UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH:

THE INCIDENCE OF ECONOMIC STATUS, CONTEXT OF LEARNING, AND ATTITUDES TOWARDS LANGUAGE LEARNING ON THE LANGUAGE PROFICIENCY OF ADULT STUDENTS FROM ADVANCED ENGLISH COURSES AT CENIUES

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

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CONTENTS

INTRODUCTION

Learning a language and successfully putting it into practice is part of the individual's growth and depends on many aspects surrounding the learners' proficiency, which is reflected by the speaker's performance in a given language. In fact, students' socioeconomic status, context of learning, and attitudes towards the language learning process are social demographic issues that have been regarded as factors that have an incidence on the students' proficiency (Ellis, 2003).

As a matter of fact, during the two last decades longitudinal and small-scale studies have been carried out in at least 29 high and low- income countries, reflecting the relevance of this phenomenon (Heyneman & Loxley, 1983). Outcomes derived from these studies indicate that students' social backgrounds play an influential role on their language proficiency. Consequently, it would be misleading to overlook students' social demographic issues when determining the causes of their language attainment.

The University of El Salvador is not exempt to this influence. For years, the University's English Academy, CENIUES, has held language courses to students coming from a diversity of social, economic and age groups. These students' proficiency is usually linked to class methodology and situations

such as the interaction with classmates, the teacher's instruction, methodology, assessment types, textbook used, and the like. This tendency takes students' non-academic backgrounds for granted. Nevertheless, the students' social demographic background must be approached to find out the extent to which they shape learning. Before, little or nothing was known about CENIUES students' social profile; which means, a significant amount of valuable data had to be looked into for the sake of viewing the big picture of these students' circumstances.

This research project intended to demonstrate how much economic status, context of learning, and attitudes towards language learning influenced the English proficiency of students from adult programs at CENIUES. In order to achieve this aim, the study presented data collected from a sample of Adult students from advanced English courses at CENIUES. All the data was collected by means of a survey designed specifically for this targeted group with the purpose of getting reliable info.

CHAPTER 1

THE PROBLEM

1.1 STATEMENT OF THE PROBLEM

Currently, high qualifications are required in the labor world for a person to be eligible to the job. One of those features is the mastery of a second language, mostly, English. Unlike some decades ago, nowadays proving knowledge of English has become a strict process in such institutions as call centers like Sykes, Teleperformance, Stream and so on. Also, languages academies like Prolingua, CENIUES, Centro Cultural Salvadoreño Americano (CCSA), and some other language academies do not only decide to hire a teacher solely based on the teacher´s degree. English interviews, standard tests like the TOEFL, TOEIC, and some other instruments are used in order to make a decision as to accept the potential employees.

It is to notice the difference in the hiring processes, raises, and professional development in the form of scholarships to English speaking countries like the United States through Fulbright, UGRAD, and other countries where English is not the first language such as the DAAD program in Germany, and the Erasmus Mundus grant in other European countries. In order for a person to be eligible to these opportunities, English is a plus. Therefore, even though a Bachelor's degree is supposed to certify that

anyone holding it has attained an advanced proficiency level in English, the truth is that not all the people who graduate reach the required language level to perform a satisfactory job at a call center, as a teacher or researcher. Finding out what keeps English speakers from reaching a high language proficiency level was what motivated this research. It is to mention that when talking about factors influencing language learning, the first topics that came to mind were the classroom environment, the teacher´s competence, the textbook and other didactic resources, and the time the language was practiced in and after class. Indeed, a lot of research had been made on these issues. Nevertheless, non-academic factors such as the economic status, the person´s environment, and the attitudes towards language learning were not neglected hereby. In fact, they played a role in the specific language proficiency a student reaches. This study did not disregard the importance of classroom situations, yet social demographic issues were not neglected either.

The present research pursued to find out the incidence of socioeconomic status, context of learning, and attitudes toward language learning on the proficiency of adult advanced CENIUES students. Before carrying out this research, very limited information was known about these students' social demography. Roughly, it can be said that they came from a variety of backgrounds. Along the same lines, students' backgrounds

influenced their learning. Nevertheless, what was more valuable, and motivated this research was the degree of influence any given demographic issue had onto the learner's proficiency. In addition, this research was inspired by previous studies (Al-Tamimi&Munir 2009; Azizeh , 2010; Barry, 2005; De Serf, 2002;) on social demographic issues, and students' proficiency in other countries; and indicating that social demographic issues did affect proficiency both positively and negatively. The lack of information in our context called for further inquiry, and made this project valuable. Again, the unavailability of CENIUES students' social demographic situation validated and made the current research relevant to the field. Therefore, this investigation was significant because knowing students' social demographic current situation revealed information that could explain their proficiency.

1.2 FORMULATION OF THE PROBLEM

What is the extent to which economic status, context of learning, and attitudes towards language learning affect the proficiency of advanced adult CENIUES students in the semester II/2011?

1.3 OBJECTIVES

General Objective

- To determine the incidence of economic status, context or learning, and attitudes towards language learning on the language proficiency of adult advanced students from CENIUES in 2011.

Specific Objectives

1. To find out how economic status affects the proficiency of advanced adult CENIUES students in 2011.

2. To discover the context of learning from CENIUES adult advanced students in 2011.

3. To determine how the attitudes towards language learning influences CENIUES adult advanced students' proficiency in 2011.

4. To establish the social-demographic profile of adult students at CENIUES.

1.4 RATIONALE FOR THE STUDY

When talking about factors associated to language proficiency, economic status, context of learning, and attitudes towards language learning were included despite they did not deal with class methodology or such. Hence, contextualizing this regard to CENIUES was certainly useful and

appealing to this research field. By means of a survey, students' social demographic profiles were established. Besides that, the present project demonstrated what the most influential social demographic issues were. Furthermore, it showed how these demographic factors related to the participants' proficiency. All of this served the purpose of better-understanding students' realities and enhanced the learning environment in a positive form.

1.5 LIMITATIONS

Limitations in this study were the scarce literature and background research on social demographic issues and language proficiency at the local level. Despite counting on valuable data from other countries, nothing could guarantee their findings applied to the Salvadoran context. This was an important aspect to consider because the economic situations, periods of time the studies were conducted, and reasons why the studies were made varied from country to country. This limitation kept the results from being generalizable. A second limitation was the instruments to measure proficiency. Even though we could have taken tests such as the TOEFL, OPI, mid-term grades, or interviews, the concrete tool to use was determined depending on the availability at the time of administering it. Finally, another limitation was time. More specifically, this point refers to the time an English module lasted, which was a two month period approximately. This was

essential to the study because if it aimed to rate the students' proficiency, their advancement through courses must have been marked too. If this aspect was neglected, the results could have varied.

CHAPTER2

THEORETICAL FRAMEWORK

1.1 BACKGROUND

A series of studies have been conducted in the field of second language acquisition, and the factors related to that area. This section lists three areas related to second language acquisition. The three areas belong to a broader category called social demographic issues. These issues are non-academic ones. The social demographic issues are distributed as economic status, context of learning, and attitudes to language learning. The following six articles comprise background research on these fields.

First of all, in 2000 Marinova-Todd, S.H., Marshall, D.B., & Snow, C.E. published an article on TESOL Quarterly journal, on which they established that there are three misconceptions about age and second language acquisition. Age has often been considered a major, if not the primary, factor determining success in learning a second or foreign language. Children are generally considered capable of acquiring a new language rapidly and with little effort, whereas adults are believed to be doomed to failure. Although older learners are indeed less likely than young children to master an L2, a close examination of studies relating age to language acquisition reveals that

age differences reflect differences in the situation of learning rather than in capacity to learn. They do not demonstrate any constraint on the possibility that adults can become highly proficient, even native-like, speakers of L2s. Researchers, in other words, have often committed the same blunders as members of the general public: misinterpretation of the facts relating to speed of acquisition, misattribution of age differences in language abilities to neurobiological factors, and, most notably, a misemphasis on poor adult learners and an under-emphasis on adults who master L2s to native-like levels. By clarifying these misconceptions, this article leads to a better understanding of L2 learning and, in turn, better approaches to L2 teaching.

Furthermore, a 2002 Honoralproyect by Illinois Weslayan University's De Serf, M. titled "The Effects of Family, Social and Background Factors on Children's Educational Attainment" examined the effects of background and familial factors on the educational attainment of the respondents. Special attention was paid to the existence of educational gaps among children of different racial groups and the impact of the background variables on the educational attainment of these groups. It was found that key background factors give some children educational advantages over other children.

Interestingly, the results suggested that the background variables played a larger role in the educational attainment of white respondents than

they did in the educational attainment of black or Hispanic respondents. Section II presented the human capital theory and explained the household production unit. Additionally, this section discussed socioeconomic theories relating to race and educational attainment. Section III explained the empirical model and data extracted from the National Longitudinal Survey of Youth (NLSY). Section IV discussed the results of the models, while Section V drew conclusions from the results and suggested policy implications.

Third, a Master´s thesis made by Barry, J. from Wichita State University (2005) titled "The effects of socio-economic status on academic achievement" addressed the increasing importance of student test scores by examining the different factors that influence test scores. Composite test scores of tenth grade students from the Educational Longitudinal Study of 2002 were examined using a four-part model which included student role performance, school, family, and peer factors. Ordinary Least Squares analysis indicated that the strongest predictor of student test scores was socioeconomic status, resulting in a statistically significant increase in the standardized coefficient of .224 points. These results supported previous research and possible directions for public policy were given.

Another article published by Kooi, L. & Ping, T. in a *E-journal of Sociology* (2006) titled "Factors influencing students' performance in

Wawasan Open University: Does previous education level, age group and course load matter?" established that Factors influencing students' performance have interest for education providers especially those keen to produce knowledgeable and skillful graduates that can contribute to the social and environmental landscape. Ascertaining the factors governing the academic performance of students is a challenging task as this is a product of various factors such as psychological, socio-economic and environmental factors.

With a view to making higher education more accessible to adult learners and recognizing open distance learning as a new alternative in the tertiary education area in Malaysia; its Ministry of Higher Education implemented the Open Entry Policy in July 2006. Wawasan Open University (WOU) is one of three institutions in Malaysia that have been approved to admit students under this Open Entry Admission System. The entry requirements for adult learners as outlined in this policy emphasized the age of the learner and their prior academic/experiential qualifications.

The objective of the study was to examine whether the students' age or their prior formal education moderated by the semester course load would influence their performance. The sample of this study comprised 1271 students gathered from three different intakes. The GPA of each student

obtained at their first semester of studies was employed to measure their performance.

The outcomes of this study revealed that the number of courses registered by each student from diverse academic background and various age did not impact on their GPA performance. It was also discovered that the combined factors of academic background and age have very little significant effect on the GPA as well. Nevertheless, independently the academic background or the student's age significantly affected the GPA performance. This finding will provide useful information for the development and improvement of the learner support system to meet the learning needs of students based on their diverse academic background and age groups.

A study by Al-Tamimi, A. &MunirShuib (2009) and published in *GEMA Online Journal of Language Studies,* titled "Motivation and attitudes towards learning English: a study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology" outlined the results of a survey which was carried out, to identify Petroleum Engineering students' motivation and attitudes towards learning the English language. The study investigated students' motivation in terms of three motivational constructs: instrumental motivation, integrative motivation and personal motivation based on Gardner's (1985) and Cooper and Fishman's (1977) works. Learners'

attitudes, on the other hand, regarding 1) the use of English in the Yemeni social context, 2) the use of English in the Yemeni educational context, 3) the English language and 4) the culture of the English speaking world were identified. The study sample consisted of 81 petroleum engineering students at Hadhramout University of Sciences and Technology (HUST). A questionnaire and interviews were used for data collection.

For the students' motivation, the findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation. On the other hand, data for the students' attitudes revealed that most of students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students' positive orientation toward the English language. Interestingly enough, the results indicated that a high number of the students showed their interest in the culture of the English speaking world as represented by English-language films. Finally, some pedagogical implications that would help tap the students' motivation and attitudes were presented.

Another article in *GEMA Online Journal of Language Studies, published by*Azizeh, C. (2010) titled "Motivation and attitudes of Iranian undergraduate EFL students towards learning English" investigated the various socio-psychological orientations of Iranian undergraduates towards learning English. It focused on the motivation orientations of the students and their attitudes towards the target language and its community. A group of 108 students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan, Iran was surveyed using the AMTB (Attitude, Motivation Test Battery). The domains used for the purposes of the study were: a) interest in English, b) parental encouragement, c) motivational intensity, d) attitudes towards learning English, e) attitudes towards English-speaking people, f) integrative orientation, g) desire to learn English, and h) instrumental orientation. The results revealed that these Iranian Nonnative speakers of English learn the language for both 'instrumental' and 'integrative' reasons and their attitudes towards the target language community and its members were generally found to be highly positive. The paper also reported some micro and macro implications of the study.

2.2 THEORETICAL FOUNDATIONS

Social demography is defined by the Encyclopedia Britannica (2011) as the scientific study of population's age, education, and residence, socioeconomic and marital status. These socio demographic issues have an incidence on

academic processes such as Second Language Acquisition. Language attainment, also referred to as proficiency (Krashen, 1981), is a speaker's knowledge and performance in a given language. This is certainly a relevant concern in the field of language acquisition, and specifically on second language acquisition. As a matter of fact, the United States Department of Education created the American Council on the Teaching of Foreign Language (ACTFL), an institution that designed guidelines known as ACTFL guidelines for English levels. This guidelines intend to rate the proficiency levels of Non-Native English Speakers (NNES).

Even though these criteria have been widely used for speakers of all ages, many immigrants are adults who pursue a career or a job overseas. Therefore, for an adult English learner, these guidelines can be regarded as references for rating their languages as Novice, Intermediate, or Advanced learners. Reaching a specific proficiency level depends on several factors. However, there is a tendency to regard language proficiency solely on the classroom environment. This conception, if generalized, can be misleading. It is difficult to believe that the teacher, classmates, materials, and availability to practice the language after class play a minor role on language acquisition. That is not what this study intends to prove. Nonetheless, it is equally difficult to think that the learner's income, family context, and attitude towards language learning are not relevant either. Therefore, the three previously

mentioned aspects fall into the category of social demographic issues.Generally speaking, demography studies population and all that relates to it. Since it is necessary to be more specific, this study focused on social demographic issues, which relate more closely to a person's income, physical environment, and also attitudes towards language learning.

First of all, income is a common word to describe a person's economic status. Roughly speaking, income can be low, medium, or high. This type of source allows a person to afford or not to afford commodities or courses. Second, the physical environment, or context of learning refers to the environment a learner has. What surrounds a person affects their actions. In this case, reference is made to family, residence, and such, not only the classroom environment, but housing too. Third, attitudes towards language learning determine to some extent how motivated a person is. It is necessary to especificy that sometimes learners have a welcoming attitude towards the language per se, but not to the speakers or culture where the given language is spoken as a first language. In short, the combination of these three social demographic issues, economic status, context of learning, and attitudes towards language learning affect either positively or negatively the success of an adult learner in second language attainment.   All these concepts are approached in detail below.

2.3 DEFINITIONS

Bivariate analysis is one of the simplest forms of the quantitative (statistical) analysis. It involves the analysis of two variables (often denoted as *X*, *Y*), for the purpose of determining the empirical relationship between them. In order to see if the variables are related to one another, it is common to measure how those two variables simultaneously change together (see also covariance).

Bivariate analysis can be helpful in testing simple hypotheses of association and causality – checking to what extent it becomes easier to know and predict a value for the dependent variable if we know a case's value on the independent variable.

Bivariate analysis can be contrasted with Univariate analysis in which only one variable is analyzed.Furthermore, the purpose of a Univariate analysis is descriptive. Subgroup comparison – the descriptive analysis of two variables – can be sometimes seen as a very simple form of Bivariate analysis (or as Univariate analysis extended to two variables).The major differentiating point between Univariate and Bivariate analysis, in addition to looking at more than one variable, is that the purpose of a Bivariate analysis goes beyond simply descriptive: it is the analysis of the relationship between the two variables.

CENIUES*:* Stands for University of El Salvador's Foreign Language Center. CENIUES is an institution that offers open English, French, and Japanese courses divided into either 15 or 20 levels depending on the Language and age. CENIUES is the result of a group of University of El Salvador's Foreign Language faculty's initiative to offer foreign language courses, which started in the 80's. However, it was not until the 90's that CENIUES became an official institution, period in which enough financial resources were assigned. This project is considered a self-sustainable one, and is characterized by being permanent. Currently, CENIUES is considered as an excellent Foreign Language Institution. The University of El Salvador's prestige, faculty, teaching quality, facilities, and legal regulations make it possible. In addition, its great rate of students and popularity in Salvadorian people confirm it.

Critical period: For language acquisition refers to a period when learning a language is relatively easy and typically meets with a high degree of success.

Demography:According to the Encyclopedia Britannica online (2010), demography is defined as the study of human population in special regards to its size, density, distribution and vital statistic and even the interplay between population and economic development.

High Income: Of or relating to individuals or groups, such as families, that are supported by or earn income considered high in comparison with that of the larger population.

Incidence: Refers to the number of times an event occurs or the number of new cases in a particular period of time. Incidence is often expressed as a ratio, in which the number of cases is the numerator and the population at risk is the denominator.

Influential:Exerting or possessing influence or power; potent; efficacious; effective; strong; having authority or ascendency.

Learningcontext: is the internal, changing relation between individual and situation; it is the phenomenon of learning. Traditionally, research has isolated individual variables from situational variables, and has treated them externally, independent of context. Aptitude-treatment interaction research, in contrast, relates individual differences to variations in treatment. Results of different experiments will not be comparable if the context-dependent meaning of specific data on learning is not considered.

Low-Income: A household income at or below the Department of Health and Human Services poverty guidelines of $16, 450 for a family of four (1998). It

also refers to any readily identifiable group of low-income persons who live in geographic proximity, and, if circumstances warrant, geographically dispersed/transient persons (such as migrant workers or Native Americans) who would be similarly affected by a proposed Federal Highway Administration program, policy, or activity.

Out-of-school influences:characteristics that the individual may acquire at any time including the years that he and she is at school such as urban residence, travel exposure*.*

Performance: Most people know that academic performance generally refers to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance: such as; grades, attendance, standardized tests, extracurricular activities and behavior.

Preschoolinfluences:those characteristics that the individual inherits such as sex, socioeconomic status, date of birth, intelligence.

Proficiency:Mastery of a specific behavior or skill demonstrated by consistently superior performance, measured against established or popular standards.

School quality: consists of two elements that are both monetary meaning budget per pupil, books per pupils, etc. and non-monetary which deals with hours of homework and parent-teacher conferences.

Second Language Acquisition or Second Language Learning: is the process by which people learn a second language. Second language acquisition (often capitalized as Second Language Acquisition or abbreviated to SLA) is also the name of the scientific discipline devoted to studying that process. *Second language* refers to any language learned in addition to a person's first language; although the concept is named *second* language acquisition, it can also incorporate the learning of third, fourth or subsequent languages. Second language acquisition refers to what learners do; it does not refer to practices in language teaching.

Sensitive period: term used to emphasize that language acquisition might be more efficient during early childhood but was not impossible in later ages.

Social demography: The field of social demography uses demographic data and methods to describe, explain, and predict social phenomena. It also measures the effect of social forces on population distribution. Distinct from formal demography, which focuses more generally on population composition

and distribution, social demography investigates the social-status composition and distribution of a population.

Socioeconomic status: (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. It is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed.

2.4 HYPOTHESIS

The social economic status, context of learning, and attitudes towards language learning have an incidence on the proficiency of adult English students at CENIUES.

2.5 VARIABLES

Variables	Dimensions	Indicators
Social Economic Status	Economic Status	Income
	Family size-type	Big-small family Single parents
	Parents education	Educational level
Context of learning	Social class	Vocabulary Values and beliefs Environment Peers
	Previous education	Course size-load Group age School itself
	Age	Brain plasticity
Attitudes	Student's involvement	Extracurricular activities Student's attendance Active learning
	Motivation	Extrinsic motivation Intrinsic motivation Interests

CHAPTER 3

METHODOLOGY

This research work aimed at finding the influence of Economic Status, Context of Learning, and Attitudes towards Language Learning on the Language Proficiency of Adult Students from Advanced English Courses at CENIUES. The following research question was addressed in this study: What is the extent to which economic status, context of learning, and attitudes towards language learning affect the proficiency adult students from advanced English courses at CENIUES in the semester II/2011?

The study was conducted at CENIUES at the University of El Salvador. CENIUES is the appropriate setting for researching on demographic issues and second language proficiency since English courses are taught in this place and its students come from several social-economic backgrounds. In addition, prior research has been made over the same concern, which has certainly contributed to the understanding of the studied phenomenon at its time. Yet, it becomes necessary to check whether the previous studies apply to the current setting.

3.1 RESEARCH LEVEL

This study featured and measured the variables involved in the proficiency students develop while learning English as a Second Language and its correlation to several social- demographic issues. Those issues included Economics status, the Context of Learning, and Attitudes students developed towards the Learning of English. Due to the fact that this area had not been studied in depth in the Salvadorian context, this research has established certain parameters for further interventions in the field.

3.2 RESEARCH DESIGN

This study has followed a quantitative research design, which led to a correlation strategy to find out how students' academic proficiency was affected by the demographic issues mentioned before. The purpose to use correlation strategy was to demonstrate a correlation between Economic Status, Context of Learning, and Attitudes towards English Learning, and proficiency. Therefore, a survey was designed and administered in order to gather valuable data intended to establish such correlations. Along with this instrument adult students´ grades from CENIUES' English courses were gathered in order to provide evidence of the variables.

3.3 PARTICIPANTS/SAMPLE

The study focused on adult students from CENIUES' English courses at the University of El Salvador. The study aimed to establish a relationship between students' social demographic status and their academic proficiency while learning English. Adult students from Advanced English courses were selected since at this level they have already reached a fair proficiency level at the language. Chances of perceiving students linguistic attainment were more likely to be observed as compared to Intermediate levels. There were 160 students at the Adult Advanced English courses, which were distributed into 9 sections. The sample used covered 110 students, which represents 68.8% of the whole population. Therefore the study is quite representative. Random sampling was used in order to avoid bias in the study and to allow any participant to have an opportunity to be chosen out of the whole number of students from the Advanced English course at CENIUES.

3.4 DATA COLLECTION

A) Intervention/Materials

In this case, the intervention consisted of administering a survey to students from different section of CENIUES' Advanced English courses at the University of El Salvador. The survey was researcher-made and gathered valuable data about the population's social-demographic status in order to obtain a social demographic profile from this students. Along with this profile,

students' grades were taken into account as an evidence of their proficiency in the language. The independent variable was comprised by the students' Economic status, Context of Learning, and Attitudes towards language learning; whereas the dependent variable was their English language proficiency. These two variables were related as to determine the extent to which one of them relates to the other. In the following section the specifications per item are presented.

B) Measurement/ Instrument

The survey used in this study was researcher-made and contained 23 items, which were divided into four sections. The first section covered general information from the participants. For example, age, gender, marital status, residence, and labor info were approached. The second section related to family issues and socioeconomic concerns. For instance, data such as parents' highest academic achievement, field of work, economic support, and income range were found. The third part related to the participants' context of learning. In this section the participants' location, prior school, level of English attained before starting college, and further English courses outside of the university were approached. Finally, section four focused on the participants' attitudes towards learning English. In that section, students were asked about the reason why they had decided to study English, their likes and dislikes

about in-class participation, further English programs, class practice, as well as class attendance.

3.5 DATA ANALYSIS

A) Data Collection

Data were collected in the following fashion. First, the survey was designed, revised, and validated in order to have an appropriate instrument to gather data in the most efficient way. The validations process started by having this survey submitted to an analysis in order to verify that the items were addressing the right aspects of this study. The validation of this instrument was as follows. The researchers presented the survey to CENIUES' coordinator Lic. Alfonso Mejia in order to let him know what the study intended and get approved of. After that, the instrument was distributed among 10 students of Advanced 1 English courses at the Foreign Language Department at the University of El Salvador to verify students were capable of answering the items as briefly and concisely as possible. Afterwards, a survey administration was scheduled and passed. The surveys were administered the last week of August and first week of September 2011 in 6 different groups of adult students from advanced English courses at CENIUS. In the different courses students were provided with the survey with the 4 sections explained making a survey of 2 pages that were answered by 110 students. Students took an approximate of 10 to 11 minutes to answer the survey.

B) Data Analysis Procedure

This study used quantitative data. For making the data analysis of the survey, descriptive statistics were used. This data was statistically analyzed to guarantee a level of reliability. Results provided clear evidence on how variables related to one another, and are presented below. Both Univariate and Bivariate analyses were made in order to measure the degree of relationship between variables.

CHAPTER 4

RESULTS AND ANALYSIS OF RESULTS

4.1 STATISTICAL ANALYSIS (Univariate)
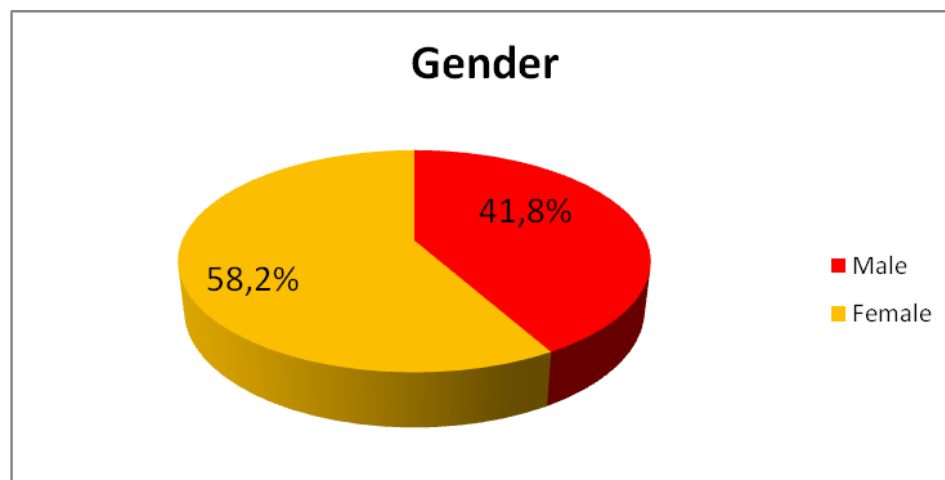
It can be observed that there is a greater female population in these levels because it covers 58.2 %. However, the difference is not so great because the male population is 41.8%. Therefore, the data shows that the gender gap is slight.

Age

		Frequency	Percentage	Valid percentage	Cumulative Percentage
Valid	13	1	.9	.9	.9
	14	2	1.8	1.9	2.8
	15	6	5.5	5.6	8.4
	16	7	6.4	6.5	15.0
	17	11	10.0	10.3	25.2
	TOTAL	27	------	------	25.2%
	18	4	3.6	3.7	29.0
	19	6	5.5	5.6	34.6
	20	10	9.1	9.3	43.9
	21	11	10.0	10.3	54.2
	22	8	7.3	7.5	61.7
	23	9	8.2	8.4	70.1
	24	2	1.8	1.9	72.0
	25	4	3.6	3.7	75.7
	26	4	3.6	3.7	79.4
	27	2	1.8	1.9	81.3
	28	2	1.8	1.9	83.2
	29	2	1.8	1.9	85.0
	30	2	1.8	1.9	86.9
	32	4	3.6	3.7	90.7
	34	1	.9	.9	91.6
	35	1	.9	.9	92.5
	39	1	.9	.9	93.5
	41	2	1.8	1.9	95.3
	44	1	.9	.9	96.3
	45	2	1.8	1.9	98.1
	49	1	.9	.9	99.1
	60	1	.9	.9	100.0
	Total	107	97.3	100.0	
Non-valid	System	3	2.7		
Total		110	100.0		

The greatest age group is made up by individuals who are 20 to 23 years old.

Marital Status

other	2
free union	1
married	6
single	101

Number of children

Series1

None	1	2	3	4 or more
90,90%	4,50%	1,80%	1,80%	0,90%
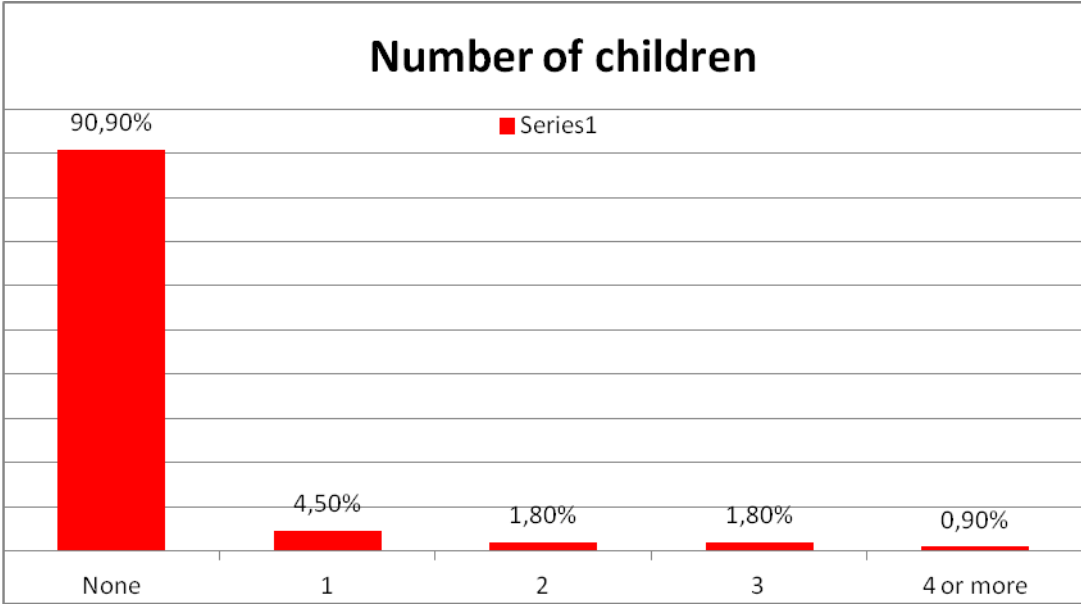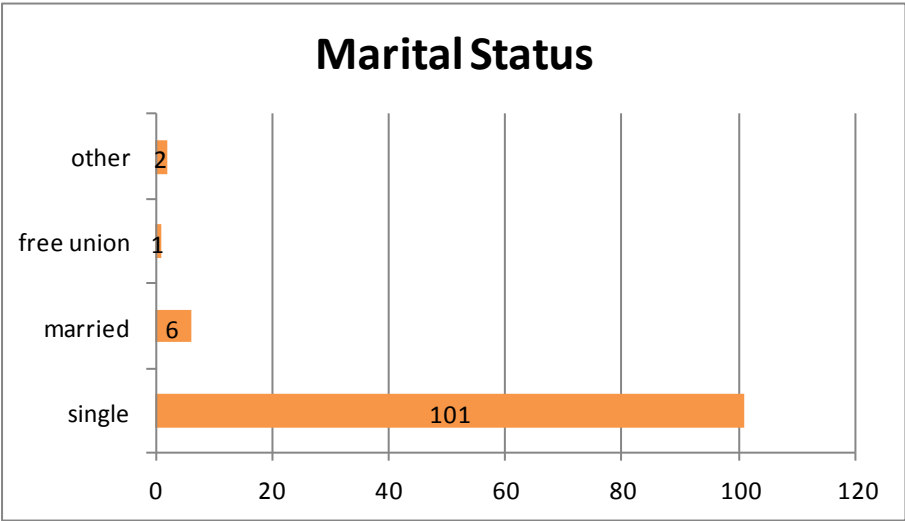
As shown in the graphics, most of the surveyed individuals are single; representing 91.8% of participants. In addition to this, 91% of the population have no children, which means people without own family-raising responsibilities are more likely to move forward in academic terms.

Are you employed?
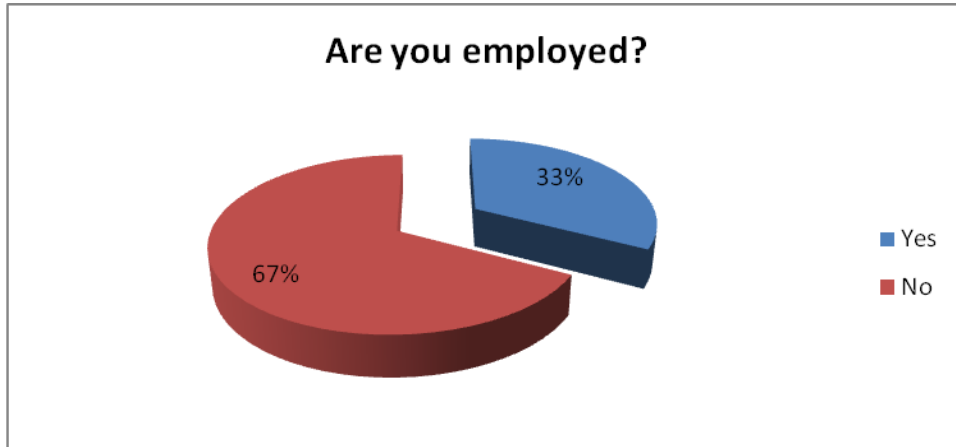
Most individuals still live with their parents and are unemployed, which means they are full time students.

Field of Work
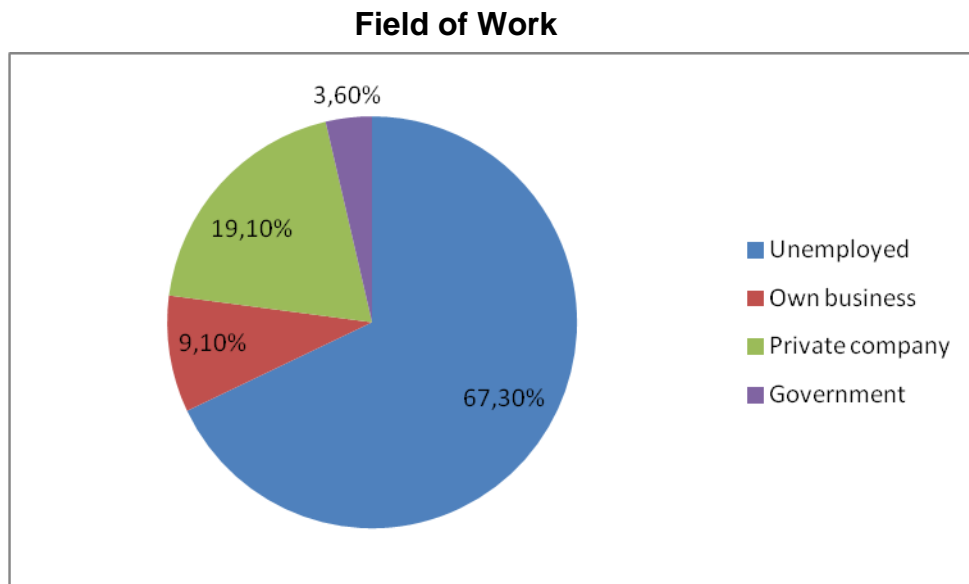
Most employed individuals work for private companies under a full time schedule. The second greatest employed group is made up by those who own their business.

Father's Academic Level
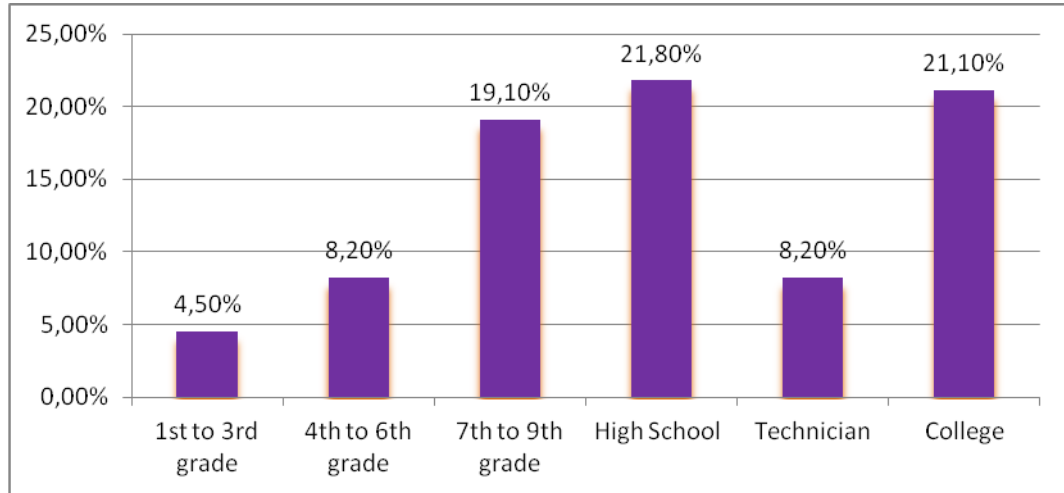
Mother's Academic Level
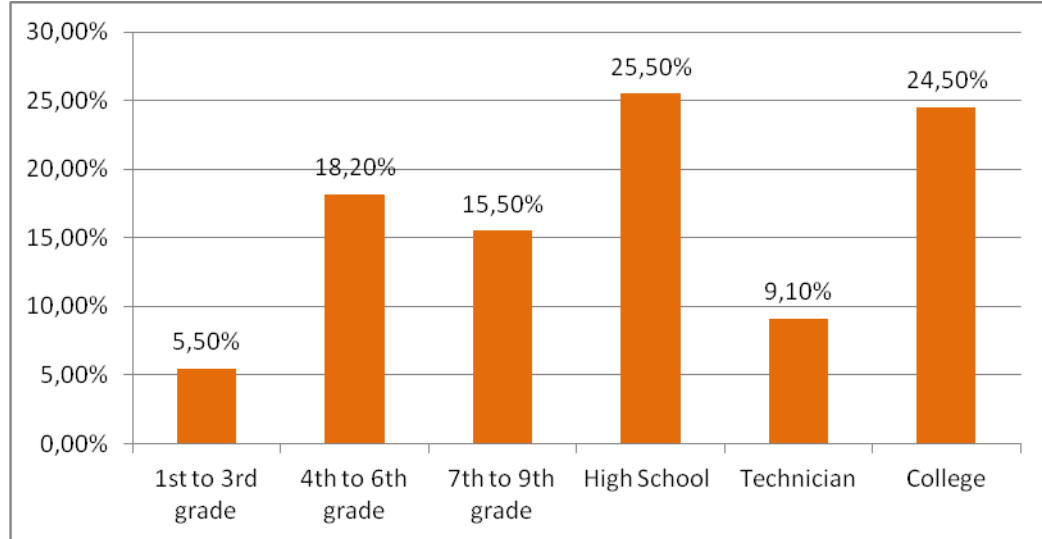
It can be observed that over 50% of both parents have an academic level equal to or less than high school. Only between 24% to 29% of individuals have attained a college level.

Father's Field of Work
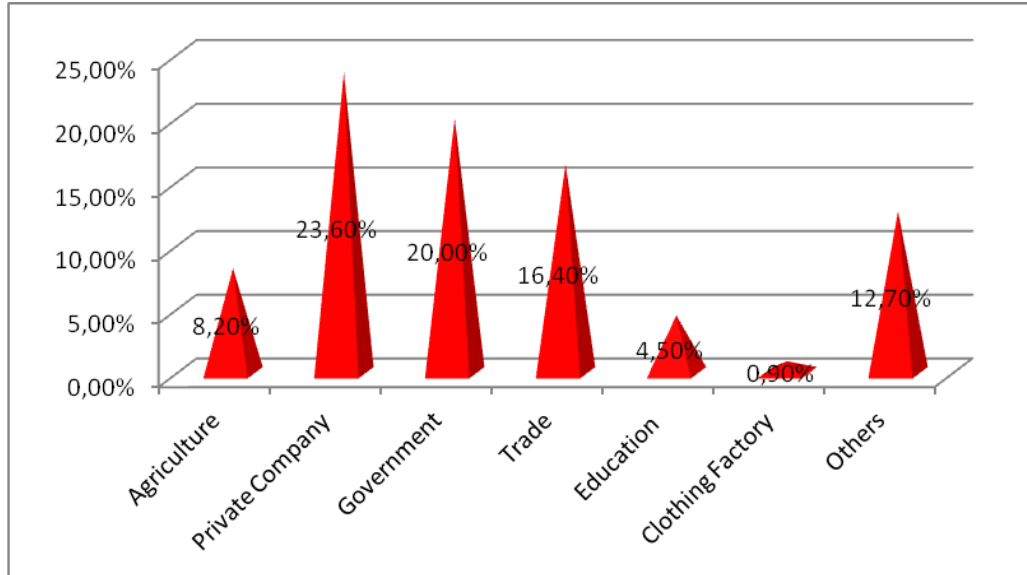
Mother's Field of work
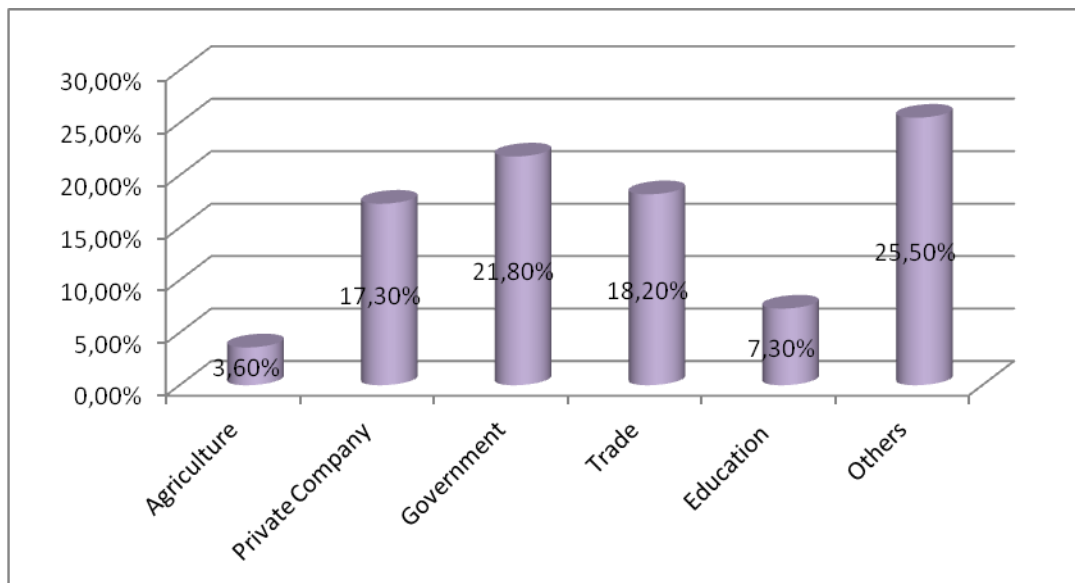
The majority of the participants' parents work for either a private company or the government.

Who finances your English course?
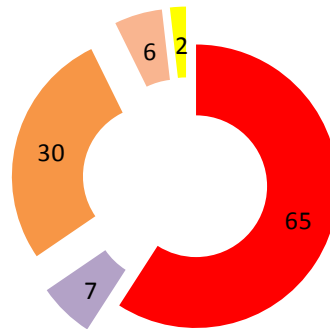
59.1% of students depend on their parents' economical support to finance their English courses, followed by 27.3% who are employed and self-finance their courses. In addition, there are just a few grantees. In fact, only 6 out of 110 students were scholarship holders. On this concern, it is relevant to encourage the university's social-economic unit to enhance the scholarship approval processes since its length keeps students from being scholarship holders.

Income
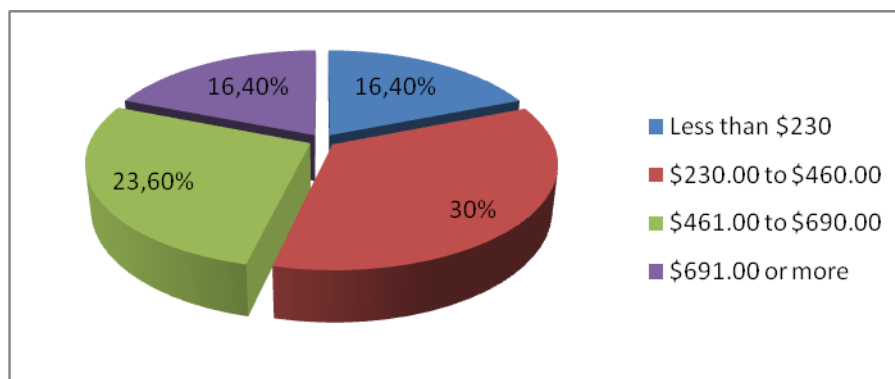
The economic income of the person that finances the English course is set in the range of $230 to $460, followed by the range of $461 to $690. In general terms, 81.1% have a wage that surpasses the minimum wage.

Current Residence Zone
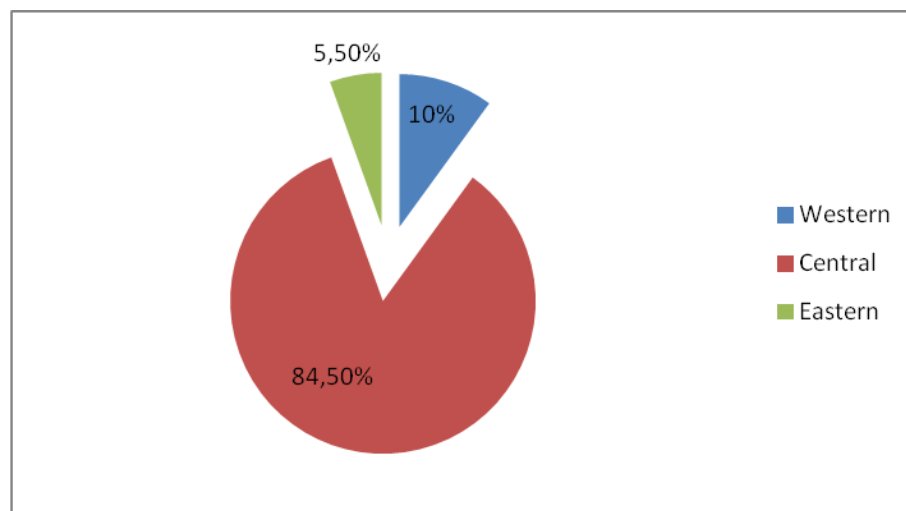
Most students are from and currently live in the central zone of the country. Just 7 of them have migrated. Taking this fact into consideration, it can be said that the individual's ease of movement is a determinant factor in the English course attendance. As a matter of fact, commuting implies a great deal of economic expenses that student cannot always afford.

Type of School Attended

Private
Public

50%   50%
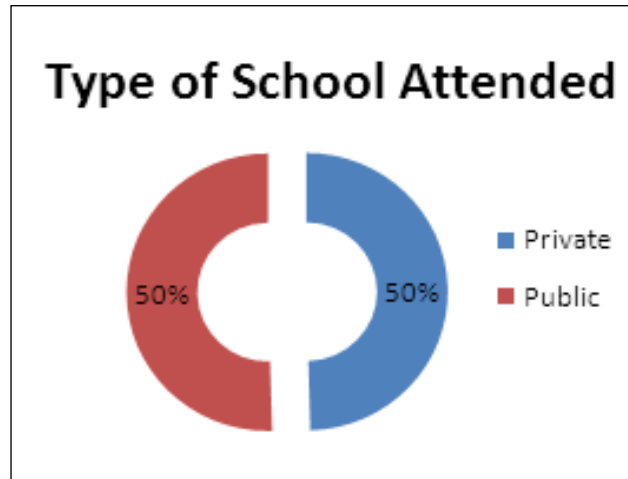
The type of school attended is a quite equitable factor, which means that there is not a significant difference in this variable.

Hours of English class in School

No   10

Yes   100

0   20   40   60   80   100   120
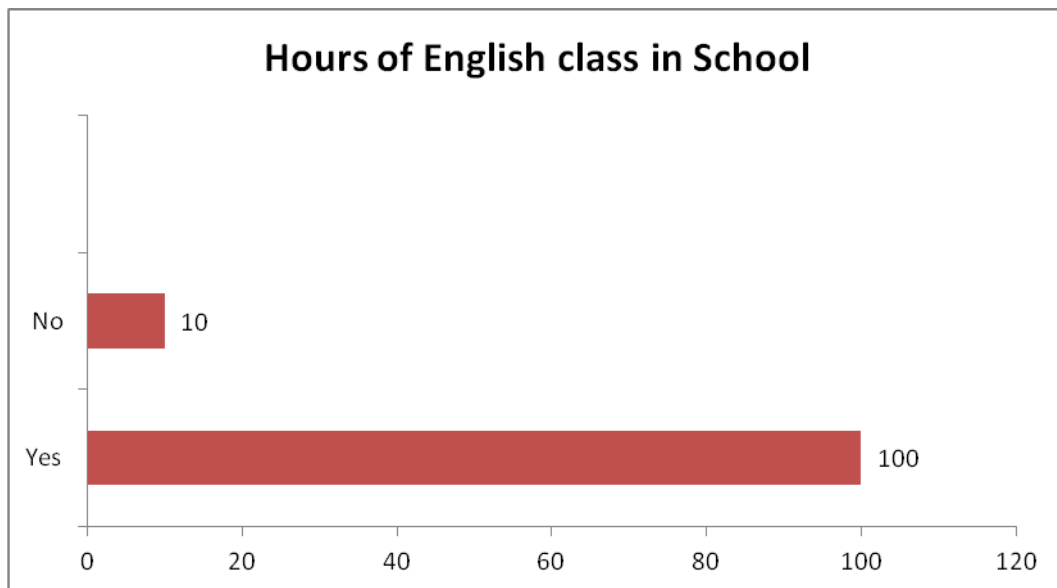
Most of students had 1 to 3 hours of English class per week.

Did you go to other English courses before attending CENIUES?
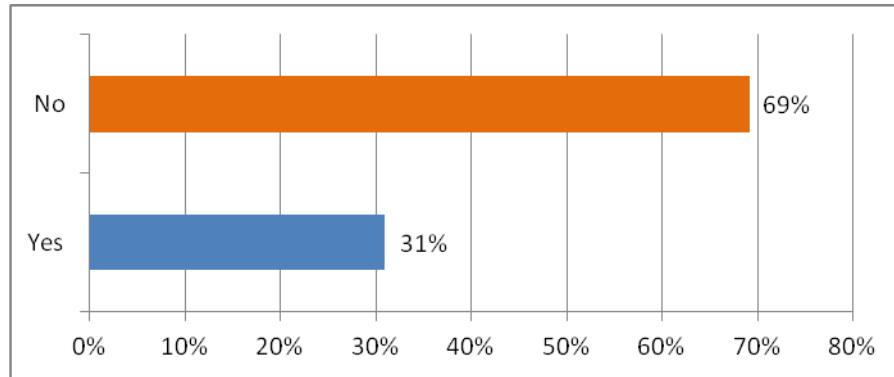
Just 34 individuals declared to have had other English courses before coming to CENIUES, which means that most individuals attend English courses at CENIUES with the English level achieved in high school, and even some of them had no English class in school.
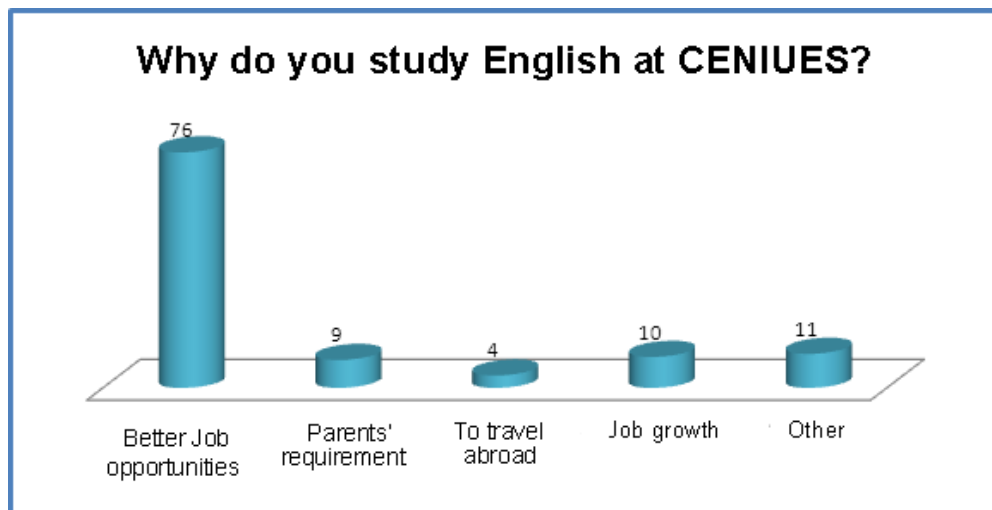
69.1 % of individuals enroll in English courses because they seek for good job opportunities since they regard the mastery of this language as a must in the labor world. In addition, those participants who are already employed state they aim to be promoted.

Among the causes listed within the "other" category, participants state they intend to establish bonds with English native speakers and some of them just take the course because they like the language per se.

Class Activity preference

49	26	13	11	11
Talk to classmates	Participate in class activities	Write in English	All of the above	Other
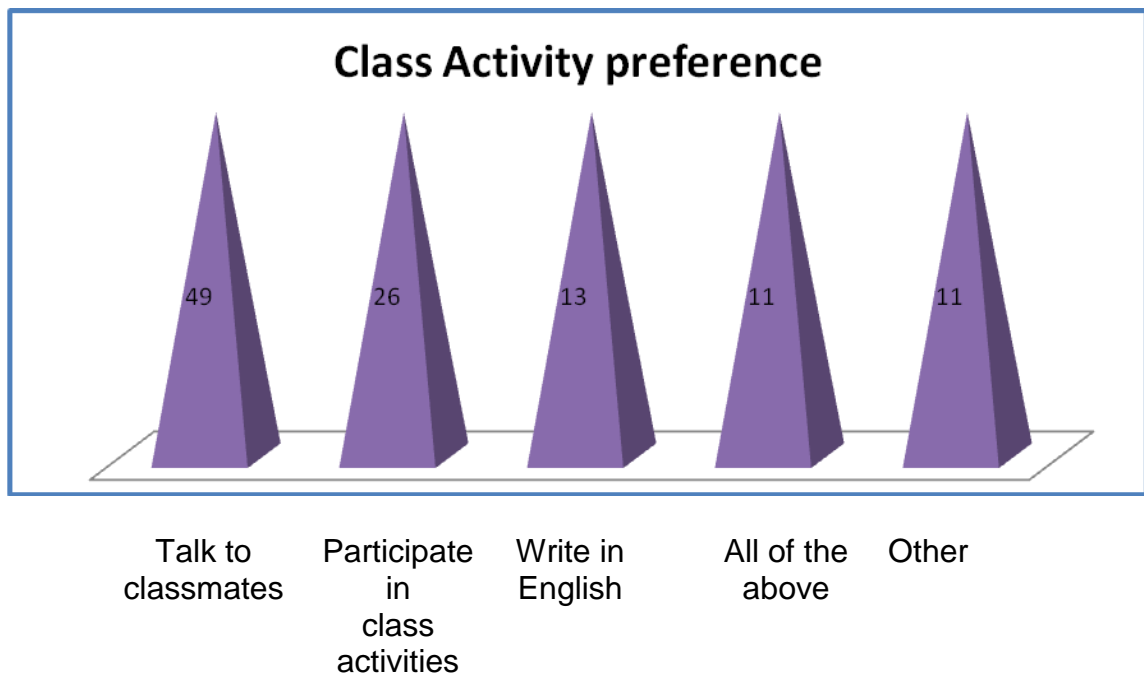
44.5% of participants like talking to classmates. The second greatest group is made up by 23.6% of participants. They claim they prefer to participate in class activities. This group is followed by 11.8% of participants.

They prefer Writing as opposed to Speaking. It is also important to notice that 10% of individuals intend to become integral students because they show interest in all of the previously mentioned activities, and 10% said they had other sources of motivation for learning English.

Class Attendance
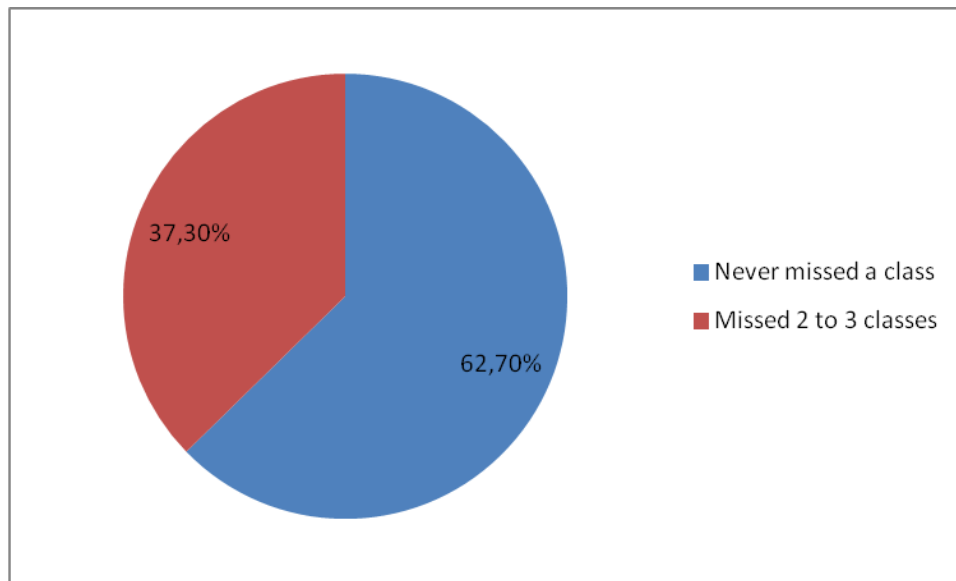
Individuals who have reached advanced levels at CENIUES course have a great sense of responsibility. This is reflected by the 62.7% of participants claim not to have missed any class session. 37.3% have missed 2 or 3 classes only. This particular fact is to be highlighted because by the time the survey was passed, the English course was about to finish, being the last meeting for most of the groups. Therefore, the hereby attendance frequency represents the overall course.

Previous Course Grade
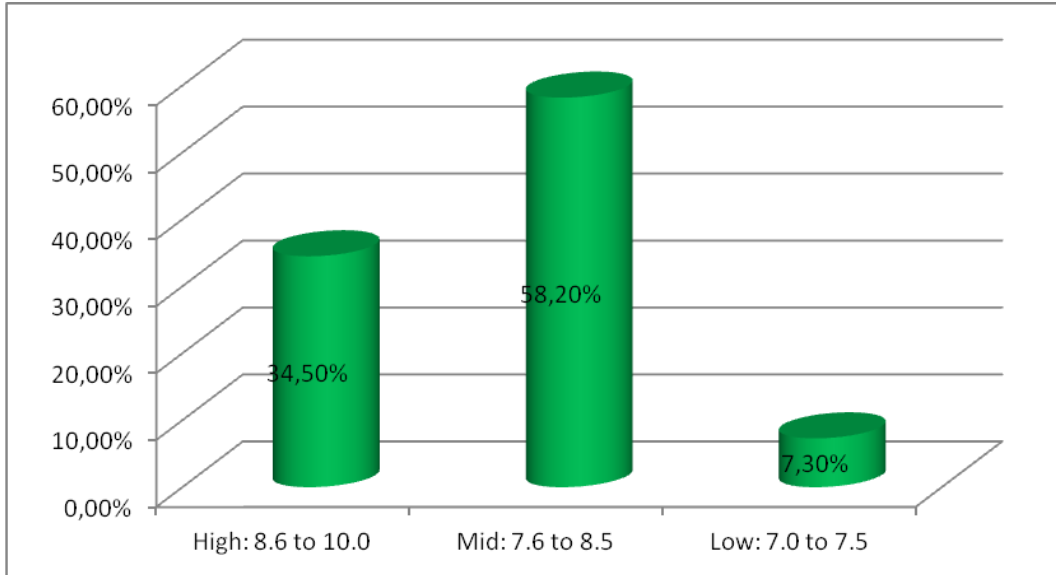
Most students reaching advanced English levels obtain grades between 7.6 and 8.5. In addition, 34% of participants have scores higher than 8.6, and only 7.3% of participants have grades from 7.0 to 7.4, which entails the low score group, but does not necessarily mean poor performance, but fair.

4.2 BIVARIATE ANALISIS

VARIABLES	Previous Course Grade	
	Pearson Correlation. 5%	N
Gender	0.014287441	110
Age	0.021740857	107
Marital Status	0.164289196	110
Number of children	-0.069308682	110
With whom do you live?	-0.017196667	110
Employee	-0.093121062	110
Type of work	0.04898857	108
Workplace	0.095064486	109
Father's academic level	0.068815631	100
Mother's academic level	-0.092643295	108
Father's field of work	0.011589914	95
Mother's field of work	0.010709939	103
Who finances your English course?	-0.008926875	110
Income	0.199075263	95
Birth zone	0.025266971	110
Current Residence Zone	0.21748029	104
Migrant	-0.0133523898	107
Type of School attended	0.113983007	109
Did you have English class in school?	0.113028947	110
Hours of English class in school	-0.027365086	110
Other English courses before CENIUES	0.042932797	110
Reason(s) for studying English at CENIUES	-0.013084495	110
Class Activity Preference	0.150921972	110
Class Attendance	0.005829977	110
Previous Course Grade	1	110

It can be observed that the most influential factors over students' academic performance are the Current Residence Zone and Income. These variables are followed by Marital Status and Class Activity Preference respectively.

4.3 CURRENT ADVANCED CENIUES STUDENT PROFILE

Based upon the previous analyses, it can be stated that individuals who are currently at advanced levels at CENIUES English display a series of features described as follows. The average advanced CENIUES students are evenly distributed by gender; are between 20 and 23 years old, single, childless, unemployed, and still live with parents. Regarding socio-economic status and family background, participants' parents attained a low academic level, make between $230.oo and $460.oo monthly, and finance their offspring's' English courses.

In regards to learning context, only seven participants are migrants, which mean most students are from the Central Zone and still live in such area. In addition, they come from either public or private schools in a roughly homogeneous rate. Most participants had one to three hours of English classes in such schools. Besides that, a few the participants took English courses at other language academies before enrolling in CENIUES.

In the field of attitudes towards English language learning, most individuals intend to have good job opportunities, which motivate them to learn a second language, being English in this case. While in class, the average student feel comfortable interacting with classmates and just a

limited number of participants admitted a preference for writing tasks. However, there are also students with a great interest in all language areas and class activities. In addition, these students are very responsible because they hardly ever miss a class session. Finally, the participants' performance is usually medium and high, which means their language mastery is above 75% as indicated by their evaluations.

CHAPTER 5

CONCLUSIONS

- It was found that the most influential variables over students' academic performance were Context of Learning, and Socioeconomic Status, realized by the Current Residence Zone and Income accordingly. These factors affected proficiency positively.

- Less influential variables are those concerning the Kind of School attended and whether or not they took English courses while in school, having very little influence on proficiency.

- On the other hand, proficiency was affected negatively when the participants had children, a job, and mothers with low academic level.

- Regarding income, it was found that the employed students' average income ranges between one and two minimal wages, which are $230 to $460 per month.

- Most participants were 20 to 23 years old, single, childless, unemployed, and still lived with their parents. All of these factors made them more likely to attend English courses without time constraints because they did not have to worry about household responsibilities.

- There was no dominant gender in the studied population, having 42% of male and 58% of female participants. It was not expected to find such a minimal difference in gender since generally there are more women in the classrooms.

- In the field of attitudes towards English language learning, most individuals intend to have good job opportunities, showed preference for all class activities, and had a medium and high performance, which means their language mastery is above 75% as indicated by their evaluations.

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ANNEXES

CONTENTS OF ANNEXES

PART 1
Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Encuesta para establecer el perfil socio-demográfico de los estudiantes adultos de CENIUES

Objetivo: Establecer el perfil socio-demográfico de los estudiantes adultos de los cursos de Ingles Avanzado de CENIUES

Indicación: Marque o llene el espacio de acuerdo con lo que se le pida.

I. **INFORMACION GENERAL**
 a. **Género: 1) Masculino** ☐

 2) Femenino ☐

 b. **Edad:** __ __ **Años**

 c. **Estado civil:** **1) Soltero (a)** ☐ **2) Casado (a)** ☐ **3) Acompañado (a)** ☐

 4) Viudo (a) ☐ **5) Otro_____**

 d. **Número de hijos:** **1) Ninguno** ☐ **2) 1** ☐ **3) 2** ☐ **4) 3** ☐

 5) 4 o más ☐

 e. **Con quienes vive actualmente:** **1) Mamá** ☐ **2) Papá** ☐ **3) Ambos padres** ☐

 4) Abuelos ☐ **5) Hijos** ☐ **6. Esposa e hijos** ☐

 7) Otro _____

 f. **Usted trabaja:** **1) Si** ☐ **2) No** ☐

 g. **Su trabajo es:** **1) Medio tiempo** ☐ **2) Tiempo completo** ☐

 h. **Donde trabaja:** **1) Negocio Propio** ☐ **2) Empresa privada** ☐

 3) Gobierno **4) Ot** ☐ **_____**

II.   **ESTUDIO SOCIO-ECONOMICO Y ANTECEDENTES FAMILIARES**

   i.   **¿Cuál fue el último nivel académico alcanzado por sus padres? Marque en (P) para padre o en (M) para madre.**

   1) 1º A 3º Grado P ☐ M☐   2) 4º A 6º Grado P ☐ M ☐   3) 7º A 9º Grado P ☐ M ☐

   4) Bachillerato P ☐ M ☐   5) Técnico P ☐ M☐   6) Universidad P ☐ M ☐

   j.   **¿Cuál es el campo o área de trabajo de sus padres? Marque en (P) para padre o en (M) para madre.**

   1) Agricultura P☐ M☐   2) Empresa privada P ☐ M☐ 3) Gobierno P   M ☐   ☐

   4) Comercio P ☐ M☐   5) Educación P ☐ M ☐   6) Maquila P☐ M ☐

   7) Otro _____

   k.   **¿Quién cubre los gastos de su curso de inglés?**

   1) Padres ☐   2) Familiares ☐   3) Usted mismo ☐   4) Beca ☐

   5) Otro_____

   l.   **¿Cuál es el rango de ingresos de la persona o personas que cubren los gastos de su curso de inglés?**

   1) Menos de $ 230.00 ☐   2) $ 230.00-$ 460.00 ☐   3) $ 461.00-$690.00 ☐

   4) $ 691.00 o más ☐

III.   **CONTEXTO DE APRENDIZAJE**

   m.   **¿En qué zona del país se encuentra su lugar de nacimiento?**
        1) Occidental ☐   2) Central ☐   3) Oriental ☐

   n.   **¿En qué municipio vive actualmente?**   ☐

   o.   **¿Donde recibió principalmente su formación académica?**
        1) Centro de estudios publico ☐   2) Centro de estudios privado ☐

   p.   **¿Recibió clases de inglés en su centro de estudios? 1) Si ☐   2) No ☐**

   q.   **Si su respuesta a la pregunta anterior es si, ¿Cuántas horas de ingles recibía a la semana?**
        1) 1-3 Horas ☐   2) 4-6 Horas ☐   3) 7 Horas o más ☐

   r.   **Antes de asistir a CENIUES, ¿Recibió otros cursos de inglés? 1) Si ☐   2) No ☐**

IV. **ACTITUDES HACIA EL APRENDIZAJE DEL IDIOMA INGLES**

s. **¿Cuál es la razón por la que usted decidió ingresar a CENIUES a aprender inglés?**

1) Mejores oportunidades de trabajo ☐   **2) Mis padres me lo exigen** ☐

3) Para viajar al extranjero ☐   **4) Crecimiento laboral** ☐

5) Otra_____

t. **¿Qué es lo que más te gusta de practicar el inglés en clases?**

1) Hablar con mis compañeros ☐   **2) Participar en las actividades de la clase** ☐

3) Escribir en ingles ☐   **4) Otro_____**

u. **En el presente curso de inglés, ¿Con que frecuencia ha asistido a clases?**

1) No he faltado a clases todavía ☐ **He faltado de 2 a 3 clases** ☐

3) Falto a clases cada semana ☐

v. **¿En qué rango se encuentra la nota de inglés que obtuvo en el curso anterior en CENIUES?**

1) Alto 8.6 – 10 ☐ **Medio 7.6 – 8.5** ☐ **Bajo 7.0 – 7.5** ☐

STATISTICAL ANALYSIS

Part 2: Chart 1. Variables

Variable	Valid	Not valid
Gender	110	0
Age	108	2
Marital Status	110	0
Number of children	110	0
With whom do you live?	110	0
Employee	110	0
Type of work	108	2
Field of work	109	1
Father´s academical level	100	10
Mother´s academical level	108	2
Father´s field of work	95	15
Mother´s field of work	103	7
Who finances your English course?	110	0
Income	95	15
Birth Zone	110	0
Current residence zone	104	6
Migrant	107	3
Municipality of current residence	110	0
Type of school attended	109	1
Did you have English class in your school?	110	0
Hours of English class in school?	110	0
Other English courses before CENIUES	110	0
Reason(s) for studying English at CENIUES	110	0
Class Activity Preference	110	0
Class attendance	110	0
Previous Course Grade	110	0

Part 3: UNIVARIATE ANALYSIS OF QUESTIONS IN THE INSTRUMENT

Chart 2: Gender

		Frequency	Percentage	Valid percentage	Cumulative Percentage
Valid	Male	46	41.8	41.8	41.8
	Female	64	58.2	58.2	100.0
	Total	110	100.0	100.0	

Chart 3: Age

		Frequency	Percentage	Valid percentage	Cumulative Percentage
Valid	13	1	.9	.9	.9
	14	2	1.8	1.9	2.8
	15	6	5.5	5.6	8.4
	16	7	6.4	6.5	15.0
	17	11	10.0	10.3	25.2
	TOTAL	**27**	**------**	**------**	**25.2%**
	18	4	3.6	3.7	29.0
	19	6	5.5	5.6	34.6
	20	10	9.1	9.3	43.9
	21	11	10.0	10.3	54.2
	22	8	7.3	7.5	61.7
	23	9	8.2	8.4	70.1
	24	2	1.8	1.9	72.0
	25	4	3.6	3.7	75.7
	26	4	3.6	3.7	79.4
	27	2	1.8	1.9	81.3
	28	2	1.8	1.9	83.2
	29	2	1.8	1.9	85.0
	30	2	1.8	1.9	86.9
	32	4	3.6	3.7	90.7
	34	1	.9	.9	91.6
	35	1	.9	.9	92.5
	39	1	.9	.9	93.5
	41	2	1.8	1.9	95.3
	44	1	.9	.9	96.3
	45	2	1.8	1.9	98.1
	49	1	.9	.9	99.1
	60	1	.9	.9	100.0
	Total	107	97.3	100.0	
Non-valid	System	3	2.7		
Total		110	100.0		

Chart 4: Marital status

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Single	101	91.8	91.8	91.8
	Married	6	5.5	5.5	97.3
	Free union	1	.9	.9	98.2
	Other	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

Chart 5: Number of Children

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	None	100	90.9	90.9	90.9
	1	5	4.5	4.5	95.5
	2	2	1.8	1.8	97.3
	3	2	1.8	1.8	99.1
	4 or more	1	.9	.9	100.0
	Total	110	100.0	100.0	

Chart 6: With whom do you currently live?

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Mother	28	25.5	25.5	25.5
Father	4	3.6	3.6	29.1
Both parents	57	51.8	51.8	80.1
Grandparents	4	3.6	3.6	84.5
Children	1	0.9	0.9	85.5
Wife and kids	5	4.5	4.5	90.0
Others	11	10.0	10.0	100.0
Total.	110	100.0	100.0	

Chart 7: Are you employed?

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	yes	36	32.7	32.7	32.7
	no	74	67.3	67.3	100.0
	Total	110	100.0	100.0	

Chart 8: Type of work

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	74	67.3	68.5	68.5
Unemployed	8	7.3	7.4	75.9
Part-time	26	23.6	24.1	100.0
Fulltime	108	98.2	100.0	
Total	2	1.8		
Lost in system				
	110	100.0		
Total				

Chart 9: Field of Work

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Unemployed	74	67.3	67.9	67.9
	Ownbusiness	10	9.1	9.2	77.1
	Private compay	21	19.1	19.3	96.3
	Government	4	3.6	3.7	100.0
	Total	109	99.1	100.0	
Lost in	System	1	.9		
Total		110	100.0		

Chart 10: Father's Academic Level

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1st to 3rd grade	5	4.5	5	5
	4th to 6th grade	9	8.2	9	14
	7th to 9th grade	21	19.1	21	35
	High School	24	21.8	24	59
	Technician	9	8.2	9	68
	College	32	29.1	32	100
	Total	100	90.9	100	
Lost in	System	10	9.1		
Total		110	100		

Chart 11: Mother's Academic Level

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1st to 3rd grade	6	5.5	5.6	5.6
	4th to 6th grade	20	18.2	18.5	24.1
	7th to 9th grade	17	15.5	15.7	39.8
	High School	28	25.5	25.9	65.7
	Technician	10	9.1	9.3	75.0
	College	27	24.5	25.0	100.0
	Total	108	98.2	100.0	
Lost in	System	2	1.8		
Total		110	100.0		

Chart 12: Father's Field of Work

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Agriculure	9	8.2	9.5	9.5
	Private company	26	23.6	27.4	36.8
	Government	22	20.0	23.2	60.0
	Trade	18	16.4	18.9	78.9
	Education	5	4.5	5.3	84.2
	Clothing Factory	1	.9	1.1	85.3
	Others	14	12.7	14.7	100.0
	Total	95	86.4	100.0	
Lost in	System	15	13.6		
Total		110	100.0		

Chart 13: Mother's Field of Work

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Agriculure	4	3.6	3.9	3.9
	Private company	19	17.3	18.4	22.3
	Government	24	21.8	23.3	45.6
	Trade	20	18.2	19.4	65.0
	Education	8	7.3	7.8	72.8
	Others	28	25.5	27.2	100.0
	Total	103	93.6	100.0	
Lost in	System	7	6.4		
Total		110	100.0		

Chart 14: Who financesyour English course?

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Parents	65	59.1	59.1	59.1
	Relatives	7	6.4	6.4	65.5
	Yourelf	30	27.3	27.3	92.7
	Scholarships	6	5.5	5.5	98.2
	Others	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

Chart 15: Income

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Less than $230	18	16.4	18.9	18.9
	$230.00 to	33	30.0	34.7	53.7
	$460.00	26	23.6	27.4	81.1
	$461.00 to	18	16.4	18.9	100.0
	$690.00	95	86.4	100.0	
Lost	$691.00 or more	15	13.6		
Total	Total	100	100		
	System				

Chart 16: Birth Zone

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Western	11	10.0	10.0	10
	Central	93	84.5	84.5	94.5
	Eastern	6	5.5	5.5	100
	Total	110	100	100	

Chart 17: Current Residence Zone

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Western	11	10.0	10.0	10
	Central	93	84.5	84.5	94.5
	Eastern	6	5.5	5.5	100
	Total	110	100	100	
Lost	System	6	5.5		
Total		100	100.0		

Chart 18: Migrant

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	100	90.9	93.5	93.5
	No	7	6.4	6.5	100.0
	Total	107	97.3	100.0	1
Lost	System	3	2.7		
Total		110	100.0		

Chart 19: Type of School Attended

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Private	54	49.1	49.5	49.5
	Public	55	50.0	50.5	100.0
	Total	109	99.1	100.0	1
Lost	System	1	0.9		
Total		110	100.0		

Chart 20: Did you have English class in school?

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	100	90.9	90.9	90.9
	No	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

Chart 21: How many hours per week did you study English?

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	noe	10	9.1	9.1	9.1
	1 to 3 hours	70	63.6	63.6	72.7
	4 to 6 hours	25	22.7	22.7	95.5
	7 or more hours	5	4.5	4.5	100
	Total	110	100	100	

Chart 22: Did you go to other English courses before attending CENIUES?

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	34	30.9	30.9	30.9
	No	75	68.2	68.2	99.1
	5	1	0.9	0.9	100
	Total	110	100	100	

Chart 23: Why do you study English at CENIUES?

		Frecuency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Better Job	76	69.1	69.1	69.1
	opportunities	9	8.2	8.2	77.3
	Parents' requirement	4	3.6	3.6	80.9
	To travel abroad	10	9.1	9.1	90.0
	Job growth	11	10.0	10.0	100.0
	Other				
		110	100	100	
	Total				

Chart 24: Class Activity Preference

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Talk to my classmates	49	44.5	44.5	44.5
	Participate in class activities	26	23.6	23.6	68.2
	Write in English	13	11.8	11.8	80.0
	All of the above	11	10.0	10.0	90.0
	Other	11	10.0	10.0	100.0
	Total	110	100.0	100.0	

Chart 25: Class Attendance

		Frequency	Percentage	Valid percentage	Cummulative Percentage
Valid	Never missed a	69	62.7	62.7	62.7
class		41	37.3	37.3	100.0
	Missed 2 to 3 classes	110	100.0	100.0	
	Total				

Chart 26: Previous Course Grade

		Frequency	Percentage	Valid percentage	Cummulative Percentage
Valid	High: 8.6 to 10.0	38	34.5	34.5	34.5
	Mid: 7.6 to 8.5	64	58.2	58.2	92.7
	Low: 7.0 to 7.5	8	7.3	7.3	100.0
	Total	110	100.0	100.0	

Part 4: Chart 27. BIVARIATE ANALISIS

VARIABLES	Previous Course Grade	
	Pearson Correlation. 5%	N
Gender	0.014287441	110
Age	0.021740857	107
Marital Status	0.164289196	110
Number of children	-0.069308682	110
With whom do you live?	-0.017196667	110
Employee	-0.093121062	110
Type of work	0.04898857	108
Workplace	0.095064486	109
Father's academic level	0.068815631	100
Mother's academic level	-0.092643295	108
Father's field of work	0.011589914	95
Mother's field of work	0.010709939	103
Who finances your English course?	-0.008926875	110
Income	0.199075263	95
Birth zone	0.025266971	110
Current Residence Zone	0.21748029	104
Migrant	-0.0133523898	107
Type of School atended	0.113983007	109
Did you have English class in school?	0.113028947	110
Hours of English class in school	-0.027365086	110
Other English courses before CENIUES	0.042932797	110
Reason(s) for studying English at CENIUES	-0.013084495	110
Class Activity Preference	0.150921972	110
Class Attendance	0.005829977	110
Previous Course Grade	1	110

Part 5: CONTINGENCY TABLES REGARDING THE VARIABLES

OF INTEREST

Chart 28: Cross tabulation: Gender* Previous Course Grade.

| | | Previous Course Grade | | | Total |
		High 8.6 to 10	Medium 7.6 to 8.5	Low 7.0 to 7.5	
Gender	Male	16	27	3	46
	Female	22	37	5	64
Total		38	64	8	110

Chart 29: Cross tabulation: Employment* Previous Course Grade

| | | Previous Course Grade | | | |
		High 8.6 to 10	Medium 7.6 to 8.5	Low 7.0 to 7.5	Total
Employed	yes	9	25	2	36
	no	29	39	6	74
Total		38	64	8	110

Chart 30: Cross tabulation: Did you receive other English courses before CENIUES? * Previous Course Grade

| | | Previous Course Grade | | | Total |
		High 8.6 to 10	Medium 7.6 to 8.5	Low 7.0 to 7.5	
Did you receive other English courses before CENIUES?	yes	15	17	2	34
	no	23	47	6	76
Total		38	64	8	110

Chart 31: Cross tabulation: Class Activity Preference* Previous Course Grade

		Last Course Grade			Total
		High 8.6 to 10	Medium 7.6 to 8.5	Low 7.0 to 7.5	
Class Activity Preference.	Talkingto classmates.	24	24	1	49
	Participating in class activities	6	15	5	26
	Triting in English.	1	11	1	13
	Other	3	8	0	11
	All of theabove	4	6	1	11
Total		38	64	8	110

Chart 32: Cross tabulation: Class Attendance* Previous Course Grade

		Previous Course Grade			Total
		High 8.6 to 10	Medium 7.6 to 8.5	Low 7.0 to 7.5	
Class Attendance	I have not missed any class yet.	25	38	6	69
	I have missed 2 to 3 classes	13	26	2	41
Total		38	64	8	110