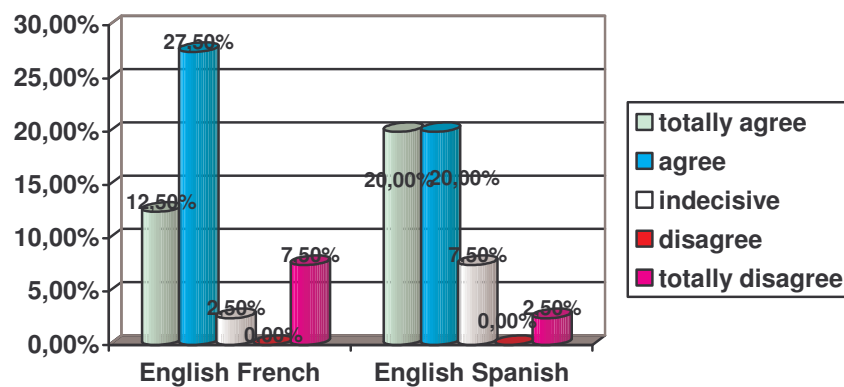
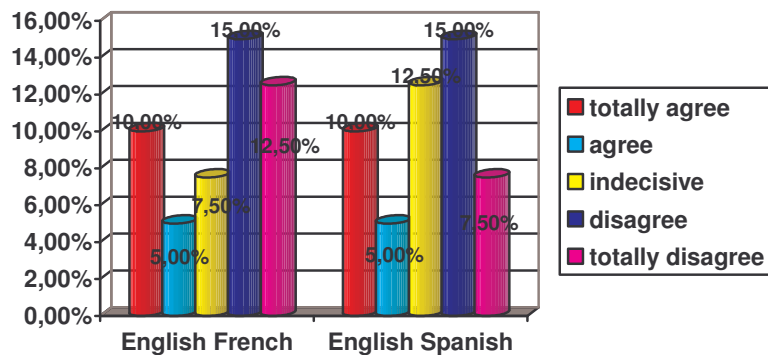


Table 11 passes on to the use of long-established materials like books and dictionaries at home, it can be noticed in the English - French program that 11 students (27.50%) agree in using

those materials; in the English - Spanish program, 16 students (40%) totally agree and agree with this situation. These results can be by reason of the traditional materials are usually easier, moreover they are more economical than others, besides with them students can put into practice reading, writing and further skills.

Table 12

Using Internet and Computers to Improve the Communicative Competence in English



Corresponding to Table 12 which considers the use of materials of high technology like computers and Internet. In the English - French program 6 students meaning 15% disagree with using those materials, 5 students meaning 12.50% totally disagree with this situation; in the English - Spanish program 6 students meaning 15% disagree and 5 students meaning 12.50% are indecisive with the utilize of computers and Internet to get better the communicative competence.

The results prove that students do not employ materials of high technology very frequently because consistent with them they are dear, expensive and difficult to acquire.

Considering the use of computers, Internet and other expensive materials, these are very important for the reason that they provide the practice of English skills like reading, writing, listening, interaction or communication with native speakers through e-mail and others. The lack of them can make some limitation in students' second language learning, as the English learning should be develop through all the skills using updated materials. As said by John O'Neil (2004) computers, Internet and other digital innovations contribute to demonstrate the creative faculties of students in the classroom.

Table 13

Using audiovisual aids (Videos, Movies and tape recorders) to improve the Communicative Competence in English

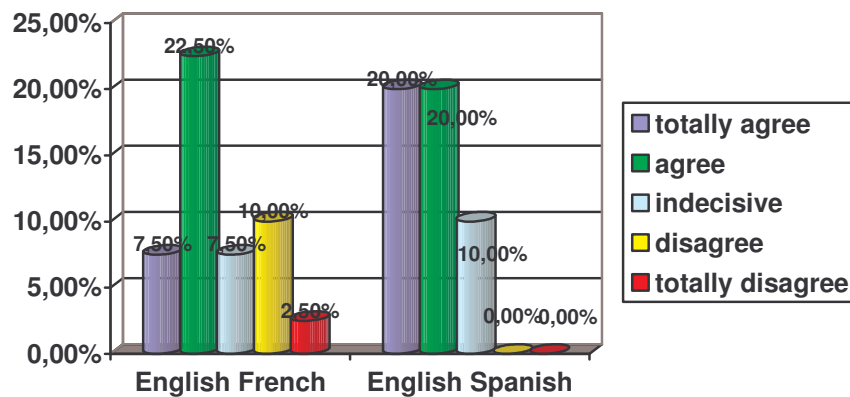


Table 13 allows see the use of audiovisual aids to develop the communicative competence in English, it can be noticed that in the English - French program there are 9 students 22.50% who agreed with using those materials: in the English - Spanish program there are 16 students 40% who agreed and totally agree with these situation.

The last results are due to students interested in improving the English skills such as speaking and listening and they consider that with those materials they will achieve it. Besides,

audiovisual aids like tape recorders, movies and videos are not very expensive and students have an easy access to them.

Students' estimations below support the last statements:

E1: "Yo tengo que trabajar para pagar mi carrera y ayudar a mi familia con los gastos porque el salario de mi padre no es suficiente para pagar todas las cosas, por eso no tengo dinero para comprar materiales caros en Inglés, tengo libros y diccionarios y desearía tener otros materiales en casa como computador e Internet".

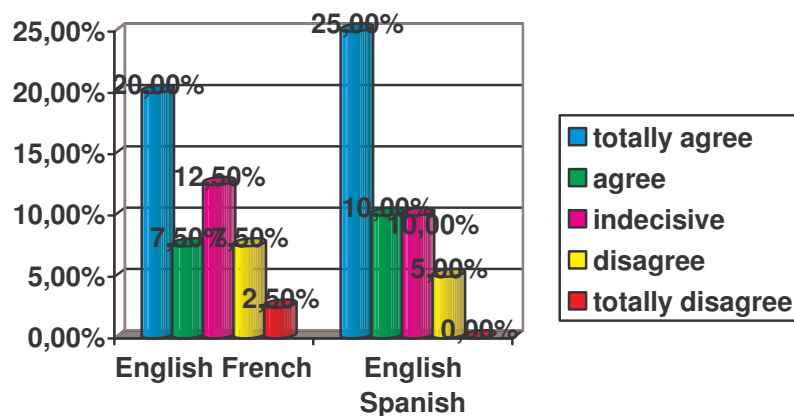
E2: "Realmente solo tengo algunos libros en Inglés, que tengo desde el colegio y un diccionario de Inglés, pero los demás materiales me los rebusco como puedo, porque tengo mucho deseo de aprender Inglés".

E3: "El salario de mi padre no es suficiente para pagar todas las cosas, por eso, no tengo dinero para comprar materiales caros de ingles como computadores. Yo solo cuento con libros, pero trato de aprovechar los materiales del centro de recursos y estudiar ahí".

The next table shows the materials available in students' educational environment.

Table 14

Using Materials in the University to Improve the Communicative Competence in English



This feature submits to the different tools used by students in educative institutions such as: universities and high schools.

In relation to this table, in the English - French program there are 8 students (20%) who totally agree with the use of materials in the university to improve the communicative competence; in the English - Spanish program 10 students (25%) also totally agree with this situation.

The last results sprung up because the university is the principal context where students can use and practice the second language.

The University is the institution of higher education and the place where students can find several resources they require to develop the communicative competence too; however, according to students' opinion the university does not offer a good service in relation to the loan of some materials like computers with access to Internet, books, videos, tape recorders to take home.

Students said the following statements:

E1: "En la Universidad podemos encontrar materiales para desarrollar todas las habilidades por ejemplo tenemos libros, diccionarios de Inglés, laboratorio, y computadores pero algunas veces el acceso a estos recursos no es posible, por ejemplo en el caso de computadores e Internet".

E2: "La Universidad ofrece un buen servicio en materiales, tenemos un centro de recursos, computadores, Laboratorio de idiomas, estos materiales son buenos para gente como yo que no tiene suficiente dinero para comprarlos, pero algunas veces algunos materiales no son suficientes para todos".

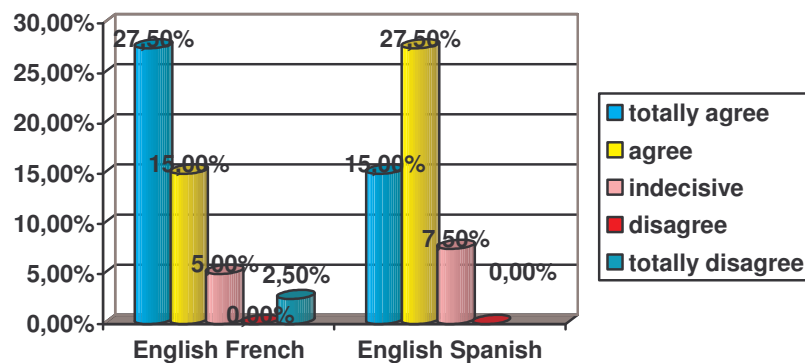
E3: "La Universidad tiene materiales como computadores, centro de recursos, laboratorio de idiomas, pero hace faltan materiales que podamos utilizar todos los estudiantes".

Ruiz (2004) can support these opinions. He mentioned that the social context where students belongs to may have a very important role in students' learning success because an institution with a good socioeconomic condition can provide students with different kinds of resources in order to develop all their capacities.

As a final point, some other aspects analyzed in University context about the development of the communicative competence are the kinds of materials, methodology and activities used by teachers and practiced by students in the classroom. The following graphic describes the last aspects:

Table 15

Methodology, Materials and Activities in the classroom to improve the Communicative Competence in English.



Compliant with Table 15 in both programs, there is a high number of students who agreed and totally agree with the appropriate use of materials, methodology, and activities in the classroom to develop and improve the communicative competence in English.

In the English - French program there are 11 students meaning 27, 50% who totally agree in relation to the right management of those aspects; in the English - Spanish 11 students meaning 27, 50% agree with that position.

These results mean that according to students' opinion teachers allow students to develop the communicative competence using the communicative method, authentic materials, group activities, etc.

E1: "Ellos son buenos y nos permiten practicar todas la habilidades en Inglés, especialmente para nosotros que estamos en segundo semestre para llegar a otros semestres con una buen nivel".

E2: "La metodología es buena porque ellos (los profesores)tratan de desarrollar todas las habilidades, el profe nos hace escuchar música en Inglés, también nos presenta videos en Inglés, ellos también nos hacen hablar en Inglés tanto como sea posible, usando gramática básica que nosotros estamos estudiando, sin embargo algunas veces ellos no entienden que hay gente como yo que algunas veces no tenemos dinero para sacar copias, o comprar un libro, así que pienso que ellos tienen que entender este tipo de problemas y al contrario tratar de ayudarnos".

E3: "Los profesores usan un libro, grabadora, ellos usan flashcards, pictures y preguntan acerca de un tema de la vida diaria".

Two classroom observations support the last outcomes, in which teachers in second semester of English - French and English - Spanish programs attempt to make students learn all the English skills through an integrated way.

Appropriate to Arcia, Porta and Laguna (2004) the role of the teachers, the efficiency in the management of pedagogical resources, a correct administration in educational institutions among others aspects can influence on academic performance of students.

The last aspects were interesting to analyze because they help to know how the role of the teacher, the educational institutions and the management of pedagogical resources in the classroom are part of socioeconomic factors and how they play an important role on the academic performance of students.

Making an allowance for the last results, have been accomplished the objectives proposed at the establishment of this research.

The idea of making an investigation in a different context from the high schools was as we though relevant and useful for teachers and students because the results found in this investigation show different results to the confirmed in previous researches. The socioeconomic aspects in high schools influence on students performance in a strong way; it was interesting to know the situation in institutions of high education like the University of Nariño. The results showed that in those institutions the influence is weak or moderate for the reason that students take for granted about other motives which help to them to acquire the English knowledge and a good level in the communicative competence like their strength of character, and the willpower to pull off a meaningful learning.

Conclusions

To put it briefly, there is a moderate or weak incidence of socioeconomic factors on the English learning and particularly in the development of the communicative competence; in this way, according to this influence there are some socioeconomic factors, which limit students' English learning rather than others as can be showed below.

In the social factors, the labor situation of students is a positive aspect in the English learning, especially in those of the second semester of English Spanish program; the high participation of this course in English activities and events are also a relevant aspect for students to develop and improve the communicative competence. The professional situation of parents does not have a strong influence on students learning, and the social family stratum has a minimal influence in this process.

In the case of economic aspects, family monthly incomes and familiar monthly investment on education are the most relevant aspects.

Those aspects limit students to do not have an excellent level in the communicative competence in the sense that students can not have access to important and useful materials such us: computers with access to Internet, in comparison with books, dictionaries and audio visual aids, which are easier to acquire.

Along with the academic factors of students, the kind of school and the levels in which they studied English are aspects, which look relevant for the actual English level of them.

Concerning the methodology, the materials and the activities used in the classroom in the University of Nariño, they have a positive influence on students' English learning, especially for the development of the communicative competence.

In the last aspect the use of materials in the University have some restrictions because students have not a good access to computers with Internet, besides students usually cannot have money

to buy original books neither they have money to take the photocopies of them, so it causes problems for their English learning.

The ease of use of important books for English learning is not the adequate in the resources center, and it can cause problems to students.

Finally, in keeping with the last conclusions, English learning and particularly their level in the communicative competence is affected by some socioeconomic aspects too much than others do it, but this influence along with their opinion is not strong, because they search for other positive alternatives.

Recommendations

Bearing in mind, the results obtained through this research, the main recommendations to put forward are:

The University of Nariño is a public institution of higher education, and is the principal place where students with low socioeconomic level can stumble on the resources, they necessitate to the English learning, and expressly to develop and achieve an excellent level in the communicative.

This institution should provide some resources, particularly those, which students cannot acquire owing to the high prices like computers, access to internet, Expensive books, what we propose is to establish other computer rooms with a high-quality to access in Internet, and that the schedule for using those computers should be offered during each and every one day of the week.

Besides knowing, that this research was made with students who are members of professional careers, could be a good idea that those computers room established could be used exclusively for students of those careers and the ones that are already established can be used exclusively for students of the languages center.

To help students with low socioeconomic resources, and who usually do not have money to get materials and other resources to study like to buy textbooks, to get photocopies, among others. The university can help students with this problem by way of a system that this project recommends where students could take in the University the photocopies they need during the entire semester and they can pay them at the last part or throughout it.

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Appendix A

Classroom Observation

- 1- The class is carried out in English?
- 2- The methodology is visible and clear, what is the method?
- 3- The teacher provides the development of the communicative competence?
- 4- What kinds of materials are used by the teacher and by students to develop the communicative competence?
- 5- The majority of students have the material?
- 6- Students participate in the second language?
- 7- There is an interaction using the second language between students- teacher and students- student?
- 8- During the class students looked motivated?

Classroom Observation Listening and Speaking class
English Spanish program

Time management	Development of the class
7:10-7:15	The teacher introduces the class; it was about asking for Things, which bother us
7:15-7:45	The teacher explain some structures and vocabulary used to express dislike for things that bother us
7:45:-8:30	Teacher asks students for working with the book and answers some questions about the things that bother them.
8:30-8.50	Teacher asks students to prepare a dialogue in pairs to present it to the whole class.
Comments	The class was around 40 students and less more than the half of the population had photocopies of the textbook, around 15 or less had the original book. Students worked in pairs to practice listening, speaking and vocabulary. Students have some problems in pronunciation, and speaking.

Classroom Observation Reading and writing class
English Spanish program

Time management	Development of the class
5:30-5:40	The teacher continues explaining a topic presented in the last class; it was a reading about the things that children do in their childhood. With the reading students practiced past perfect tense and new vocabulary.
5: 40- 620	Teachers ask students about a home work of the book where they have to use the past perfect tense
6:20-710	Teacher asked students for the definitions of some unknown words, and he also ask students for make an example using that word
Comments	The class was formed around 40 students and less more than the half of the population had photocopies of the textbook, around 15 or less had the original book students learnt of memory definitions of new words, they discuss about that definitions the class was very active, and students participate as much as possible.

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Classroom Observation Listening and Speaking class
English French program

Time management	Development of the class
8:00-8:10	the teacher introduces the class; it was about asking for things in a restaurant
8:10-8:30	The teacher explains some structures and vocabulary used in a restaurant.
8:30-9:15	Students prepare in groups a role-play where they use the vocabulary learnt in classes and the use of grammar structures in asking for things.
9:15-10:00	Students present in groups the role-play; two groups will have to present the role-play in the next class.
Comments	<p>Students used a role-play to practice listening, speaking and vocabulary.</p> <p>Students have some problems to pronounce some words used in the role play, besides they do not use a big range of the vocabulary learnt, also they had problems to understand what said the partners in order to continue the conversations. The participation of each student was very limited.</p>

Classroom Observation Reading and Writing class in English French program

Time management	Development of the class
10:00-10:10	The teacher introduces the class; it was about present
10:10-10:20	The teacher asks students for working with the book students read silently a dialogue where they found grammar structures in present simple.
10:20-11:00	the teacher reads the dialogue aloud, students follow the reading; after the reading, the teacher make students read silently
11:00-11:40	Teacher asks students questions about the reading Class.
11:40- 12:00	Teacher asks students to practice the structure of the present simple by doing some grammar exercises.
Comments	This group was formed around 40 students, and more than the half of students had a text book, Students used the second language (English) to participate in answering the questions, however they presented some problems to talk and listen, in pronunciation and reading they are more good prepared. The teacher tried to make students participate using the second language as much as possible.

Appendix B

Students Interview

1. Entrevistador (En): ¿Considera usted que hay diferencia de provenir de un colegio privado o un público?, en relación al aprendizaje del Inglés y cómo esto puede afectarte en tu actual estudio de Inglés?
2. En: Considera usted que el aprendizaje del Inglés desde la primaria es importante y ha sido importante para su actual nivel de competencia comunicativa? Si o no ¿Por qué?
3. En : Practicar algunas actividades las cuales te permiten interactuar en Inglés puede ayudarte a mejorar tu competencia comunicativa, si o no ¿por qué?
4. En: Considera usted que la situación económica y profesional de sus padres influye en su aprendizaje del Inglés, si, no ¿ por qué?
5. En: Considera usted que la profesión de su madre le ayudado en su aprendizaje del Inglés?
6. En: Considera usted que tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en Inglés? Si, no Por qué?
7. En: Considera usted que la institución donde estudia tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en Inglés? Si, no Por qué?
8. En: Cuales fueron sus motivaciones para venir a la Universidad a estudiar Inglés? Por qué?
9. En : Cuales son sus actuales expectativas con relación al Idioma Inglés? Por qué?
10. En: Considera usted que sus actuales expectativas en relación al aprendizaje del Inglés puede influenciar su actual nivel de competencia comunicativa? Si, no Por qué?
11. En: Qué tipo de recursos socioeconómicos considera usted son necesarios para el desarrollo de la competencia comunicativa en Inglés? ¿Por qué?

12.En: Considera usted que la metodología y los recursos usados por su profesor de Inglés son suficientes para desarrollar su competencia comunicativa en Inglés ? si, no ¿Por qué?

13. En: Considera usted que hay influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés? Si o no. ¿Por qué?

Interviews transcriptions

English - French students' interview

Student # 1

1. Entrevistador (En): ¿Considera usted que hay diferencia de provenir de un colegio privado o un público en relación al aprendizaje del Inglés y cómo esto puede afectarte en tu actual estudio de Inglés?

Estudiante1 (E1): “Si, considero que hay diferencias entre un colegio público y un privado porque los colegios públicos no se enfocan en la comunicación del Inglés, ellos prefieren resaltar más la gramática y la traducción, Yo vengo de un colegio público y el Inglés enseñado fue limitado solo a leer diálogos y hacer traducciones, en Inglés y esto me afectó porque yo tengo algunos problemas en las habilidades de habla y escucha en Inglés”.

2. En: ¿Considera usted que el aprendizaje del Inglés desde la primaria es importante y ha sido importante para su actual nivel de competencia comunicativa? Si o no. ¿Por qué?

E1: “Si, esto es importante, pero para mi la enseñanza del Inglés en los colegios no es tan buena, yo pienso que la enseñanza no se enfoca en todas las habilidades que nosotros aprendemos aquí en la Universidad”.

3. En: ¿Practicar algunas actividades las cuales te permiten interactuar en inglés puede ayudarte a mejorar tu competencia comunicativa? Sí o no. ¿Por qué?

E1: “Sí porque este tipo de actividades nos ayuda a mejorar la competencia comunicativa en Inglés”.

4. En: ¿Considera usted que la situación económica y profesional de sus padres influye en su aprendizaje del inglés? Si o no. ¿Por qué?

E1: “Personalmente la situación económica de mis padres no ha limitado mi aprendizaje. Ellos me han dado suficientes recursos para estudiar lo que yo quiera, y ellos tratan de darme algunos otros recursos para el aprendizaje del Inglés, la situación profesional de ellos también ha influenciado mi aprendizaje del Inglés y de las demás materias, la situación profesional de ellos también ha influenciado mi aprendizaje del Inglés porque en sus trabajos, ellos tienen que saber Inglés, así ellos me motivan a aprender este idioma y esta motivación me permite tener un buen nivel de competencia comunicativa del Inglés”.

5. En: ¿Considera usted que la profesión de su madre le ha ayudado en su aprendizaje del inglés?

E1: “Sí porque pienso que a través del conocimiento de una madre es muy útil para sus hijos, porque la madre es la persona que está todo el tiempo con sus hijos”.

6. En: ¿Considera usted que tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en inglés? Si o no. ¿Por qué?

E1: “No tengo suficientes materiales para desarrollar todas mis habilidades en Inglés, tengo materiales para lectura, y escritura como libros de gramática, pero no tengo casetes en Inglés y otros materiales para desarrollar otras habilidades.”

7. En: ¿Considera usted que la institución donde usted estudia actualmente cuenta con suficientes materiales para desarrollar la competencia comunicativa en inglés? Si o no. ¿Por qué?

E1: “La Universidad tiene suficientes materiales de aprendizaje para desarrollar todas las habilidades, pero el problema es que algunas veces estos materiales como libros o casetes no están disponibles para nosotros como estudiantes, nosotros no podemos llevarnos estos materiales a la casa y algunas veces nosotros no tenemos suficiente tiempo para estar en la

Universidad usando estos materiales y es necesario traerlos a la casa pero desafortunadamente esto no es posible”.

8. En: ¿Cuales fueron sus motivaciones para venir a la Universidad a estudiar inglés? ¿Por qué?

E1: “Mis motivaciones fueron viajar a otros países, aprender todas las habilidades de un idioma y ponerlas en práctica con otra gente que hable el Inglés en un contexto real”.

9. En: ¿Cuales son sus actuales expectativas con relación al Idioma Inglés? ¿Por qué?

E1: “Quiero mejorar la habilidad de hablar y escuchar en Inglés porque no tengo un buen nivel en estas habilidades”.

10. En: ¿Considera usted que sus actuales expectativas en relación al aprendizaje del Inglés puede influenciar su actual nivel de competencia comunicativa? Si o no. ¿Por qué?

E1: “Si, porque me siento preocupado por mejorar mi habilidad de habla y escucha del Inglés, considero que estas habilidades son muy importantes para mi y mis expectativas son mejorarlas. Por eso trato de practicarlas tanto como sea posible aunque mi nivel en estas habilidades es bajo, pero trato de mejorarlas”.

11. En: ¿Qué tipo de recursos socioeconómicos considera usted son necesarios para el desarrollo de la competencia comunicativa en Inglés? ¿Por qué?

E1: “Hablando acerca de recursos económicos, considero que los materiales son muy importantes para el aprendizaje del Inglés para desarrollar todas las habilidades, tal vez los hablantes nativos, nuestros padres y amigos son gente que nos pueden ayudar a desarrollar nuestra competencia comunicativa”.

12. En: ¿Considera usted que la metodología y los recursos usados por su profesor de inglés son suficientes para desarrollar su competencia comunicativa en inglés? Si o no. ¿Por qué?

E1: “La metodología utilizada por los profesores de Inglés en la Universidad es buena, porque ella nos permiten desarrollar todas las habilidades, pero considero que los materiales no son

suficientes porque nosotros necesitamos un gran rango de recursos para desarrollar todas las habilidades”.

13. En: ¿Considera usted que hay influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés? Si o no. ¿Por qué?

E1: “Si porque los materiales, el ambiente social dirige tu conocimiento hacia lo mayor o lo peor, si tu tienes materiales, dinero para comprar herramientas, si tu interactúas con gente quien conoce el idioma y quien te motiva, tu nivel de Inglés se incrementará.

Student # 2

1. En: ¿Considera usted que hay diferencia de provenir de un colegio privado o un público en relación al aprendizaje del Inglés y cómo esto puede afectarte en tu actual estudio de Inglés?

E2: “Sí, hay una gran diferencia, porque en un colegio privado los profesores son más preparados para enseñar el Inglés, esto me ha afectado porque en mi colegio los profesores no me han enseñado el Inglés de una forma seria, esta materia no era realmente importante como las otras y este es un gran problema para mi que actualmente estoy en la Universidad y estudiando Ingles”.

2. En: ¿Considera usted que el aprendizaje del inglés desde la primaria es importante y ha sido importante para su actual nivel de competencia comunicativa? Si o no ¿Por qué?

E2: “Sí, porque si nosotros estamos expuestos al idioma desde la primaria, en la Universidad nuestro nivel de Inglés será mejor”.

3. En: ¿Practicar algunas actividades las cuales te permiten interactuar en inglés puede ayudarte a mejorar tu competencia comunicativa? Si o no. ¿Por qué?

E2: “Sí, porque nosotros podemos encontrar el Inglés en muchas situaciones, por ejemplo, nosotros podemos encontrarlo en los objetos que compramos todos los días, en las noticias nacionales e internacionales, así es muy importante estar en contacto con un contexto donde podemos interactuar usando el idioma”.

4. En: ¿Considera usted que la situación económica y profesional de sus padres influye en su aprendizaje del Inglés? Si o no. ¿Por qué?

E2: “La educación viene de casa pero si nosotros somos independientes nosotros no nos dejamos influenciar de nuestros padres o amigos. Yo estudio Inglés porque me gusta y no porque mis padres me forzaron a hacerlo”.

5. En: ¿Considera usted que la profesión de su madre le ha ayudado en su aprendizaje del inglés?

E2: “Si, por ejemplo mi madre es secretaria, ella trabaja en una oficina, ella tiene más conocimiento de Inglés que yo, entonces ella me ayuda con mi tarea, porque cuando los padres han estudiado en una Universidad, los niños serán influenciados a través de la educación de ellos”.

6. En: ¿Considera usted que tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en Inglés? Si o no. ¿Por qué?

E2: “En casa no tengo suficientes materiales para desarrollar todas las habilidades, y no tengo suficiente dinero para esto”.

7. En: ¿Considera usted que la institución donde usted estudia actualmente cuenta con suficientes materiales para desarrollar la competencia comunicativa en Inglés? Si o no. ¿Por qué?

E2: “Si, porque tenemos el centro de recursos, Laboratorio de Inglés, y estos materiales me han ayudado a mejorar la competencia comunicativa, en casa la situación es diferente”.

8. En: ¿Cuales fueron sus motivaciones para venir a la Universidad a estudiar inglés? ¿Por qué?

E2: “Las motivaciones para venir a la Universidad y estudiar Inglés fueron ser capaz de interactuar en un contexto social, por ejemplo en otros países.

9. En: ¿Cuales son sus actuales expectativas con relación al Idioma Inglés? ¿Por qué?

E2: “Quiero viajar a otro país”.

10. En: ¿Considera usted que sus actuales expectativas en relación al aprendizaje del Inglés puede influenciar su actual nivel de competencia comunicativa? Si o no. ¿Por qué?

E2: “Si, porque deseo mejorar mi competencia comunicativa. Quiero trabajar en el futuro en otro país y esta es una gran razón que tengo para mejorar mi nivel en Inglés el cual no es excelente; estoy motivada a hacer esto porque esta fue la carrera que escogí, mi nivel de Inglés es bueno, pero no es excelente, esto es debido a que yo vengo de un colegio público, y cuando entré a la universidad yo no tenía buen nivel, pero ahora estoy tratando de cambiar esta situación”.

11. En: ¿Qué tipo de recursos socioeconómicos considera usted son necesarios para el desarrollo de la competencia comunicativa en Inglés? ¿Por qué?

E2: “Es importante tener recursos socioeconómicos, por ejemplo materiales de aprendizaje, como computadores, grabadoras, libros, y gente con quien interactuar usando el idioma, en esta forma podemos encontrar un excelente nivel en Inglés, pero hay personas como yo, quien no tengo estos materiales, sin embargo, tratamos de lograr el mejor aprendizaje”.

12. En: ¿Considera usted que la metodología y los recursos usados por su profesor de Inglés son suficientes para desarrollar su competencia comunicativa en Inglés? Si o no. ¿Por qué?

E2: “La metodología es buena, nosotros tenemos Laboratorio de Idiomas, centro de recursos, sin embargo, podría ser interesante implementar otro tipo de recursos e interactuar con otras universidades como la Universidad Pedagógica”.

13. En: ¿Considera usted que hay influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés? Si o no. ¿Por qué?

E2: “Si, porque el dinero es muy importante para comprar cualquier cosa que usted necesita para mejorar su nivel de Inglés y para practicar todas las habilidades, además usted necesita estar en un contexto social donde usted puede interactuar usando el idioma tanto como sea posible”.

Student #3

1. En: ¿Considera usted que hay diferencia de provenir de un colegio privado o un público en relación al aprendizaje del Inglés y cómo esto puede afectarte en tu actual estudio de Inglés?

E3: “Si, porque en los colegios privados el tiempo empleado para enseñar Inglés, es mayor que en los colegios públicos. Yo vengo de un colegio privado, y tengo amigos quienes vienen de colegios públicos, y nosotros nos damos cuenta que en los colegios privados los profesores motivan a los estudiantes a aprender Inglés, mientras que en los colegios públicos la enseñanza de esta materia no es importante”.

2. En: ¿Considera usted que el aprendizaje del inglés desde la primaria es importante y ha sido importante para su actual nivel de competencia comunicativa? Si o no ¿Por qué?

E3: “Si, porque nosotros podemos conocer algo acerca del Inglés y no estar nulo en Inglés. Además, en el futuro podemos necesitar saber hablar Inglés”.

3. En: ¿Practicar algunas actividades las cuales te permiten interactuar en Inglés puede ayudarte a mejorar tu competencia comunicativa? Si o no. ¿Por qué?

E3: “Si, porque podemos mejorar nuestro nivel en todas las habilidades”.

4. En: ¿Considera usted que la situación económica y profesional de sus padres influye en su aprendizaje del inglés? Si o no. ¿Por qué?

E3: “Si porque los padres son la principal influencia en nuestra educación. In mi caso, mis padres me han ayudado para estudiar esta carrera y me motivan porque ellos también piensan que el aprendizaje del inglés es muy importante. Yo tengo un buen nivel en Inglés y este ha sido debido a la ayuda de mis padres y a mi propio esfuerzo”.

5. En: ¿Considera usted que la profesión de su madre le ayudado en su aprendizaje del Inglés?

E3: “Si, porque las madres son las personas que están más en contacto con sus hijos y les transmiten sus conocimientos, dependiendo de su nivel de estudios”.

6. En: ¿Considera usted que tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en inglés? Si o no. ¿Por qué?

E3: “No, yo pienso que necesito algún tipo de materiales para mejorar las habilidades de escucha y habla en Inglés”.

7. En: ¿Considera usted que la institución donde usted estudia actualmente cuenta con suficientes materiales para desarrollar la competencia comunicativa en inglés? Si o no. ¿Por qué?

E3: “Sí, la Universidad nos ayuda con algunos materiales, como: diccionarios, libros, Laboratorio de Inglés. Yo pienso que el acceso a Internet debería ser más flexible”.

8. En: ¿Cuales fueron sus motivaciones para venir a la Universidad a estudiar inglés? ¿Por qué?

E3: “Yo desee estudiar esta carrera, porque yo quiero viajar a otro país y ser capaz de interactuar con esa gente de forma correcta”.

9. En: ¿Cuales son sus actuales expectativas con relación al idioma Inglés? ¿Por qué?

E3: “Para mejorar mi nivel de Inglés en todas las habilidades y en el futuro deseo trabajar”.

10. En: ¿Considera usted que sus actuales expectativas en relación al aprendizaje del Inglés puede influenciar su actual nivel de competencia comunicativa? Si o no. ¿Por qué?

E3: “Sí, porque en mi caso como yo quiero viajar a otro país yo tengo que manejar el idioma muy bien, así ahora que estoy aprendiendo debo aprovechar la oportunidad para mejorar mi Inglés, esta tarea no es fácil porque desde el primer semestre yo he tratado de hacerlo. Sin embargo mi nivel de Inglés es bueno, pero no excelente, especialmente hablando y escuchándolo”.

11. En: ¿Qué tipo de recursos socioeconómicos considera usted son necesarios para el desarrollo de la competencia comunicativa en Inglés? ¿Por qué?

E3: “Los recursos económicos suficientes que nos permitan acceder a materiales didácticos y estar expuestos a un contexto social adecuado que nos permita interactuar en Inglés y de esta forma practicarlo”.

12. En: ¿Considera usted que la metodología y los recursos usados por su profesor de Inglés son suficientes para desarrollar su competencia comunicativa en Inglés? Si o no. ¿Por qué?

E3: “La metodología es buena, porque nosotros tenemos un profesor para reading y writing y otro profe para listening y speaking, así, podemos desarrollar todas las habilidades, y los materiales son buenos”.

13. En: ¿Considera usted que hay influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés? Si o no. ¿Por qué?

E3: “Si, porque si nosotros no tenemos dinero para pagar la carrera o para comprar los libros o casetes, podemos tener problemas y nuestro aprendizaje puede ser limitado, además si no conocemos gente para interactuar en Inglés, nunca seremos capaces de aprender un idioma en un sentido real”.

English – Spanish students’ interview

Student #1

1. Entrevistador (En): ¿Considera usted que hay diferencia de provenir de un colegio privado o un público?, en relación al aprendizaje del Inglés y cómo esto puede afectarte en tu actual estudio de Inglés?

Estudiante 1 (E1): “Por supuesto que hay una gran diferencia porque en los colegios públicos tu puedes encontrar solo gente pobre, y los recursos que el gobierno da a este tipo de gente es mínima, así las condiciones en los colegios públicos, especialmente con la enseñanza del Inglés no es tan buena como en los colegios privados. Por ejemplo, mis compañeros que vienen de un

colegio privado tienen un mayor nivel que yo, y mis compañeros que vienen de un colegio público”.

2. En: ¿Considera usted que el aprendizaje del inglés desde la primaria es importante y ha sido importante para su actual nivel de competencia comunicativa? Si o no ¿Por qué?

E1: “Si, es importante porque en el futuro podemos tener bases en este idioma. Yo estudié Inglés en secundaria y primaria”.

3. En: ¿Practicar algunas actividades las cuales te permiten interactuar en inglés puede ayudarte a mejorar tu competencia comunicativa? Si o no. ¿Por qué?

E1: “Si, es importante porque nosotros podemos aprender mayor y conseguir un mejor nivel en la competencia comunicativa del Inglés, por ejemplo yo miro programas en Inglés, videos, películas, escucho música en Inglés etc”.

4. En: ¿Considera usted que la situación económica y profesional de sus padres influye en su aprendizaje del inglés? Si o no. ¿Por qué?

E1: “Si, porque si mi padre no me hubiera apoyado para estudiar mi carrera, porque el piensa que no es útil para mi futuro, el solo terminó la primaria y quizás esta es la razón por la cual el piensa en esta forma. Además, pienso que cuando una madre conoce la importancia de estudiar inglés, ella ayuda a sus hijos. Mí madre solo terminó la primaria, pero ella me apoya me ayuda en todo lo que ella puede, Pienso que el buen o mal nivel de competencia comunicativa depende del carácter de los estudiantes porque si nosotros queremos estudiar, nosotros lo hacemos, sin importar si tenemos dinero o materiales para hacerlo, porque hay muchas formas de estudiar con bajos recursos económicos, mis padres por ejemplo, ganan menos que el mínimo, y nosotros no tenemos dinero para comprar materiales. Sin embargo, tratamos de sobrevivir, y encontrar otras opciones las cuales pueden ayudarnos, la Universidad por ejemplo ofrece materiales y podemos

obtenerlos, cuando los necesitamos. Esto depende de las decisiones de los estudiantes, y no de sus condición socioeconómicas”.

5. En: ¿Considera usted que la profesión de su madre le ayudado en su aprendizaje del Inglés?

E1: “Pienso que la profesión de maestra de mi madre, me ha permitido alcanzar el aprendizaje no solo del Inglés sino de todas las materias, porque desde pequeño mi madre siempre me inculcó el gusto por el estudio y la responsabilidad en el cumplimiento de los deberes”.

6. En: ¿Considera usted que tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en inglés? Si o no. ¿Por qué?

E1: “No porque tengo que trabajar para pagar mi carrera y ayudar a mi familia con los gastos, porque el salario de mi padre no es suficiente para pagar para pagar todas las cosas, por eso, no tengo dinero para comprar materiales caros de inglés, como computadores. Yo solo cuento con libros, pero trato de aprovechar los materiales del centro de recursos y estudiar ahí”.

7. En: ¿Considera usted que la institución donde usted estudia actualmente cuenta con suficientes materiales para desarrollar la competencia comunicativa en inglés? Si o no. ¿Por qué?

E1: “Si, la Universidad tiene materiales, como computadores, centro de recursos, laboratorio de idiomas, pero hace faltan materiales que podamos utilizar todos los estudiantes” etc.”.

8. En: ¿Cuales fueron sus motivaciones para venir a la Universidad a estudiar inglés? ¿Por qué?

E1: “Yo entré a la Universidad para mejorar mi condición socioeconómica, y tratar de encontrar un buen trabajo, porque yo seré un profesor, y puedo ganar suficiente dinero para vivir bien, además, siempre he sido curiosos por conocer otro país y ser capaz de comunicarme con la gente de otro país”.

9. En: ¿Cuales son sus actuales expectativas con relación al idioma Inglés? ¿Por qué?

E1: “Quiero mejorar mis habilidades de speaking y listening y en el futuro quiero viajar a otro país”.

10. En: ¿Considera usted que sus actuales expectativas en relación al aprendizaje del Inglés puede influenciar su actual nivel de competencia comunicativa? Si o no. ¿Por qué?

E1: “Si, porque como yo trato de mejorar mi habilidad en listening y speaking, mi nivel en estos aspectos es mayor que en otras habilidades, Considero que es más importante hablar y escuchar en Inglés que escribir o leer en Inglés”.

En: ¿Por qué piensas eso?

E1: “No se porqué, tal vez si tu eres capaz de hablar con otra persona o puedes entender algo en Inglés, esto significa que tu puedes manejar también las otras habilidades. Además, para mí el objetivo de aprender un idioma es para saber comunicarse correctamente”.

11. En: ¿Qué tipo de recursos socioeconómicos considera usted son necesarios para el desarrollo de la competencia comunicativa en Inglés? ¿Por qué?

E1: “Todos los tipos de materiales, los profesores bien preparados, una Buena metodología usada por el profesor”.

12. En: ¿Considera usted que la metodología y los recursos usados por su profesor de inglés son suficientes para desarrollar su competencia comunicativa en inglés? Si o no. ¿Por qué?

E1: “Los profesores usan un libro, grabadora, ellos usan flashcards, pictures y preguntan acerca de un tema de la vida diaria”.

13. En: ¿Considera usted que hay influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés? Si o no. ¿Por qué?

E1: “Si, hay una influencia, en mi caso por ejemplo no tengo problemas con eso porque cuento con suficientes recursos sociales y económicos para desarrollar la competencia comunicativa en Inglés, pero tengo algunos compañeros que no tienen suficientes recursos y esto limita su aprendizaje, por ejemplo tengo un amigo quien usualmente no puede asistir a clases porque no tiene dinero para pagar un bus, el vive lejos y cuando el llega es muy tarde, así que esto puede

causar un serio problema en su aprendizaje, además no tiene plata para comprar un libro o para sacar fotocopias, sin embargo el hace el mayor esfuerzo para estudiar”.

Student # 2

1. Entrevistador (En): ¿Considera usted que hay diferencia de provenir de un colegio privado o un público en relación al aprendizaje del Inglés y cómo esto puede afectarte en tu actual estudio de Inglés?

Estudiante 2: (E2) :

E2: “Si, hay diferencias porque en un colegio público hay más materiales para aprender, por ejemplo vengo de un colegio público y la enseñanza del Inglés era muy débil.”

2. En: Considera usted que el aprendizaje del Inglés desde la primaria es importante y ha sido importante para su actual nivel de competencia comunicativa? Si o no ¿Por qué?

E2: “ Esto es muy importante porque una parte de los estudiantes en los colegios escogerá estudiar Inglés, así cuando ellos lleguen a la Universidad como en mi caso, ellos no encontrarán grandes problemas, Personalmente no he tenido problemas con mi Inglés porque en mi colegio estudié Inglés desde la primaria. “

3. En : Practicar algunas actividades las cuales te permiten interactuar en Inglés puede ayudarte a mejorar tu competencia comunicativa, si o no ¿por qué?

E2: “ Si porque la interacción con el lenguaje es fundamental para desarrollar todas las habilidades, por ejemplo es bueno interactuar con hablantes nativos, hacer lecturas en Inglés, también chatear por Internet, Yo veo programas en Inglés y asisto a conferencias en Inglés, etc.”

4. En: Considera usted que la situación económica y profesional de sus padres influye en su aprendizaje del Inglés, si, no ¿ por qué?

E2: “si, porque si tu padre tiene una profesión, el puede enseñarte muchas cosas y el puede comprarte materiales necesarios o puede darte dinero suficiente para sacar copias, en mi caso, la

situación económica es un poco difícil porque mi padre solo terminó la primaria, así que el no tiene un trabajo formal, el es la persona quien trabaja y solo gana el salario mínimo, así es muy difícil para mi comprar lo que necesito para desarrollar la competencia comunicativa, sin embargo, trato de utilizar los recursos de la Universidad tanto como es posible, pero el problema en mi caso es el tiempo porque tengo que trabajar para ayudar a mi familia y para pagar mi carrera, porque con el salario que mi padre gana no es suficiente y mi madre no tiene una profesión. Ella trabaja en un restaurante y por eso ella no gana mucho dinero, y no puede comprarme lo que necesito en esta carrera, además, ella algunas veces ella dice que tengo que trabajar y no estudiar, y pienso que su situación profesional sería diferente si tuviera una profesión.”

5. En: Considera usted que la profesión de su madre le ayudado en su aprendizaje del Inglés?

E2: “si, claro porque en mi caso mi madre trabaja como enfermera en un hospital y me ha apoyado económicamente en mi carrera, para comprar todos los materiales que necesito”.

6. En: Considera usted que tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en Inglés? Si, no Por qué?

E2:” como lo dije antes, tengo que trabajar para pagar mi carrera y ayudar a mi familia con los gastos porque el salario de mi padre no es suficiente para pagar todas las cosas, por eso no tengo dinero para comprar materiales caros en Inglés, tengo libros y diccionarios y desearía tener otros materiales en casa como computador e Internet.”

7. En: Considera usted que la institución donde usted estudia actualmente cuenta con suficientes materiales para desarrollar la competencia comunicativa en Inglés? Si, no ¿por qué?

E2:” si, la Universidad ofrece un buen servicio en materiales, tenemos un centro de recursos , computadores, Laboratorio de idiomas, estos materiales son buenos para gente como yo que no

tiene suficiente dinero para comprarlos, pero algunas veces algunos materiales no son suficientes para todos”

8. En: Cuales fueron sus motivaciones para venir a la Universidad a estudiar Inglés? Por qué?

E2: “Yo quiero viajar a otro país, y conocer otras culturas”

9. En : Cuales son sus actuales expectativas con relación al Idioma Inglés? Por qué?

E2: terminar mi carrera bien para encontrar un buen empleo en el futuro, mejorar mis habilidades en Inglés y ser capaz de interactuar con hablantes nativos en una forma fluida.”

10. En: Considera usted que sus actuales expectativas en relación al aprendizaje del Inglés puede influenciar su actual nivel de competencia comunicativa? Si, no Por qué?

E2:” si, porque deseo mejorar todas las habilidades en Inglés, y trato de aprenderlo, aunque no tengo mucho tiempo para estudiar, debido a mi trabajo, trato de estudiar tanto como puedo para graduarme y encontrar un buen trabajo”.

11. En: Qué tipo de recursos socioeconómicos considera usted son necesarios para el desarrollo de la competencia comunicativa en Inglés? ¿Por qué?

E2:” dinero para comprar las cosas que necesito para estudiar Inglés, materiales, viajar a los congresos que ,la Universidad organiza en otras ciudades para interactuar con gente que habla Inglés”.

12.En: Considera usted que la metodología y los recursos usados por su profesor de Inglés son suficientes para desarrollar su competencia comunicativa en Inglés ? si, no ¿Por qué?

E2:” la metodología es buena porque ellos tratan de desarrollar todas las habilidades, el profe nos hace escuchar música en Inglés, también nos presenta videos en Inglés, ellos también nos hacen hablar en Inglés tanto como sea posible, usando gramática básica que nosotros estamos estudiando, sin embargo algunas veces ellos no entienden que hay gente como yo que algunas

veces no tenemos dinero para sacar copias, o comprar un libro, así que pienso que ellos tienen que entender este tipo de problemas y al contrario tratar de ayudarnos.”

13. En: Considera usted que hay influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés? Si no Por qué?

E2: “ si, hay una fuerte influencia , sin embargo cuando tu quieres estudiar y mejorar tu propia vida, este tipo de factores son muy importantes porque tu puedes buscar la manera de mejorar esta situación, y tratar de evitar los problemas socioeconómicos influyan en el aprendizaje, para lograr nuestras metas, en mi caso a pesar de mi situación económica, trato de estudiar y mejorar mi competencia comunicativa tanto como puedo”

Student#3

1. Entrevistador (En): ¿Considera usted que hay diferencia de provenir de un colegio privado o un público?, en relación al aprendizaje del Inglés y cómo esto puede afectarte en tu actual estudio de Inglés?

1.Estudiante3 (E3) “si porque en las instituciones privadas tu puedes encontrar mejores recursos, además estas están preocupados por el futuro de los estudiantes y por esta razón los profesores influyen en el estudio del Inglés. En el colegio donde yo terminé la secundaria hay muchos materiales y los profesores nos enseñan la importancia de estudiar inglés”

2. En: Considera usted que el aprendizaje del Inglés desde la primaria es importante y ha sido importante para su actual nivel de competencia comunicativa? Si o no ¿Por qué?

E3:” si porque en el futuro nosotros podemos necesitar este idioma y si nosotros lo aprendemos desde la primaria la tarea del aprendizaje del idioma será más fácil. Yo estudié Inglés desde la secundaria”

3. En : Practicar algunas actividades las cuales te permiten interactuar en Inglés puede ayudarte a mejorar tu competencia comunicativa, si o no ¿por qué?

E3: “ si porque chateando en Inglés me ayuda a mejorar el lenguaje, además yo leo en Inglés y miro programas en Inglés, escucho música en Inglés.”

4. En: Considera usted que la situación económica y profesional de sus padres influye en su aprendizaje del Inglés, si, no ¿ por qué?

E3: si porque la situación familiar económica y profesional puede determinar el futuro de una persona , en mi caso como mi padre es abogado, el quería que estudie leyes pero afortunadamente mi madre me ayudó y pude entrar a estudiar Inglés, además cuando los estudiantes tienen una madre profesional ella puede ayudarlos en su carrera, y en todas las cosas que su hijo necesite porque la madre cuenta con los recursos para hacerlo, en mi caso, mi mamá trata de ayudarme en las cosas que ella puede , sin embargo, algunas veces su situación profesional no le permite, porque ella no estudió una carrera, pero ella trata de ayudarme, además pienso que cuando tu deseas estudiar y mejorar tu propia vida, este tipo de factores no son importantes porque tu puedes buscar la forma de mejorar tu situación, en mi caso trato de aprovechar mi situación socioeconómica para lograr mis metas y mejorar mi competencia comunicativa”

5. En: Considera usted que la profesión de su madre le ayudado en su aprendizaje del Inglés?

E3” considero que cuento con materiales para desarrollar algunas actividades como reading and writing pero no para listening and speaking.”

6. En: Considera usted que tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en Inglés? Si, no Por qué?

E3: No, realmente solo tengo algunos libros en Inglés, que tengo desde el colegio y un diccionario de Inglés, pero los demás materiales me los rebusco como puedo, porque tengo mucho deseo de aprender Inglés”

7. En: Considera usted que la institución donde estudia tiene suficientes materiales de aprendizaje para desarrollar la competencia comunicativa en Inglés? Si, no Por qué?

E3 “si en la Universidad podemos encontrar materiales para desarrollar todas las habilidades por ejemplo tenemos libros, diccionarios de Inglés, laboratorio, y computares pero algunas veces el acceso a estos recursos no es posible, por ejemplo en el caso de computadores e Internet”

8. En: Cuales fueron sus motivaciones para venir a la Universidad a estudiar Inglés? Por qué?

E3:” toda mi vida he deseado ser un profesor de Inglés, además deseo mejorar mi nivel de Inglés, deseo mejorar todas las habilidades en este idioma, y trato de estudiarlo, aunque no tengo mucho tiempo para estudiar debido a mi trabajo, pero trato de estudiar para graduarme y encontrar un mejor trabajo”

9. En : Cuales son sus actuales expectativas con relación al Idioma Inglés? Por qué?

E3: “deseo mejorar mi nivel de Inglés, especialmente en speaking y en listening.” ´

10. En: Considera usted que sus actuales expectativas en relación al aprendizaje del Inglés puede influenciar su actual nivel de competencia comunicativa? Si, no Por qué?

E3: si porque si yo no deseo mejorar mis habilidades en speaking quizás si no practicara esta habilidad como otras, mis notas serían malas”

11. En: Qué tipo de recursos socioeconómicos considera usted son necesarios para el desarrollo de la competencia comunicativa en Inglés? ¿Por qué?

E3 “ los materiales que tu necesitas para mejorar las habilidades en las cuales estas débil o tienes dificultades.”.

12.En: Considera usted que la metodología y los recursos usados por su profesor de Inglés son suficientes para desarrollar su competencia comunicativa en Inglés ? si, no ¿Por qué?

E3: ellos son Buenos y nos permiten practicar todas la habilidades en Inglés, especialmente para nosotros que estamos en Segundo semestre para llegar a otros semestres con una buen nivel.”

13. En: Considera usted que hay influencia de los factores socioeconómicos en el desarrollo de la competencia comunicativa en Inglés? Si o no. ¿Por qué?

E3: si pero pienso que el buen o mal nivel de la competencia comunicativa depende de cada estudiante porque si nosotros queremos estudiarlo, no importa si no tenemos dinero o materiales, hay muchas formas de estudiar con bajos recursos económicos, la universidad ofrece materiales y podemos obtenerlos cuando los necesitemos, para mi esto depende más de las decisiones de los estudiantes en aprender”

Appendix C

Students survey

UNIVERSIDAD DE NARIÑO
FACULTAD DE CIENCIAS HUMANAS
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS
LICENCIATURA EN INGLÉS – FRANCÉS

APRECIADO(A) ESTUDIANTE:

Un grupo de estudiantes del programa Inglés – Francés estamos interesados en identificar los factores socioeconómicos y asociados incidentes en la elección de su carrera y en el desarrollo de la competencia comunicativa en Inglés (saber hablar, escuchar, escribir, leer en Inglés) Usted ha sido seleccionado(a) para contestar la encuesta adjunta, con la seguridad de que su información va a contribuir al mejoramiento del aprendizaje del Inglés.

Muchas gracias por su colaboración.

1. INFORMACIÓN GENERAL

1.1 Género H M

1.2 Años cumplidos 15 – 17 18-20 21- 23 23 en adelante

1.3 Colegio de procedencia Colegio público Colegio privado

1.4 Niveles en los que estudió inglés. Pre-escolar Primaria Secundaria Cursos adicionales

1.5 Trabaja? Si No

2. CUESTIONARIO

2.1 Qué estudios completos ha realizado su padre? Primaria Secundaria Universidad: Pregrado

Especialización Maestría Doctorado Otro Cuál? _____

2.2 Qué estudios completos ha realizado su madre? Primaria

Secundaria Universidad: Pregrado Especialización Maestría Doctorado otro Cuál? _____

2.3 El ingreso mensual promedio en su familia es de: 1. menos de \$ 433.000 2. \$ 433.000 3. Entre \$ 433.000 y \$ 866.000

4. entre \$ 866.000 y \$1.732.000 5. Más de \$1.732.000

2.4 Del salario mensual de ingresos de la familia, la inversión para educación mensual fluctúa entre:

1. 5% - 10 % 2. 10% - 15 % 3. 15 % - 20 % 4. 20 % - 25 % 5. Más de 25%

2.6 Según el recibo del agua su familia está ubicada en el :

1. Estrato 1 2. Estrato 2 3 Estrato 3 4. Estrato 4 5. Estrato 5 6. Ninguno

2.7 Cómo pasatiempo en el área de inglés, Usted:

1. Lee en Inglés 2. Mira televisión en inglés 3. Escribe en Inglés 4. Navega en Internet en Inglés

5. Chatea en Inglés 6. Otro? Cuál? _____

2.10 Indique su respuesta señalando con una equis (X) una de las alternativas siguientes:

5: Totalmente de acuerdo.

4: Deacuerdo

3: Indeciso

2: En desacuerdo

1 Totalmente en desacuerdo

PREGUNTAS	ALTERNATIVAS					Si tiene alguna explicación a las anteriores respuestas.
	5 TDA	4 DA	3 I	2 ED	1 TDE	
1. Para fortalecer mi competencia comunicativa en Inglés, en casa dispongo de libros y diccionarios en inglés						
2. Para fortalecer el desarrollo de la competencia comunicativa en Inglés dispongo de computador y acceso a Internet						
3. frecuentemente miro videos y programas de televisión en inglés						
4. La grabadora para la escucha de canciones e informaciones en Inglés me ha sido de gran ayuda						
5. La utilización de materiales para el desarrollo de la competencia comunicativa en la Universidad (uso de videos, laboratorio de idiomas, computadores, biblioteca, televisión etc. Ha sido adecuado.						
6. Considero que los recursos económicos me han permitido el acceso a materiales y actividades para desarrollar mi competencia comunicativa en Inglés (escuchar, leer, escribir y hablar en Inglés)						
7. Considero que la metodología,						

materiales y actividades utilizadas en las clases de Inglés si me permiten el desarrollo de la competencia comunicativa (escuchar, leer, escribir y hablar en Inglés) a nivel de principiante						
8. En la actualidad es fundamental para el profesional en Idiomas el saber comunicarse y el saber comunicar en Inglés (ser competente)						

Observaciones y / sugerencias _____

Appendix D

Budget

Detail	Quantity	Unit value	Total
		\$	
Paper	3	9000	\$27000
Printing	100	300	\$30000
Pencils	10	600	\$6000
Pens	10	400	\$4000

Markers	10	1000	\$10000
Cassettes	10	1500	\$15000
Textbooks	5	10000	\$50000
Photocopies	1000	50	\$50000
transportation	1000	750	\$75000
Internet	350	1600	\$100.000
Batteries	20	1000	\$20000
Telephone	100	250	\$25000
Other			\$70000
TOTAL			\$ 734..000

Triangulation

Questions	English French survey	English Spanish Survey	Interviews English- French- English Spanish	classroom observation English- French English Spanish	Proposition
Genre	15% men and 35% women There is a higher percentage of the population is women.	20% men and 30% women In this program, there is a higher percentage of the population is women.	In the interview, men integrated the major participation.	In the classroom, in the both programs the bigger part of students are women	In both programs the higher percentage is the women, it is because the criterion for choosing the sample was according to the will of the participants
Age	15-17 years 17,50% 18-20years 25,00% 21-23 years 5% more than 23 years 2,50% The major part of the population is between 18 to 20	15-17 years 10,00% 18-20years 22,50% 21-23 years 7,50% more than 23 years 10,00% The major part of the population is between 18- to 20		In the both programs students look youth	In the English French program the population is younger than the English Spanish program., but in general there is not a big difference between the two programs
Kind of school	Public school 37,50% private school 12,50% The major part of the population comes from public school.	Public school 45,00% private school 5,00% The major part of the population comes from public school.	In despite of in both programs the mayor part of students come from public schools, in the interviews they said that there are differences in coming from a public and a private school, because in the first one,		The kind of institutions (public or private) where students come from can have many differences. According to Ruiz (2004), public school, can cause negative consequences on students

			<p>teachers do not focus on English as they do in other subjects. Besides, they said that in private schools there are many materials to develop the communicative competence in English.</p>		<p>learning because they do not have enough resources to provide a meaningful learning. To the contrary, private schools increase students' motivation for learning. (p. 54).</p>
Levels of English studies	<p>Garden 2,50% primary 63,10% secondary 64,00% additional courses 55,50% There is a high percentage of students who have learned English since high school, and a big part of them has taking additional courses.</p>	<p>Garden 2,50% primary 36,84% secondary 36,00% additional courses 44,44% There is a high percentage of students who have learned English since high school, and a big part of them has taking additional courses.</p>	<p>In both programs, the major part of students said that it is very important to study English since early years, because when they enter in the University, they will have good bases in English.</p>		<p>Study English since early years is important to acquire good levels in the language. According to García (2001) the early education provides good bases for a future development. (p. 3)</p>
Work	<p>Students work 7,50% students do not work 42,50% There is a low part of the population work.</p>	<p>Students work 25,00% students do not work 25,00% The half part of the population work.</p>	<p>In line with students' opinion, in English Spanish program, the bigger part of the population works, due to their socioeconomic situation. In English French, the major part</p>		<p>Students try to do the best effort for educating themselves because in this way they will improve their condition of live. in relation to Ausubel (1981), education avoids</p>

			of students said that they do not have to work, because they do not have the necessity to do it.		ignorance and poverty.
Fathers Studies	<p>Father studies primary 50,00% secondary 55,88% university 66,67% specialization 66,67%</p> <p>A higher part of the population have finished studies of specialization</p>	<p>Father studies primary 50,00% secondary 42,12% university 33,33% Specialization 33, 33%</p> <p>There is a moderate part of the population have finish their elementary studies, and a small part of them have made University studies and specialization studies.</p>	<p>In both programs, students said that the professional situation of their father allow them to study English. Besides, they affirm that the familiar situation both economic and professional can determine the future of a person. Even though, some students who belong to English-Spanish said that there is not a real influence</p>		<p>The professional situation of their father can influence on students professional live, according to Zaiter, Vargas, Santelises and Carela, (2003), the professional and socioeconomic conditions of students family is transmitted from parents to sons. (p: 119-123).</p>
Mother studies	<p>Mother studies primary 50,00% secondary 64,00% university 87,50%</p> <p>A higher part of the mothers have finished studies of University</p>	<p>Mother studies primary 50,00% secondary 36,00% University 12,50%</p> <p>A minimal part of fathers have finished their University studies.</p>	<p>In both programs students said that the professional situation of their mother. Influence on their communicative competence in a moderate way.</p>		<p>The professional preparation of mothers also can influence on students lives, according to Daniel and Schleicher (2001).</p>

<p>Familiar monthly Incomes</p>	<p>Familiar monthly incomes less than 433000 : 7,50% 433000 : 12,50% 433000 to 866000: 20,00% 866000 to 1732000: 7,50 more than 1732000: 2,5% There is a moderate part of family students earn between \$ 433.000 to \$ 866.000 per month. These answers can be due to the families in English French program count on formal jobs because their professional situation.</p>	<p>Familiar monthly incomes less than 433000 : 22,50% 433000 : 25,50% 433000 to 866000: 0,00% 866000 to 1732000: 0,00 more than 1732000: 2,5% Big parts of family students earn \$ 433.000 per month. in the English Spanish program the families can earn money according to formal and informal jobs, because a minimal part of this population has a definite professional situation</p>	<p>According to the monthly incomes, students of English – French said that they have enough resources to develop the communicative competence. Students of English – Spanish said that they do not have enough economic incomes that for them, it is not a limitation to have a good level in the communicative competence.</p>		<p>According to Arcia, Porta and laguna research, (2004), the economic situation of students family influence on students learning, but this influence is moderate.</p>
<p>Monthly investment on education</p>	<p>Familiar investment for education 5% to 10% : 32,50% 10 %to 15% : 15,00% 15% to 20% :2,50%</p>	<p>Familiar investment for education 5% to 10%: 47,50% 10 %to 15% :2,50% 15% to 20% :0,00%</p>	<p>In both programs students said that their families spend money in education, due to their good economic</p>		<p>Investment money in education is low example; to buy materials, which develop the communicative competence is</p>

	<p>20% to 25% :0,00% more than 25%: 0,00% A higher percentage of students invest only between 5% to 10% on education</p>	<p>20% to 25% :0,00% more than 25%: 0,00% A higher percentage of students invest between 5% to 10% money on education. This can be due to the major part of them have a low economic situation and they can not invest much money on education.</p>	<p>situation.</p>		<p>important for students learning</p>
<p>Family strata</p>	<p>Familiar strata one 4 % two 30% three 13,50% four 5,00% five 2,50% Not stratum 00, 00% The major part of students belong to stratum two.</p>	<p>one 10, 00% two 22,50% three 10,00% four 0,00% five 2,50% not stratum 00,00% The major parts of students belong to stratum two.</p>	<p>Students agree saying that the families are located socially according to their incomes. However students said that this factor do not influence on the development of their communicative competence.</p>		<p>The social strata of a person can affect in a moderate way on many aspects related with the academic situation of these persons, in line with Ausubel (1981) when students belong to a social stratum it affects motivational of academic aspects of them.</p>
<p>English activities</p>	<p>English readings 60% English programs 45,00% English writings 42,86% English</p>	<p>English readings 76,47% English programs 55,00% English writings 57,14% English internet</p>	<p>In keeping with students' opinion the practice of activities like chat or using internet to practice English are</p>		<p>Students practice activities in proportion to the material require for those activities, in both programs the favorite</p>

<p>Computer and internet to improve the communicative competence</p>	<p>internet 28,57% English chat 23,53% Others 71,43% English – readings are most practiced activities by students of English French program. because students have easy access to books.</p>	<p>25,40% English chat 28,57% Others 40% English – readings are most practiced activities by students of English Spanish program. because students can have an easy access to books.</p>	<p>very important. However they think that there is an easy access to those kinds of activities.</p>		<p>activity in both programs was English reading because the materials used like books are more accessible for them.</p>
<p>English books and dictionaries to improve the communicative competence</p>	<p>TA 12.50% A 27.50% I 2.50% D 0.00% TD 7.50% The major of students have access to books and dictionaries due to they are easier of acquire.</p>	<p>TA 20.0% A 20.0% I 7.50% D 0.00% TD 2.50% students have access to books and dictionaries due to they are easier of acquire.</p>	<p>In English Spanish program a major quantity of students than in English French program prefer to use books and dictionaries in order to improve the communicative competence in English, specially reading and writing abilities.</p>		<p>The use of traditional materials like books and dictionaries allow to students to create good bases in English learning in order to use it with communicative purposes.</p>
	<p>TA 10.0 % A 5.00% I 7.50% D 15.0% TD 12.5% A big part of student do not use these materials at</p>	<p>TA 10.0% A 5.00% I 12.50% D 15.0% TD 7.50% A big part of student do not use these materials at</p>	<p>Along with students the use of computer and Internet are fundamental to develop the communicative competence, because they</p>		<p>It is important to say that the lack of these resources can limit the development of communicative competence.</p>

	home it can be due to they are difficult to acquire.	home it can be due to they are difficult to acquire.	allow practice the English by integrating all the abilities.		
Videos and TV programs to improve the communicative competence	<p>TA 17.50% TA 7.50 % A 22.50 % I 7.50% D 10.0% TD 2.50% A high number of students have those materials available at home, it can be due to they are more accessible for them.</p>	<p>TA 20.0% A 20.0% I 10.00% D 0.00% TD 0.00% A high number of students have those materials available at home, it can be due to they are more accessible for them.</p>	In proportion to students opinion, in both programs students have access to these materials and they think that they are important to develop the communicative competence in English.		The use of the visual aids like videos and TV programs can allow students to develop a good level in the communicative competence specially in listening ability. According to Arcia, Porta and Laguna (2004), the efficiency in the management of pedagogical resources influence on students performance. (pp 1-24)
	<p>A 17.50% I 7.50% D 2.50% TD 5.00% A high number of students have those materials available at home, it can be due to they</p>	<p>TA 22.50% A 17.50% I 10.00% D 0.00% TD 0.00% A high number of students have those materials available at home, it can be due to they are</p>	In English Spanish program, students said that tape recorder was easier to have access to their socioeconomic situation. In English-		Students think that tape recorders are important materials to improve the communicative competence, specially in listening and it can be integrated with

<p>Socio- economic resources such as materials and activities to improve the communicative competence</p>	<p>TA 10.00% A 25.00% I 2.50% D 2.50% TD 10.00% In both programs students think that in the University there are resources like materials and activities to improve the communicative competence.</p>	<p>more accessible for them. TA 12.50% A 17.50% I 10.00% D 7.50% TD 2.5.0% both programs students think that in the University there are resources like materials and activities to improve the communicative competence</p>	<p>French. In both programs, students think that although, the good or bad resources that they have, they try to acquire a good level of the communicative competence, because they interested to achieve it .</p>		<p>Students consider that studding languages require to have a good level in the communicative competence, in order to achieve this they try to see options to achieve their purposes, The recourses and activities play important roles in this situation</p>
<p>Methodology and activities into the classroom to improve the communicative competence</p>	<p>TA 27.50% A 15.00% I 5.00% D 0.00% TD 2.50 % In both programs students think that in the University there are an adequate use of methodologie s and activities to improve the CC</p>	<p>TA 15.00 % A 27.50% I 7.50% D 0.00% TD 0.00% In both programs students think that in the University there are an adequate use of methodologies and activities to improve the communicative competence.</p>	<p>In relation to students opinion, the teachers use materials and methods which allow them improve their skills.</p>	<p>In the classroom, it has been notice that there are different teacher that focus in different skills. A teacher for teaching listening and speaking skills. Another teacher for teaching writing and reading skills.</p>	<p>According to Sirin (2005), there is not a strong influence of the socioeconomic factor on the develop of the communicative competence, but this influence is caused by the methodology and the activities used by the teacher in the class. (417- 453)</p>

